

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: MCARTHUR HIGH SCHOOL

District Name: Broward

Principal: Todd J. LaPace

SAC Chair: Justin Jackson

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/2012

Last Modified on: 10/23/2012

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)
Principal	Todd J. LaPace	Bachelor of Arts – Mathematics Masters in Education Leadership	3	5	<ul style="list-style-type: none"> • Learning Gains (67%) on Algebra EOC • Lowest 25% Learning Gains (55%) on Algebra EOC • Raised the proficiency rate on the 2011 Florida Writing Test from 70 – 75% proficiency. • With the adjusted grading, the proficiency rate on the 2012 Florida Writing Test increased to 88%.
Assis Principal	Alona DiPaolo	M.S. Ed. – Educational Leadership B.S. Ed – Special Education Reading and ESOL Endorsed	4	4	<ul style="list-style-type: none"> • 2011-2012 McArthur HS – Grade Pending • 43% of students reading at or above grade level • Lower quartile moved from 47 to 66 percent in learning gains. • 58% Learning gains in reading
		Ed S. – Educational			

Assis Principal	Laurel Bifora	Leadership M.S. – Foundations and Teaching B.S. Ed – Secondary English Education Reading and ESOL Endorsed	3	1	<ul style="list-style-type: none"> • 2011-2012 McArthur HS – Grade Pending • 43% of students reading at or above grade level • Lower quartile moved from 47 to 66 percent in learning gains. • 58% Learning gains in reading
Assis Principal	James Elder	M.S. Ed – Educational Leadership B.S. – History	1	1	<ul style="list-style-type: none"> • 2011-2012 Cooper City HS-School Grade Pending • 72% of students reading at or above grade level • 70% Learning gains in reading • Lowest 25% in reading 69% • Percent Proficient (81%) on Algebra EOC • Learning Gains (76%) on Algebra EOC • Lowest 25% Learning Gains (65%) on Algebra EOC
Assis Principal	Ricardo Santana	M.S. Ed - Educational Leadership B.S. – English	1	1	<ul style="list-style-type: none"> • 2011-2012 Nova HS- Grade Pending • 4% increase in Reading Proficiency • 88% students of ESOL students proficient in writing 2010-2011 "A" School • 9th Grade Academy Curriculum Coordinator... 62% of lowest quartile students demonstrated learning gains in Reading • 59% of students demonstrated proficiency in Reading. 2009-2010 "A" School
Assis Principal	Arnita Williams	M.S. Ed – Education Leadership B.S. Ed- Mathematics	2	2	<ul style="list-style-type: none"> • 2011-2012 McArthur HS – Grade Pending • Percent Proficient (67%) on Algebra EOC • Learning Gains (64%) on Algebra EOC • Lowest 25% Learning Gains (55%) on Algebra EOC

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 (State)	Jennifer Noufer	Bachelors- Elementary Education, Master's Educational Leadership, ESOL Endorsed, and Reading Endorsed	3	5	<ul style="list-style-type: none"> • 2011-2012 McArthur HS – Grade Pending • 43% of students reading at or above grade level • Lower quartile moved from 47 to 66 percent in learning gains. • 58% Learning gains in reading • 2010-2011 McArthur HS – Grade A • 34% of students reading at or above grade level • 9th and 10th grade combined - 34% of students were proficient in reading. • Lower quartile moved from 37 to 47 percent in learning gains.
Mathematics	Dencie Donovan	BS - Mathematics education, 6-12	2	2	<ul style="list-style-type: none"> • 2011-2012 McArthur HS – Grade pending • Percent Proficient (67%) on Algebra EOC • Learning Gains (64%) on Algebra EOC • Lowest 25% Learning Gains (55%) on Algebra EOC
Writing	Justin Jackson	Degree: MS- Literacy & Learning Styles Certification: English 6-12, Reading Endorsement	6	3	<ul style="list-style-type: none"> • Raised the proficiency rate on the 2011 Florida Writing Test from 70 – 75%. • With the adjusted grading, the proficiency rate on the 2012 Florida Writing Test increased to 88%.

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. New Educator Support System (NESS)	NESS coordinator	06/2013	
2	2. Create Professional Growth Plan	Administrators and Department chair	06/2013	
3	3. Classroom observation and documentation	Administrators	06/2013	
4	4. Department chairs will assist new educators in data analysis	Department Chairs	06/2013	

Non-Highly Effective Instructors

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

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

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

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
103	4.9%(5)	17.5%(18)	40.8%(42)	25.2%(26)	45.6%(47)	96.1%(99)	30.1%(31)	2.9%(3)	77.7%(80)

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
Tona Kirk	Ervean Shannon-Goff	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
Amanda Feld	Wayne Kinlock	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
Theirry Florival-Victor	Juan Acosta	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
Heston Curry	Douglas Jordan	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help

			with professional development
Jennifer Noufer	Shawnee Sumpter	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
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Jennifer Noufer	Shawnee Sumpter	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
Robin Ropchand	Corey Beal	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
Jessica Montgomery-Beckford	Jabari Odoms	New Teacher	Meet at least once a week before school, during planning or after school. Conduct observations, give support and help with professional development
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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

Additional curriculum coaches have been added in math, reading, and science. These coaches will provide additional support to teachers and students during and after the instructional day. Support facilitation for ESE students will be an essential element of our mainstreaming and inclusion model at McArthur High school. McArthur High School will offer the training to staff that will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school [Section 1118(1)(3)].

Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

Title I, Part C- Migrant

NA

Title I, Part D

Visiting teacher intervention, school psychologist intervention, RTI team intervention, guidance group, and individual counseling sessions based on needs. Networking with local churches and organizations for assistance.

Title II

NA

Title III

NA

Title X- Homeless

The visiting teacher along with the school's guidance department will assist families in need and communicate with local and state agencies and homeless shelters. Parents and students will be provided the proper resources and avenues for assistance. The school social worker and guidance director will monitor.

Supplemental Academic Instruction (SAI)

Mustang Academy (Saturday tutoring will be made available for students in reading, math, science, and writing). Tutoring before and after school.

Violence Prevention Programs

Crime Watch Club, Criminal Justice Academy, JROTC program, student service clubs, recruitment and retention in sports programs, and extracurricular activities.

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

The Academy of Building Trades and Construction Design Technology and Engineering Technology Program

Job Training

NA

Other

Academy of Criminal Justice, Academy of Web Design, and Academy of P.C. Support.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Guidance director (coordinates meetings), grade level administrator, grade level guidance counselor, School Social Worker, Speech Language Pathologist, School Psychologist, Instructional Coaches, elected general education teacher(s), ELL Coordinator, and Exceptional Student Education teachers.

Alvildia Williams, guidance counselor, serves as the school-based RTI case manager.

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

The RtI team meets twice a month, every other Wednesday. This teams works to develop and implement interventions for at-risk students through the collaborative problem-solving model that has been in place throughout the district and at the individual school site. The RtI team will assist the student in the core curriculum areas of reading, writing, math, and science. It is the goal of the RtI team to ensure that the identified student is provided the necessary interventions in order to achieve successful academic and social goal

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 meets twice a month, every other Wednesday. This team works to develop and implement interventions for at-risk students through the collaborative problem-solving model that has been in place throughout the district and at the individual school site. The RTI team will assist the student in the core curriculum areas of reading, writing, math, and science. It is the goal of the RTI team to ensure that identified students are provided the necessary interventions in order to achieve successful academic and social goal.

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.

Administrators, in coordination with department chairpersons, instructional coaches, and the classroom teacher, will conduct teacher and student data conferences analyzing the baseline test data from the district's BAT, FCAT, and Diagnostic Assessment for Reading (DAR). Progress monitoring will be analyzed with mini-assessments and FCAT simulation to determine the strengths and weaknesses of each student. Teachers will receive an overall BAT report card and individual students will receive an individual BAT report card with a complete analysis of their achievement and with a plan for improvement. Midyear, students will be administered the Diagnostic Assessment for Reading (DAR), BAT 2, and mini assessments according to the instructional focus calendar. Teacher and student data conferences will be scheduled throughout the school year following the district's assessment calendar and each department's instructional focus calendar. Tier 2 and Tier 3 interventions are tracked and modeling by coaches as well as staff development such as CAR-PD. The RTI team will review and inspect Tier 1 by pulling grades and end of quarter grades to review academic progress. The team will use progress monitoring graphs and district interventions.

Describe the plan to train staff on MTSS.

All staff will be trained on the Response to Intervention Plans during planning week and monthly RTI Leadership Team meetings. In addition, guidance counselors and instructional coaches will model effective strategies when dealing with students' academic and social needs.

The guidance department will receive a two-part training on the RTI process and corresponding forms to handle any issues that may arise. The school-based psychologist and social worker will give this training. There will be a professional development training to explain the collaborative process of RTI and their role as classroom teachers.

Describe the plan to support MTSS.

All staff will be trained on the Response to Intervention Plans during planning week and monthly RTI Leadership Team meetings. In addition, guidance counselors and instructional coaches will model effective strategies when dealing with students' academic and social needs.

The guidance department will receive a two-part training on the RTI process and corresponding forms to handle any issues that may arise. The school-based psychologist and social worker will give this training. There will be a professional development training provided for teachers to explain the collaborative process of RTI and their role as classroom teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Todd J. LaPace-Principal
Alona DiPaolo- Assistant Principal
Ricardo Santana- Assistant Principal
Arnita Williams- Assistant Principal
Laurel Bifora- Assistant Principal
James Elder- Assistant Principal
Kimberly Craft- Teacher
David Beckford- Teacher
Nilam Grabe –Teacher

Jodi Rosoff-Teacher
Fanny Gutierrez-Teacher
Sheree Hazle- ESE specialist
Holly Hipsley-Teacher
Betty Mallory- Teacher
Claire Norris-Teacher
Jennifer Noufer- Reading Coach
Justin Jackson – Writing Coach
Denise Pugh-Teacher
Carina Nelson-Teacher
Margarita Sweeting-Teacher
Nadine Smith-Teacher
Mary Woods- Media Specialist
Sadie Virtue-Duprat- ELL Contact

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

Team meets every third week to plan/discuss literacy needs of school and implement school wide activities to enhance literacy. This includes, but is not limited to, parental involvement, word of the day, school wide initiatives. Members will partake in active professional learning communities, mentoring, curriculum discussions, and analyzing school data while making sure that all literacy activities align with the districts 6-12 reading plan.

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

To build stamina with students, increase vocabulary skills, improve research and presentation skills of students. Team will develop model classrooms and create and share school-wide initiatives and activities that promote literacy.

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.

NA

*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.

The principal and School Leadership Team will encourage all instructional employees to have a reading goal as one of the several goals in their Professional Growth Plans (PGP).

McArthur will offer an array of voluntary, ongoing Professional Learning Communities focused on literacy. Including best practices in literacy instruction.

Classroom Walkthroughs in the content areas by all of Leadership Team will be conducted regularly.

*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?

Interdisciplinary units and project-based learning will be integrated through all content area courses. Teachers will connect lessons to real-world applications. Teachers, administrators, guidance counselors and BRACE advisor will aid students in planning for and realizing their career and educational goals and see the connection between their educational choices and classroom performance. Students will have the opportunity to plan and create pathways between current subjects and future

goals.

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?

Students meet with guidance counselors to go over course selections for the next school year and discuss academic history. Students go into the computer lab yearly to update or confirm E-PEP, planned courses and review transcripts. CPT is offered on Campus and the Annual Guidance Plan will focus on academic and career related activities. Students will also attend grade level assemblies to discuss credits, graduation requirements, credit recovery, dual enrollment and all post-secondary articulation components. 11th grade students will attend the Junior Experience at the college fair, and McArthur encourages all students and parents to attend the evening college fair. 12th graders will have the opportunity to meet with individual college representatives to ensure they are completing the credits required using the state university system. SES CHOICES Interest Inventory, E-PEP and student academic history to assist students in planning course work that will lead to postsecondary

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](#)

- The ninth grade transition house will serve as the foundation for the student's academic and post secondary plans.
- All students will be introduced to the guidance director, their grade level counselor and the BRACE advisor to explain the role they play in assisting the student with college application process, financial aid, eligibility for Bright Futures, industry certifications, and college entrance requirements.
- The BRACE advisor collects postsecondary data throughout the year in BRACE Track.
- Parent Town Hall meetings will be conducted by grade level twice a year to review the current graduation status of students in grades 9-12.
- Grade level counselors and BRACE advisor will meet with students in classrooms to review the student's e-pep, course selection, provide college acceptance updates and requirements, and to thoroughly review the current academic status of the student.
- Grade level counselors will provide students with alternatives, such as credit recovery, dual enrollment, advanced placement courses, or adult education courses in order to meet the goal of obtaining a high school diploma or receiving college credit for courses completed while dual enrolled.
- The 9th grade counselor will utilize the Upper-level enrollment flags created by the district research department to direct ninth grade students into upper-level courses
- School will focus existing resources to increase student participation in advanced coursework (such as PSAT administration to all sophomores and juniors who chose to take the exam and the use of ACT/SAT score reports to identify upper level students and the district upper- level enrollment flags)
- Students with higher level FCAT scores will be identified and placed into high rigor courses appropriate for their grade level.
- All district reports will be reviewed and all students identified as "likely to enroll in upper level courses" will be scheduled accordingly
- All vocational teachers incorporate adopted reading strategies in their curricular area. We currently have two who are CAR-PD trained and two more entering the program this year.
- CPT is offered on Campus and the Annual Guidance Plan will focus on academic and career related activities

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:	For 2011-2012 school year at least 24% (253) of the 9th and 10th grade students scored a Level 3 or higher on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (253) of the 9th and 10th grade students scored a Level 3 or higher on the Reading FCAT	By June 2013, 30% (366) of the 9th and 10th grade students will score a Level 3 or higher on the 2013 Reading FCA

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	School-wide inconsistency amongst teachers focusing on reading and writing skills and strategies.	Teachers will infuse effective reading strategies and skills in all subject areas' curriculum as provided from a secondary IFC and part of the common board configuration as learned through PLC's and looking at student samples.	Administration, department chairs, reading coach	Weekly Classroom walkthroughs will be based on the focus for the week, student samples, and staff development minutes from PLC's.	BAT (09/12) and FCAT (March, April), data from CWT for measuring the focus, FAIR data.
2	School wide students do not apply independent critical thinking skills to both narrative and informational text.	Teachers will model how to use think aloud and comprehension strategies in their classrooms.	Administration, department chairs, reading coach	Classroom walkthroughs and regularly best practice meeting.	BAT (09/12) and FCAT (March/April) data from CWT for measuring the focus,
3	Students lack vocabulary strategies to determine meaning of unknown words.	Teachers will provide explicit instruction in context clues and word parts to determine word meaning.	Department chair, reading coach, literacy leadership team	Classroom walkthroughs, word walls, word of the day activities	BAT (09/12) and FCAT (March/April), mini-bats (09/16) in words and phrases data from CWT for measuring the focus.

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:	For 2011-2012 school year at least 16% (2) of the students scored at a 4, 5, or 6 in on the reading portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (2) students scored at a 4, 5, or 6 in on the reading portion of the FAA.	By June 2013, 40% (5) students will score at a 4, 5, or 6 in on the reading portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to understand the directions, both written and verbal, and be able to respond accordingly.	Teachers will provide direct instruction for students to model the types of questions they will encounter on the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
2	Students must respond in clear, concise written or verbal means.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary
3	Students who take the FAA have severe cognitive impairments, which hinder academic and social progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will provide content instruction related to the FAA and accommodate students based on their exceptionality.	Teachers will provide monthly FAA assessments and re-teach these students as necessary.

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:	For the 2011-2012 school year at least 14% (112) of 9th and 10th grade students will score a Level 4 or 5 on the 2011 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (112) of students scored Level 4 or 5 on the 2010 Reading FCAT.	By June 2013, 21% (193) of 9th and 10th grade students will score a Level 4 or 5 on the 2011 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School wide inconsistency amongst teachers focusing on reading skills and strategies.	Implement Instructional Focus Calendar designed to remediate these weaknesses. Administer district mini-assessments. Develop focus lessons based on district mini-assessment data and use to re-teach target areas not mastered. Implement program to provide enrichment opportunities for students who have mastered target areas. Differentiate instruction	Administration, department chairs, reading coach	Weekly Classroom walkthroughs will be based on the focus for the weekend staff development.	BAT (09/12) and FCAT (March/April), mini-bats (09/02, 09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18) assessments provided through district approved curriculum.
2	Students do not apply independently critical thinking skills to both narrative and informational text.	Teachers will model how to use think aloud and comprehension strategies in their classrooms.	Administration, department chairs, academic coaches	Classroom walkthroughs and regularly best practice meetings	BAT (09/12) and FCAT (March/April) data from CWT for measuring the focus,
3	Students are not independent learners of text.	Students will be scheduled into a semester of reading to enhance reading skills based on FCAT scores which will include the use of literature circles and	Administration, department chair, reading coach	Florida Continuous Improvement Model Classroom observations. Lesson plans.	lesson plans, best practices data from CWT for measuring the focus.

	project based learning and independent learning activities. These strategies are learned through PLC's.		
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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:	For 2011-2012 school year at least 16% (2) of the students scored at a level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (2) of the students scored at a level 7 on the FAA.	By June 2013, 25% (3) students will score at a level 7 on the reading portion of the FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack familiarity with understanding directions, both written and verbal, and be able to respond accordingly.	Teachers will provide direct instruction for students to model the appropriate response in response to the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary
2	Students need to understand how to correctly respond to FAA questions, regardless of content area.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content of content area.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
3	Students who take the FAA possess severe cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will provide content instruction related to the FAA and accommodate students based on their exceptionality.	Teachers will provide practice sessions monthly and re-teach as necessary.

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:	For the 2011-2012 year at least 45% (391) of 9th and 10th grade students made learning gains on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (391) of students made learning gains on the 2011 Reading FCAT.	By June 2013, 50% (494) of the students will make learning gains on the 2012 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students do not apply independently critical	Teachers will model how to use think aloud and	Administration, department chairs,	Classroom walkthroughs and regularly best	BAT (09/12) and FCAT (March/April)

1	thinking skills to both narrative and informational text.	comprehension strategies in their classrooms.	academic coach	practice meetings	data from CWT for measuring the focus.
2	School wide inconsistency amongst teachers focusing on reading skills and strategies.	Teachers will infuse reading strategies and skills in all subject areas' curriculum as provided from a secondary IFC and part of the common board configuration.	Administration, department chairs, and academic coaches.	Weekly Classroom walkthroughs will be based on the focus for the week and staff development.	BAT (09/12) and FCAT (March/April) data from CWT for measuring the focus.
3	Students lack motivation to read and participate.	Differentiated instruction and use of 50 minute block plan to diversify instruction and activity. Students will participate in book talks to enhance interest	Administration, department chair, reading coach	Classroom walkthroughs, PLCs	BAT (09/12) and FCAT (March/April)

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:	For the 2011-2012 school year at least 19% (2)of Grades 9 and 10 students demonstrated learning gains on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (2) of Grades 9 and 10 students demonstrated learning gains on the FAA.	By June 2013, 36% (4) students will demonstrate learning gains on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to understand the directions, both written and verbal, and be able to respond accordingly.	Teachers will provide direct instruction to model the types of questions encountered on the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary
2	Students will respond to FAA questions in a concise, clear manner	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessment	Teachers will provide practice sessions monthly and re-teach as necessary.
3	Students who take the FAA have severe cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.

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:	For the 2011-2012 year at least 47% (104) of the 9th and 10th grade students in the lowest 25% made learning gains on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (104) of students in the lowest 25% made learning gain	By June 2013, 52% (148) of students in the lowest 25% will

on the 2011-2012. make learning gains on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack motivation to read and participate.	Differentiated instruction and use of 90 minute block plan to diversify instruction and activity. Use of computer programs (Compass Odyssey) Students will participate in book talks.	Administration, department chair, reading coach	Classroom walkthroughs and PLC's	BAT (09/12) and FCAT (March/April)
2	Students not demonstrating mastery of benchmark and standards.	Teachers will incorporate differentiated instructional strategies through whole group, small group, and collaborative activities using supplemental materials.	Administration, department chair, reading coach	Weekly Classroom walkthroughs will be based on the focus for the week, data chats with data binders (09/06, 10/04, 11/01, 12/06, 01/10, 02/07, 03/06, 04/03, 05/08), PLC's	Bat (09/12) and FCAT (March/April), mini benchmarks (09/02,09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18)
3	School wide inconsistency amongst teachers focusing on reading skills and strategies.	Teachers will infuse reading strategies and skills in all subject areas' curriculum as provided from a secondary IFC and part of the common board configuration.	Administration, department chairs, reading coach	Classroom walkthroughs and staff development.	BAT (09/12) and FCAT (March/April)

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 # By Spring of 2013, we will reduce our achievement gap by 3% and will continue to reduce our achievement gap by 4% annually until 2014, on the reading FCAT 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	42%	46%	50%	54%	

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:	For the 2011-2012 year the increase in the AYP subgroups in 9th and 10th grade will be as follows: White: 49% (346) Black: 35% (110) Hispanic: 38% (211)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following subgroups were proficient: White: 43% Black: 27% Hispanic: 31%	By June 2012-2013 year the increase in the AYP subgroups in 9th and 10th grade will be as follows: White: 49% (346) Black: 35% (110) Hispanic: 38% (211)

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	School wide inconsistency amongst teachers using research-based strategies that are scaffolded, and differentiated to meets the needs of students.	Monthly staff development to model strategies with the use of think-alouds during planning	Administration, department chairs, academic coaches	Classroom walkthroughs and PLC's	BAT (09/12) and FCAT (March/April), mini-bats (09/20-21, 10/2-3, 10/16-17, 10/30-31, 11/13-14, 11/27-28, 12/11-12, 1/8-9, 1/29-30, 2/12-13, 2/25-26, 3/12-13, 4/2-3 assessments provided through district approved curriculum.
2	Teachers are not able to meet the different learning needs of students.	Teachers will incorporate differentiated instructional strategies through whole group, small group, and collaborative activities.	Administration, department chair, reading coach	Classroom walkthroughs and PLC's	BAT 09/12, FCAT (March/April) utilizing testing accommodations
3	School wide inconsistency amongst teachers using research-based strategies that are scaffolded, and differentiated to meets the needs of the ELL students.	Monthly staff development to model strategies with the use of think-alouds during planning (60 mins)	Administration, department chairs, academic coaches, ELL coordinator	Classroom walkthroughs, PLC's with student work samples monthly during planning	BAT (09/12), mini-bats (09/02, 09/16, 09/30, 10/14, 10/27/11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18), data from CWT for measuring the focus and FCAT (March, April).
4	Teachers are not able to meet the different learning needs of students.	Teachers will incorporate differentiated instructional strategies through whole group, small group, and collaborative activities. Teachers will utilize materials that were given through the multicultural department.	Administration, department chair, reading coach, ELL coordinator. aide to assist in native language as per META Consent Decree	Classroom walkthroughs and PLC's	BAT (09/12) and FCAT (March/April) utilizing testing accommodations

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:	For the 2011-2012 year at least 24% (25) of the 9th and 10th grade ELL students will make AYP on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (16) of the ELL students did not make AYP on the 2011 Reading FCAT.	For the 2011-2012 school year at least 23% (25) of the 9th and 10th grade ELL students will make AYP on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	School wide	Monthly staff	Administration,	Weekly Classroom	BAT (09/12) and

1	inconsistency amongst teachers using research-based strategies that are scaffolded, and differentiated to meets the needs of the ELL students.	development to model strategies with the use of think-alouds during planning (60 mins)	department chairs, academic coaches, ELL coordinator all of which have been trained on the strategies.	walkthroughs will be based on the focus for the week, PLC's with student work samples monthly during planning	FCAT (March/April), mini-bats (09/20-21, 10/2-3, 10/16-17, 10/30-31, 11/13-14, 11/27-28, 12/11-12, 1/8-9, 1/29-30, 2/12-13, 2/25-26, 3/12-13, 4/2-3 assessments provided through district approved curriculum.
2	Teachers are not able to meet the different learning needs of students	Teachers will incorporate differentiated instructional strategies through whole group, small group, and collaborative activities daily. Teachers will utilize materials that were given through the multicultural department for reteaching and small group instruction as needed. (Rosetta Stone, Reading pens, Next Texts, Achieve 3000)	Administration, department chair, reading coach, ELL coordinator aide to assist in native language as per META Consent Decree	Weekly Classroom walkthroughs will be based on the focus for the week and PLC's with sharing of student samples.	BAT (09/12) and FCAT (March/April), mini-bats (09/20-21, 10/2-3, 10/16-17, 10/30-31, 11/13-14, 11/27-28, 12/11-12, 1/8-9, 1/29-30, 2/12-13, 2/25-26, 3/12-13, 4/2-3 assessments provided through district approved curriculum.
3	School wide inconsistency amongst teachers using research-based strategies that are scaffolded, and differentiated to meets the needs of the ELL students.	Monthly staff development to model strategies with the use of think-alouds during planning (60 mins)	Administration, department chairs, academic coaches, ELL coordinator all of which have been trained on the strategies.	Weekly Classroom walkthroughs will be based on the focus for the week, PLC's with student work samples monthly during planning	BAT (09/12), mini-bat data (09/02, 09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18) and from CWT's which measure the focus, and FCAT (March/April). Also teacher made assessments.
4	Teachers are not able to meet the different learning needs of students	Teachers will incorporate differentiated instructional strategies through whole group, small group, and collaborative activities daily. Teachers will utilize materials that were given through the multicultural department for reteaching and small group instruction as needed. (Rosetta Stone, Reading pens, Next Texts)	Administration, department chair, reading coach, ELL coordinator.aide to assist in native language as per META Consent Decree	Weekly Classroom walkthroughs will be based on the focus for the week and PLC's with sharing of student samples.	BAT 09/12), mini-bat (09/02, 09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18) data and from CWT's which measure the focus, and FCAT (March/April). Also teacher made assessments.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	For the 2011-2012 year at least 21% () of the 9th and 10th grade students with disabilities will make AYP on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

25% (21) of 9th and 10th grade students with disabilities made AYP in reading.

For the 2012 school year, 33% of 9th and 10th grade students with disabilities will make AYP in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties processing information and content.	Pull out for our lowest 30th percent. Students will be pulled out of their elective classes to be assisted one on one with their greatest area of need. ESE support staff will assist teachers in curriculum planning and strategies to best meet the needs as stated on the IEP.	ESE support facilitators, ESE specialist, ESE department chair, ESE administrator	Classroom walkthroughs, students work samples	BAT (09/12) and FCAT (March/April), mini-bats (09/20-21, 10/2-3, 10/16-17, 10/30-31, 11/13-14, 11/27-28, 12/11-12, 1/8-9, 1/29-30, 2/12-13, 2/25-26, 3/12-13, 4/2-3 assessments provided through district approved curriculum.
2	School wide inconsistently amongst teachers using research-based strategies that are scaffold, and differentiated to meets the needs of the students	Staff development to model strategies with the use of Think-Alouds and comprehension strategies.	Administration, department chair, reading coach, and ESE specialist	Classroom walkthroughs, PLC's	BAT (09/12) and FCAT (March/April), mini-bats (09/20-21, 10/2-3, 10/16-17, 10/30-31, 11/13-14, 11/27-28, 12/11-12, 1/8-9, 1/29-30, 2/12-13, 2/25-26, 3/12-13, 4/2-3 assessments provided through district approved curriculum.
3	Different learning needs in the classroom.	Teachers will incorporate differentiated instructional strategies through whole group, small group, and collaborative activities	Administrators, Department chairs, academic coaches, ESE support facilitators	Classrooms walkthroughs, PLC's, Student portfolios	BAT (09/12) and FCAT (March/April)
4	Students have difficulties processing information and content.	Pull out for our lowest 30th percent. Students will be pulled out of their elective classes to be assisted one on one with their greatest area of need. ESE support staff will assist teachers in curriculum planning and strategies to best meet the needs as stated on the IEP.	ESE support facilitators, ESE specialist, ESE department chair, ESE administrator	classroom walkthroughs, students work samples	BAT (09/12), mini bats and assessments (09/02, 09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18), FCAT (March/April)
5	School wide inconsistently amongst teachers using research-based strategies that are scaffolded, and differentiated to meets the needs of the students	Staff development to model strategies with the use of think-alouds and comprehension strategies.	Administration, department chair, reading coach, and ESE specialist	classroom walkthroughs, PLC's	BAT(09/12), minibat (09/02, 09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18), FCAT (March/April)
6	Different learning needs in the classroom.	Teachers will incorporate differentiated instructional strategies through whole group, small group, and	Administrators, Department chairs, academic coaches, ESE support facilitators	Classrooms walkthroughs, PLC's, Student portfolios	BAT (09/12) and FCAT (March/April)

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:	For the 2011-2012 year at least 37% of the 9th and 10th graders who are economically disadvantaged will make AYP on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (182) of the Economically disadvantaged students made AYP on the 2011 Reading FCAT	For the 2011-2012 year at least 37% of the 9th and 10th graders who are economically disadvantaged will make AYP on the Reading FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack motivation to read and participate.	Differentiated instruction and use of 90 minute block plan to diversify instruction and activities. Use of book talks to enhance motivation to read.	Administration, department chair, reading coach	Classroom walkthroughs, PLC's	BAT (09/12) and FCAT (March/April)
2	School wide inconsistency amongst teachers focusing on reading skills and strategies.	Teachers will infuse reading strategies and skills in all subject areas' curriculum as provided from a secondary IFC and part of the common board configuration.	Administration, Academic coaches, department chairs	Classroom walkthroughs and staff development	BAT (09/12) and FCAT (March/April), minibats (09/02, 09/16, 09/30, 10/14, 10/27/ 11/04, 11/14, 12/02, 12/15, 01/13, 01/27, 02/24, 03/09, 03/29, 4/13, 05/04, 05/18)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Instructional Strategies	9-10 Reading and Retakes	Jennifer Noufer	Reading Department	Monthly PLC meetings during planning (60 mins)	Observation of lesson plans Classroom walkthroughs, Review of data binder with reading Coach and administrator, observation of data chats with students as needed. Student samples.	Reading Coach/ department head and administration

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By June 2013, 90% (146) of C1s, 40% (27) of B1 and B2, and 5% (7) of A1s and A2s will be proficient on the CELLA Orals.			
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate listening/speaking opportunities for students – pacing allows for limited coverage in the IFC	Incorporate Interactive Word Walls to improve students vocabulary development Incorporate ESOL Instructional Learning Strategies with Fidelity in the delivery of instruction	Teacher ELL Support Facilitator	Monitor Students Vocabulary development Classroom Walkthroughs	Teacher Observation
2	Scarce use of ESOL Instructional Strategies in the Teaching/Learning	PLC on how to incorporate ESOL strategies on a daily basis	ESOL Support Personnel	Minutes from PLC	Agenda, Sign-in sheets Classroom Observations

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

2. Students scoring proficient in reading.

CELLA Goal #2:

By June 2013, 90% (146) of C1s, 40% (27) of B1s and B2s, and 5% (7) of A1's and A2s will be proficient on the CELLA Orals

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers/Personnel are not fully trained to support the needs of English Language Learners.	Implement ESOL Instructional Strategies training on Professional development days to increase teachers knowledge and comfort level when working with ELLS Incorporate ESOL Instructional Learning Strategies with Fidelity in the delivery of instruction	Assistant Principal, ESOL Support Personnel, ESOL Contact Teacher	Classroom Walk Thru Lesson Observations Classroom walk-thru Observations Lesson plan reviews	BAT Reading Achieves 3000 IPT Reading CELLA Reading FCAT Reading Formal Observation Classroom walk-through
2	Inadequate Preparation/planning among Teachers	Co-Planning, Lesson Study Modeling, Co-Teaching	Assistant Principal	Professional Development/PLC participation and Follow-up Activity	Formal Observation Classroom walk-through

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 90% (146) of C1s, 40%(27) of B1s and B2s, and 5% (7) of A1's and A2s will be proficient on the CELLA Writing

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scarce use of ESOL Instructional Strategies in the Teaching/Learning	PLC on how to incorporate ESOL strategies on a daily basis	Assistant Principal ESOL Support Personnel	Minutes from PLC	Agenda, Sign-in sheets Classroom Observations

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:	For 2011-2012 school year at least 17% (2) achieved a 4 5, or 6 on the mathematics portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2) achieved a 4 5, or 6 on the mathematics portion of the FAA.	By June 2013, 25% (3) students will achieve a 4 5, or 6 on the mathematics portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand the directions, both written and verbal, and be able to respond accordingly.	Teachers will provide direct instruction to model the types of questions encountered on the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
2	Students do not understand how to appropriately respond to questions on the FAA, regardless of content area.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
3	Students who take the FAA possess severe cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.

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:	For 2011-2012 school year at least 25% (3) achieved a level 7 on the mathematics portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3) achieved a level 7 on the mathematics portion of the FAA.	By June 2013, 33% (4) will achieve a level 7 on the mathematics portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students do not understand the	Teachers will provide direct instruction to	Department Chair ESE Specialist	Teachers will embed practice materials in	Teachers will provide practice

1	directions, both written and verbal, and be able to respond accordingly.	model the types of questions encountered on the FAA.	Assistant Principal	the curriculum and SVE teachers will provide period assessments of student capability.	sessions monthly and re-teach as necessary.
2	Students do not understand how to appropriately respond to questions on the FAA, regardless of content area.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
3	Students who take the FAA possess severe cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary

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:	For 2011-2012 school year at least 41% (4) demonstrated learning gains on the mathematics portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (4) demonstrated learning gains on the mathematics portion of the FAA.	By June 2013, 50% (5) students will demonstrate learning gains on the mathematics portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand the directions, both written and verbal, and be able to respond accordingly.	Teachers will provide direct instruction to model the types of questions encountered on the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
2	Students do not understand how to respond to questions on the FAA, regardless of content area.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.
3	Students have severe cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary

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:	For 2011-2012 school year at least 46% (259) of the students who took Algebra I scored a level 3 on the Algebra EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (259) of the students who took Algebra I scored level 3 on the Algebra EOC.	By June 2013, 49% (275) of the students taking Algebra I will score level 3 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack familiarity with the Algebra EOC expectations.	Teachers will review and discuss the Test Item Specifications for Algebra EOCs during their Professional Learning Communities (PLC) meetings. Teachers will develop EOC type questions as warm up activities. Students will practice EOC type questions using EPAT and QUIA.	Assistant Principal Department Chair Math Coach	Minutes from the PLC content area meetings. CWT will focus on EOC procedures followed up with feedback to teachers. QUIA data reports. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Attendance sheets/PLC minutes from PLC meetings. Algebra EOC Pre-Test (QUIA) Chapter Tests (QUIA) Teacher made Mini-Assessments BAT I, BAT II, BAT III
2	Insufficient instructional strategies for real-world problems.	Teachers will increase rigor through reading and problem solving strategies. Increase vocabulary acquisitions through word walls. Students will practice real-world problems.	Assistant Principal Department Chair Math Coach	CWT with focus on instruction. Minutes from PLC content area meetings. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Student work Algebra EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III

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:	For 2011-2012 school year at least 21% (118) of the Algebra students scored at or above level 4 and 5 on the Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (118) of the Algebra students achieved at or above level 4 and 5 on the Algebra EOC.	By June 2013, 24% (135) of the Algebra students will achieve at or above level 4 and 5 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack familiarity with implementing higher order thinking strategies.	Teachers will be trained on higher order thinking strategies. Teachers will increase rigor through reading and problem-solving strategies.	Assistant Principal Department Chair Math Coach	CWT with focus on instruction. Minutes from PLC content area meetings. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14,	Student work Algebra EOC Pre-Test (QUIA) Teacher made Mini-Assessments

		Students will practice real-world problems.		3/13, 4/10, 5/8)	Chapter Tests (QUIA) BAT I, BAT II, BAT III
2	Teachers lack familiarity with Algebra EOC expectations.	Teachers will review and discuss the Test Item Specifications for Algebra EOCs during their Professional Learning Communities (PLC) meetings. Teachers will develop EOC type questions as warm up activities. Students will practice EOC type questions using EPAT and QUIA.	Assistant Principal Department Chair Math Coach	Minutes from the PLC content area meetings. CWT will focus on EOC procedures followed up with feedback to teachers. QUIA data reports. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Attendance sheets/PLC minutes from PLC meetings. Algebra EOC Pre-Test (QUIA) Chapter Tests (QUIA) Teacher made Mini-Assessments BAT I, BAT II, BAT III

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 # By Spring of 2013, we will reduce our achievement gap by 3%, and will continue to reduce our achievement gap by 3% annually until 2017, on the Algebra EOC. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	70%	73%	76%	79%	

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:	For 2011-2012 school year at least 29% (31) of White, 41% (62) of Black, 31% (83) of Hispanic, 17% (4) of Asian students scored at or above level 3 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (31) of White, 41%(62) of Black, 31% (83) of Hispanic, and 17% (4) of Asian students scored at or above level 3 on the Algebra EOC.	By June 2013, the percentage of White, Black, Hispanic, Asian, and American Indian students who score at or above level 3 on the Algebra EOC will increase 3%. White: 32% (33) Black: 44% (67) Hispanic: 34% (93) Asian: 20% (5) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack instructional strategies to activate students' prior/background knowledge.	Teachers will activate students' prior knowledge at the beginning of lesson and differentiate accordingly.	Assistant Principal Math Coach Department Chair	Classroom Observations CWT focused on instruction	Teacher Lesson Plans Secondary IFC Student work Algebra EOC Pre-Test (QUIA)

					Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III
2	Teachers lack time for additional review and remediation.	Students are targeted for extended learning opportunities (ELO) after school by classroom teachers and on Saturdays by volunteers. Students are targeted for Push-in/Pull-out program by teachers and math coach.	Assistant Principal Math Coach Department Chair	Attendance logs	Teacher Lesson Plans Secondary IFC Student work Algebra EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III

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:	For 2011-2012 school year 57% (16) of ELL students scored at or above level 3 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (16) of ELL students scored at or above level 3 on the Algebra EOC.	By June 2013, the percentage of ELL students who score at or above level 3 on the Algebra EOC will decrease 3% (17).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack strategies needed for translation of student's native language into English/math vocabulary.	Teachers will use strategies such as word walls, Marzano's charts, vocabulary quizzes, and pair/share.	Assistant Principal Math Coach Department Chair ELL Coordinator	QUIA data reports Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Student work Algebra EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III
2	Teachers lack time for additional review and remediation.	Students will be pulled out of class to the ELL resource room to work one on one with the ELL Support Facilitator. Title III provides supplementary materials for the resource classroom.	Assistant Principal Math Coach Department Chair ELL Coordinator	CWT with focus on instructional materials.	Student work Algebra EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III

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:	For 2011-2012 school year 49% (20) of SWD scored at or above level 3 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (20) of SWD students scored at or above level 3 on the Algebra EOC.	By June 2013, the percentage of SWD students who score at or above level 3 on the Algebra EOC will increase 3% (21).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require additional time and support to assist students with processing information.	Provide additional strategies and practice for students who are not responding to core instruction by support facilitators. Teachers will give less problems and more time to complete required assignments to show learning ability for special diploma students. Teachers will follow students' IEP requirements.	Assistant Principal Math Coach Department Chair ESE Support Facilitator	Florida Continuous Improvement Model Response to Intervention (RTI)	Support Facilitator weekly logs

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	For 2011-2012 school year at least 33% (138) of Economically Disadvantaged students scored at or above level 3 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (138) of Economically Disadvantaged students scored at or above level 3 on the Algebra EOC.	By June 2013, the percentage of Economically Disadvantaged students who score at or above level 3 on the Algebra EOC will increase 3% (149).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have limited access to resources.	Teachers will make use of technology in the classroom; use supplementary resource materials. Teachers will collaborate with parents and guardians.	Assistant Principal Department Chair	FCIM RTI	Pre-Tests (QUIA) Chapter Tests (QUIA) Pinnacle Gradebook

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:	For 2011-2012 school year at least 29% (178) students who took Geometry scored level 3 on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (178) students who took Geometry scored level 3 on the Geometry EOC.	By June 2013, 60% (364) of the student taking Geometry will score level 3 on the Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack familiarity with the Geometry EOC expectations.	Teachers will review and discuss the Test Item Specifications for Geometry EOCs during their Professional Learning Communities (PLC) meetings. Teachers will develop EOC type questions as warm up activities. Students will practice EOC type questions using EPAT and QUIA.	Assistant Principal Department Chair Math Coach	Minutes from the PLC content area meetings. CWT will focus on EOC procedures followed up with feedback to teachers. QUIA data reports. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Attendance sheets/PLC minutes from PLC meetings. Geometry EOC Pre-Test (QUIA) Chapter Tests (QUIA) Teacher made Mini-Assessments BAT I, BAT II, BAT III
2	Insufficient instructional strategies for real-world problems.	Teachers will increase rigor through reading and problem solving strategies. Increase vocabulary acquisitions through word walls. Students will practice real-world problems.	Assistant Principal Department Chair Math Coach	CWT with focus on instruction. Minutes from PLC content area meetings. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Student work Geometry EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack familiarity with implementing higher order thinking strategies.	Teachers will be trained on higher order thinking strategies. Teachers will increase rigor through reading and problem-solving strategies. Students will practice real-world problems.	Assistant Principal Department Chair Math Coach	CWT with focus on instruction. Minutes from PLC content area meetings. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Student work Geometry EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III
2	Teachers lack familiarity with Geometry EOC expectations.	Teachers will review and discuss the Test Item Specifications for Geometry EOCs during their Professional Learning Communities (PLC) meetings. Teachers will develop EOC type questions as warm up activities. Students will practice EOC type questions using EPAT and QUIA.	Assistant Principal Department Chair Math Coach	Minutes from the PLC content area meetings. CWT will focus on EOC procedures followed up with feedback to teachers. QUIA data reports. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Minutes from the PLC content area meetings. CWT will focus on EOC procedures followed up with feedback to teachers. QUIA data reports. Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)

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 # By Spring of 2013, we will reduce our achievement gap by 3%, and will continue to reduce our achievement gap by 6% annually until 2017, on the Algebra EOC. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29%	35%	41%	47%	

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:	For 2011-2012 school year at least 33% (34) White, 58% (95) Black, 47% (140) Hispanic, 38% (130) Asian, and 0% (0) American Indian students made satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (34) White, 58% (95) Black, 47% (140) Hispanic, 38% (130) Asian, and 0% (0) American Indian students made satisfactory progress in Geometry.

By June 2013, the percentage of White, Black, Hispanic, Asian, and American Indian students not making satisfactory progress on the Geometry EOC will decrease 3%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack instructional strategies to activate students' prior/background knowledge.	Teachers will activate students' prior knowledge at the beginning of lesson and differentiate accordingly.	Assistant Principal Math Coach Department Chair	Classroom Observations CWT focused on instruction	Teacher Lesson Plans Secondary IFC Student work Geometry EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III
2	Teachers lack time for additional review and remediation.	Students are targeted for extended learning opportunities (ELO) after school by classroom teachers and on Saturdays by volunteers. Students are targeted for Push-in/Pull-out program by teachers and math coach.	Assistant Principal Math Coach Department Chair	Attendance logs	Teacher Lesson Plans Secondary IFC Student work Geometry EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III USA Test Prep (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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

For 2011-2012 school year at least 64% (25) of ELL students made satisfactory progress on the Geometry EOC.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

64% (25) of ELL students made satisfactory progress on the Geometry EOC.

By June 2013, the percentage of ELL students not making satisfactory progress on the Geometry EOC will decrease 3% (16).

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	Teachers lack strategies needed for translation of student's native language into English/math vocabulary	Teachers will use strategies such as word walls, Marzano's charts, vocabulary quizzes, and pair/share.	Assistant Principal Math Coach Department Chair ELL Support Facilitator	QUIA data reports Data Chats (9/6, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8)	Student work Geometry EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III
2	Teachers lack time for additional review and remediation.	Students will be pulled out of class to the ELL resource room to work one on one with the ELL Support Facilitator. Supplementary materials are provided by Title III for the resource classroom.	Assistant Principal Math Coach Department Chair ELL Support Facilitator	CWT with focus on instructional materials.	Student work Geometry EOC Pre-Test (QUIA) Teacher made Mini-Assessments Chapter Tests (QUIA) BAT I, BAT II, BAT III

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:	For 2011-2012 school year, 74% (38) did not make satisfactory progress in the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (38) did not make satisfactory progress in the Geometry EOC.	By June 2013, the percentage of SWD students not making satisfactory progress on the Geometry EOC will decrease 3% (27).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require additional time and support to assist students with processing information.	Provide additional strategies and practice for students who are not responding to core instruction by support facilitators. Teachers will give less problems and more time to complete required assignments to show learning ability for special diploma students. Teachers will follow students' IEP requirements.	Assistant Principal Math Coach Department Chair ESE Support Facilitator	Florida Continuous Improvement Model Response to Intervention (RTI)	Support Facilitator weekly logs

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:		For 2011-2012 school year at least 49% (211)of Economically Disadvantaged students made satisfactory progress on the Geometry EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
49% (211)of Economically Disadvantaged students made satisfactory progress on the Geometry EOC.		By June 2013, the percentage of Economically Disadvantaged students not making satisfactory progress on the Geometry EOC will decrease 3% (97).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have limited access to resources.	Teachers will make use of technology in the classroom; use supplementary resource materials. Teachers will collaborate with parents and guardians.	Department Chair	FCIM RTI	Pre-Tests (QUIA) Chapter Tests (QUIA) Pinnacle Gradebook

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices	9 – 12	Department Chair Designated Teacher	PLC	Course PLC: Twice per month, 30 minutes Department PLC: Once per month 60 minutes	Attendance logs, Pre & Post Tests, Student Work	Assistant Principal Math Coach Department Chair
Algebra EOC Item Specs	9 - 12	Department Chair	Algebra I Teachers	Once per month	Review and revise assessments (QUIA)	Assistant Principal Math Coach Department Chair
Geometry EOC Item Specs	9 - 12	Department Chair	Geometry Teachers	Once per month	Review and revise assessments (QUIA)	Assistant Principal Math Coach Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum	State Adopted Textbooks	State Adopted Textbook Funds	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Technology in the classroom	Scientific Calculators	School Funds	\$13,000.00
Technology in the classroom	Graphing Calculators	School Funds	\$6,000.00
			Subtotal: \$19,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Development	TDA for Staff Development	Accountability Funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Student Incentives	School Funds	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$33,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		For 2011-2012 school year 40% (2) scored at a 4, 5, or 6 on the science section of the FAA.			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (2) scored at a 4, 5, or 6 on the science section of the FAA.		By June 2013, 60% (3) students will achieve a 4,5, or 6 on the science section of the FAA.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand the directions, both written and verbal, and be able to respond accordingly.	Teachers will provide direct instruction to model the types of questions encountered on the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability	Teachers will provide practice sessions monthly and re-teach as necessary.
2	Students do not understand how to respond to questions on the FAA, regardless of content area.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessment	Teachers will provide practice sessions monthly and re-teach as necessary.
3	Students possess cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary.

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:	For 2011-2012 school year 20% (1) of the students scored a 7 or higher on the science section of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) of the students scored a 7 or higher on the science section of the FAA.	By June 2013, 40% (2) students will score a 7 or higher on the science section of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students possess cognitive impairments, which hinder academic progress.	SVE teachers will work specifically with these students to provide direct instruction for FAA content areas.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.
2	Students do not understand how to respond correctly on the FAA, regardless of content area.	Teachers will provide direct instruction on appropriate responses to FAA questions, regardless of content focus	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student	Teachers will provide practice sessions monthly and re-teach as necessary
3	Students do not understand the directions, both written and verbal, and be able to respond accordingly	Teachers will provide direct instruction to model the types of questions encountered on the FAA.	Department Chair ESE Specialist Assistant Principal	Teachers will embed practice materials in the curriculum and SVE teachers will provide period assessments of student capability.	Teachers will provide practice sessions monthly and re-teach as necessary

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 50% (279) of the student taking Biology I will score at or above level 3 on the Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Teachers lack familiarity with the Biology EOC	1.1. Teachers will review and discuss the Test Item	Arnita Williams- Science Administrator	Minutes from the PLC content area meetings.	1.1. Attendance sheets/PLC minutes from PLC

1	expectations.	Specifications for the Biology EOC during their Professional Learning Communities (PLC) meetings. Teachers will utilize common warm-ups using EOC-type questions. Students will practice EOC type questions using QUIA.	Jessica Kilfoyle- Department Chair	CWT will focus on EOC procedures followed up with feedback to teachers. QUIA data reports. Data Chats (9/28, 10/16, 11/1, 11/29, 12/14, 1/22, 2/1, 2/20, 3/6, 4/1, 4/16, 5/1)	meetings. Biology EOC Pre-Test Unit Tests (QUIA) BAT I, BAT II CWT reports
2	1.2. Insufficient instructional strategies for real-world problems	1.2. Teachers will increase rigor through reading and problem solving strategies. Increase vocabulary acquisitions through word walls (focusing on word roots). Students will practice real-world problems.	Arnita Williams- Science Administrator Jessica Kilfoyle- Science Department Chair	1.2. CWT with focus on instruction. Minutes from PLC content area meetings Data Chats (9/28, 10/16, 11/1, 11/29, 12/14, 1/22, 2/1, 2/20, 3/6, 4/1, 4/16, 5/1).	1.2. Student work Biology EOC Pre-Test Unit Tests (QUIA) BAT I, BAT II

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 20% (118) of the Biology students will achieve above proficiency on the Biology EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers lack familiarity with implementing higher order thinking strategies.	2.1. Teachers will be trained on higher order thinking strategies. Teachers will increase rigor through reading and problem-solving strategies. Students will practice real-world problems.	2.1. Assistant Principal Department Chair	2.1. CWT with focus on instruction. Minutes from PLC content area meetings Data Chats (9/28, 10/16, 11/1, 11/29, 12/14, 1/22, 2/1, 2/20, 3/6, 4/1, 4/16, 5/1).	2.1. Student work Biology EOC Pre-Test Unit Tests (QUIA) BAT I, BAT II
2	2.2. Teachers lack familiarity with Biology EOC expectations.	2.2. Teachers will review and discuss the Test Item Specifications for the Biology EOC during their Professional Learning Communities (PLC) meetings. Teachers will develop EOC type questions as warm up activities. Students will practice	2.2. Assistant Principal Department Chair	2.2. CWT with focus on instruction. Minutes from PLC content area meetings Data Chats (9/28, 10/16, 11/1, 11/29, 12/14, 1/22, 2/1, 2/20, 3/6, 4/1, 4/16, 5/1).	2.2. Student work Biology EOC Pre-Test Unit Tests (QUIA) BAT I, BAT II

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unwrapping the Benchmarks	9-12	Kilfoyle	Science Department	PD Days	Lesson Plans	Arnita Williams
Technology	9-12	Kilfoyle	Science Department	PD Days	Lesson Plans	Arnita Williams
Best Practices	9-12	Kilfoyle	Science Department	PD Days	Lesson Plans	Arnita Williams

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AP Chemistry will be offered for the first time at the school	Teaching Chemistry Video Series Complete DVD Set – Flinn Scientific AP Chemistry Lab Package – Carolina		\$1,949.00
AP Environmental Science will be offered for the first time at the school	Inquiries in Science – Complete Environmental Science Series Lab Package – Carolina		\$2,749.95
			Subtotal: \$4,698.95
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
Lab equipment needed to run a variety of inquiry-based labs	Water Bath, 10L – Fisher		\$976.00
			Subtotal: \$976.00
			Grand Total: \$5,674.95

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:	For 2011-2012 at least 88% (411) students increased their student knowledge of Standard English conventions in preparation for the Florida Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (411) students increased their student knowledge of Standard English conventions in preparation for the Florida Writing Test.	By June 2013 school year is to increase student knowledge of Standard English conventions in preparation for the Florida Writing Test 93% (617).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the knowledge and utilization of Standard English conventions during the writing process.	<p>The teachers created an in-house writing rubric based on CCSS to address the new emphasis on conventions when students write. Teachers will hold students accountable for adherence to language conventions for every type of writing assignment in every language arts classroom.</p> <p>Teachers outside of English will also require hold students accountable for face-value errors in their writing – spelling, punctuation, capitalization, etc. – to increase proficiency with conventions.</p> <p>The writing coach will provide push-in and pull-out remediation for every content area classroom, with an emphasis on 10th grade language arts, to tutor students who need extra assistance.</p>	Assistant Principal Writing Coach Department Chair	<p>The writing coach will examine writing samples from 9th and 10th grade teachers over the course of the school year to determine if students demonstrate growth in the knowledge of conventions.</p> <p>The writing coach will also examine students' written work in other content areas to determine if conventions are mastered.</p>	FCAT essays will be the primary evaluation tool for 10th grade students; however, the writing coach will also examine pieces of writing from language arts, and other content areas, to evaluate the writing progress of each student.
2	Increasing the rate of sentence fluency and variation during the writing process.	<p>Teachers will model and provide direct instruction on sentence types and revision to show students how to create variation in writing.</p> <p>The writing coach will provide pull-out remediation with students identified as needed extra support with sentence variation.</p>	Assistant Principal Writing Coach Department Chair	The writing coach will examine samples from 9th and 10th grade teachers to determine if sentence variation appears in student essays.	FCAT essays will be the primary evaluation tool for 10th grade students; however, the writing coach will also examine pieces of writing from language arts, and other content areas, to evaluate the writing progress of each student.
	English-language proficiency of ELL students.	Teachers will include accommodations for students who struggle with the English language.	Assistant Principal Writing Coach Department Chair	The writing coach will examine samples from 9th and 10th grade teachers to determine if sentence variation	FCAT essays will be the primary evaluation tool for 10th grade students;

3	The writing coach, ESOL contact, and paraprofessionals will provide push-in/pull-out remediation for students labeled as an A or B in regards to language proficiency.	appears in student essays.	however, the writing coach will also examine pieces of writing from language arts, and other content areas, to evaluate the writing progress of each student.
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	For 2011-2012 at least 20% (1)of the students scored at a 4 or higher on the writing section of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)of the students scored at a 4 or higher on the writing section of the FAA.	By June 2013, 40% (2) students will score at a 4 or higher on the writing section of the FAA.)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand how to complete the FAA, regardless of content area. .	Teachers will provide direction instruction through modeling so students understand the writing portion of the FAA.	Assistant Principal ESE Specialist Department Chair	SVE teachers will utilize FAA preparation embedded in the curriculum so students have opportunities for practice.	Teachers will gauge comprehension through responses on monthly FAA practice sessions.
2	Students do not understand how to appropriately respond to FAA questions, regardless of content area tested.	SVE teachers will model how to effectively respond to FAA questions based on the student communicative abilities.	Assistant Principal ESE Specialist Department Chair	SVE teachers will utilize FAA preparation embedded in the curriculum so students have opportunities for practice.	SVE teachers will re-teach based on student responses during the monthly practice sessions for the FAA.
3	Students possess cognitive impairments, which hinder academic progress.	SVE teachers will provide instructional accommodations based on each student's abilities.	Assistant Principal ESE Specialist Department Chair	SVE teachers will utilize FAA preparation embedded in the curriculum so students have opportunities for practice.	SVE teachers will utilize monthly practice sessions for the FAA.

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
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Literacy in the Content Areas	School Wide	Justin Jackson, writing coach, and Jennifer Noufer, reading coach	School-wide	The second Wednesday of every month, with additional meetings during professional development days.	Participants will bring follow-up examples to the next PLC meeting and reflect on the effectiveness of each strategy.	Jennifer Noufer – Reading Coach Justin Jackson – Writing Coach Alona DiPaolo – Assistant Principal
CCSS Understanding and Implementation	English, 9-12	Ginny Udell, Department Chair	English, 9-12	Every Wednesday from 3:00 – 4:00 pm	Follow-up will occur at the following week's meeting.	Ginny and Alona DiPaolo, assistant principal, will monitor the PLC.

Writing Budget:

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

End of Writing Goals

U.S. History End-of-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		For the 2011/12 school year the attendance rate will was 92.4% (352822)			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The average daily attendance rate for 2012 was 92.4%.		By June 2013, the Average Daily Attendance Rate in Grades 9-12 will improve by at least 3% (362845).			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In 2012 the number of students with excessive absences (10 or more) was 473.		By June 2013, the expected number of students with excessive absences will decrease 5% (449).			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2011 the number of students with excessive tardies (10 or more) was 234.		By June 2013 the expected number of students with excessive tardies will decrease 5% (222).			
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 Tardiness	Parent Link Call, staff telephone call, letter to parent or parent conference with administrator. Perfect attendance incentives every two weeks, this includes giving each grade level a gift card.	Designated attendance staff person	Attendance record review	Compared to previous school year: Reduction in number of days tardy and a reduction on number of Tardy minutes
	Increase in absences on early release days	Create incentive for attendance of ER days,	Administrator	Attendance Review record	Decrease in number of

2		e.g. schedule a pep rally, career fair, etc			students absent as compared to previous year's data
3	Chronic accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence. Family assessment	Administrator/ designated attendance staff and school social worker	Review attendance record	Decrease in number of chronic excused absences.
4	Lack of motivation	Use of incentives such as giftcards and student of the week awards to keep students engaged in classroom participation. Teachers will inform administration of students who demonstrate a lack of effort.	Administrator and Instructional Coaches.	Using Pinnacle reports to monitor student progress. Engagement in educational activities, both in class and during pull-out/push-in. Students will participate in all parts of the learning process.	Performance on course assessments and monthly writing prompts.

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						

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

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:	For the 2011-2012 school year the total number of in-school suspensions was 497
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 the total number of in-school Suspensions was 497	By June 2013, the SSuspension data for Grades 9-12 (945) will improve by at least 5% (415).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 the total number of students suspended in school was 300	By June 2013 the expected number of students suspended in school will improve 5% (285)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 the total number of Out-of-school suspension was 115	By June 2013 the expected number of Out-of-school suspensions will improve 5% (109)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012 the total number of students suspended out-of-school was 92	By June 2013 the expected number of students suspended out-of-school will improve 5% (87)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent, school-wide implementation of CHAMPS, positive behavior support, and classroom management.	Provide Classroom management training (CHAMPS) and refresher for teachers who have already completed CHAMPS. This PLC meets once a month for 30 minutes throughout the course of the school year. Adhere to referral procedures Utilize DWH Reports and DMS reports	Administrative, SAFE Team, Collaborative Problem Solving Team (CPST)	Classroom Walkthroughs Data Chats Coaching and mentoring logs. CPST/RTI notes and supporting documentation Staff development records.	Reduction in discipline referrals Reduction in student suspension. Increase in positive interaction with students. A comparison of all attendance data to the year prior.
	Lack of student engagement during instructional time	Increase student motivation.	Administrative, SAFE Team or Collaborative Problem Solving Team (CPST)	Classroom Walkthroughs Data Chats Coaching and mentoring logs.	Reduction in discipline referrals Reduction in student suspension.

2				CPST/RTI notes and supporting documentation Staff development records.	Increase in positive interaction with students.
3	Lack of student engagement during instructional time	Built positive relationships with students	Administrative, SAFE Team or Collaborative Problem Solving Team (CPST)	Classroom Walkthroughs Data Chats Coaching and mentoring logs. CPST/RTI notes and supporting documentation Staff development records.	Reduction in discipline referrals Reduction in student suspension. Increase in positive interaction with students.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS PLC	9-12	Department Head/Team Leader	CHAMPS PLC	Monthly-Ongoing (Early Release)	Attendance Roster, Agendas, CWT	Department Heads/Team Leaders will monitor walk-through data
Rules and Expectation PLC	9-12	Discipline Committee	Prevention Liaison	Monthly-Ongoing (Early Release)	Classroom Walk-throughs to ensure implementation of strategies. Faculty needs will be identified through the comprehensive in-service report	Administrative Team/Team Leaders will monitor walk through data.

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>	For the 2011-2012 school year the drop out rate was 12%(57).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 current dropout rate was 12% (57)	By June 2013, the expected Dropout rate will decrease by 5% (54)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
2012 current graduation rate was 88% (417)	By June 2013, the expected graduation rate will be 89% (421)

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 credit attainment	Credit Recovery Program	Teacher/assistant principal	Number of students completing courses in credit recovery	APEX
2	Behavioral issues impacting student achievement	Pair-up students needing additional assistance with mentor or advisor	Guidance Personnel	Student focus group and/or survey	Student disciplinary referrals
3	Passing the FCAT or EOC to obtain a standard high school diploma	Intensive reading and math classes. Saturday Extended Learning Opportunities. Honor Society students will tutor students needing to pass FCAT or EOC	Administrator	Number of student Passing the FCAT and EOC	EOC and FCAT 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
Dropout Prevention	Entire Faculty and Staff	Prevention Liaison	School Wide	February	Classroom Walk-throughs to ensure implementation of strategies Evaluation of end-of-year data	Administrators/Department heads will monitor student withdrawal list
Rules/Expectations workshop	Entire Faculty and Staff	Prevention Liaison	School Wide	November	Classroom Walk-throughs to ensure implementation of strategies Evaluation of end-of-year data	Administrators/Department heads

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	For 2011-2012 year the level of parent involvement was 45% (895).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

2012 current level of parent involvement was 45% (895).		By June 2013, the percentage of parental involvement will increase by 5% (940)			
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	Communicating with parents who do not speak English as a first language	We will attempt to send all written correspondence and communication will be sent in the parents native language	Administrator overseeing parent communication	Increased parent participation at school events	School event sign-in sheets
2	Parent work schedules	We will attempt to have flexible meeting and training times in order to accommodate parent work schedules	Administrator overseeing parent communication	Increased parent participation at school events	School event sign-in sheets

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
Educational Component- SAC/SAF Meeting (Inform parents regarding instructional strategies and educational changes to assist develop parent involvement in the students' learning process.	All Grades/Contents	Arnita Williams	School Wide	First Monday of every month (August-ongoing)	Meeting Agendas Attendance Logs Minutes from SAC/SAF Meeting	Arnita Williams, Assistant Principal

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		By May 2013, at least 75% of students in all subgroups will participate in integrated math, science, and technology curriculum for the purpose of pursuing higher-level careers.			
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 background knowledge	Field Trips, videos, exposure to STEM related fields through everyday instruction and current events, teacher lead science projects, labs, inquiry and hands-on activities and Science Fair participation of all students.	Science Dept. Chair, Science Coach	Homework, rubrics, lab, inquiry and project reports, and board/classwork practice, checkpoint review activities	Lab, inquiry and project reports, class tests and homework, Science Fair Report
2	Perception of difficulty of STEM related careers	Field Trips, videos, Science Fair participation for all students, exposure to STEM related fields through current events, teacher lead projects, labs, inquiry and hands-on activities reinforcing the skills to focus on the process that leads to conclusions, creating and analyzing data and graphs, specialized STEM club.	Administrator Science Dept. Chair, Science Coach	Lab, inquiry and project reports, rubrics, questioning, classwork practice, checkpoint review activities	Lab, inquiry and project reports, class tests and homework, Science Fair Report
3	Lack of technology	Interactive Promethean presentations, Student created Power Point presentations, use of spreadsheets or available software products to create graphs.	Administrator Scienc/Math Dept. Chairs, Science Coach	Classroom walkthrough, Power Point presentations, rubrics, Promethean presentations	Power Point presentations, Science Fair report, class tests and homework

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
Inquiry Activities	9-12 Biology, Chemistry Algebra 1 Geometry	Jessica Kilfoyle Mary Geus	Math and Science Department	Monthly Professional Learning Community meetings	Classroom walkthrough, Power Point presentations, rubrics, Promethean presentations, Lesson	Science Dept. Chair, Science Coach, Jessica Kilfoyle

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			By June 2013, the percentage of students obtaining career and technical certifications will increase 6% (404).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of technology	Implement pull-out program	Administrator Department Head	CWT Attendance Roster Lesson Plans	CTE Industrial Certification Test results

1		Employ shared-time on the computer. Students will be assigned half a period on the computer			Attendance Logs Student Work
2	Students lack familiarity with computer-based programs	Conduct small group instruction Provide afterschool tutorial	Administrator Department Head	CWT Attendance Roster Lesson Plans	Attendance Logs Student Work

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	Curriculum	State Adopted Textbooks	State Adopted Textbook Funds	\$10,000.00
Science	AP Chemistry will be offered for the first time at the school	Teaching Chemistry Video Series Complete DVD Set – Flinn Scientific AP Chemistry Lab Package – Carolina		\$1,949.00
Science	AP Environmental Science will be offered for the first time at the school	Inquiries in Science – Complete Environmental Science Series Lab Package – Carolina		\$2,749.95
Writing	No Data	No Data	No Data	\$0.00
U.S. History	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	No Data	No Data	No Data	\$0.00
				Subtotal: \$14,698.95
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	Technology in the classroom	Scientific Calculators	School Funds	\$13,000.00
Mathematics	Technology in the classroom	Graphing Calculators	School Funds	\$6,000.00
Writing	No Data	No Data	No Data	\$0.00
U.S. History	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	No Data	No Data	No Data	\$0.00
				Subtotal: \$19,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	Staff Development	TDA for Staff Development	Accountability Funds	\$2,000.00
Writing	No Data	No Data	No Data	\$0.00
U.S. History	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	No Data	No Data	No Data	\$0.00
				Subtotal: \$2,000.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	Incentives	Student Incentives	School Funds	\$2,500.00
Science	Lab equipment needed to run a variety of inquiry-based labs	Water Bath, 10L – Fisher		\$976.00
Writing	No Data	No Data	No Data	\$0.00
U.S. History	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	No Data	No Data	No Data	\$0.00
				Subtotal: \$3,476.00
				Grand Total: \$39,174.95

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 10/23/2012)

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
No Data	\$0.00

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

Monitor school improvement plan, share academic and school focus with all stakeholders.

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 MCARTHUR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	34%	71%	79%	40%	224	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	45%	73%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	61% (YES)			108	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					460	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MCARTHUR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	74%	84%	24%	218	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	44%	76%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	37% (NO)	67% (YES)			104	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					452	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested