

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: CORAL SPRINGS HIGH SCHOOL
District Name: Broward
Principal: Susan Leon-Leigh
SAC Chair: Tameka King
Superintendent: Robert Runcie
Date of School Board Approval: December 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 of Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black= 73.4 % Hispanic= 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged= 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black= 59.9% Hispanic= 50.3% Asian = 25% ELL = 82.9%

Principal	Susan Leon-Leigh	<p>Bachelor of Arts in Special Education</p> <p>Master of Science in Administration/Supervision</p> <p>Certification: Administration/Supervision K-12, Mentally Handicapped K-12, Specific Learning Disabilities, Gifted</p>	7	18	<p>SWD = 81.4% Economically Disadvantaged= 55.8%</p> <p>Principal of Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math</p> <p>Principal of Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46% Writing Mastery: 88% Lowest 25% making gains: 46% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math</p> <p>Principal of Coral Springs High School 08-09 Grade: D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 35% Writing Mastery: 85% Lowest 25% making gains: 45% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math</p>
Assis Principal	John M. Murphy	<p>Bachelor of Science Business Econ.</p> <p>Master of Science Guidance/Counseling, Master of Science Educational Leadership,</p>	5	9	<p>Assistant Principal of Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black = 73.4 % Hispanic = 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged = 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black = 59.9% Hispanic = 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged = 55.8%</p> <p>Assistant Principal of Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math</p> <p>Assistant Principal of Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46% Writing Mastery: 88% Lowest 25% making gains: 46% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math</p> <p>Assistant Principal at Coral Springs HS 08-</p>

					<p>09 Grade: D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% Lowest 25% making gains: 45% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math</p>
Assis Principal	Pamela Voss	Bachelor of Science Science Education Master of Science Educational Leadership,	5	9	<p>Assistant Principal of Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black = 73.4 % Hispanic = 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged = 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black = 59.9% Hispanic = 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged = 55.8%</p> <p>Assistant Principal of Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math</p> <p>Assistant Principal of Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46% Writing Mastery: 88% Lowest 25% making gains: 46% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math</p> <p>Assistant Principal of Coral Springs HS 08-09 Grade: D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% Lowest 25% making gains: 45% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math</p>
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Assis Principal	Bernard Bell	Bachelor of Science Social Science, Master of Science Social Science Certification – Educational Leadership	5	13	<p>Economically Disadvantaged= 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black= 59.9% Hispanic= 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged= 55.8%</p> <p>Assistant Principal of Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math</p> <p>Assistant Principal of Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46% Writing Mastery: 88% Lowest 25% making gains: 46% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math</p> <p>Assistant Principal at Coral Springs HS 08-09 Grade: D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% Lowest 25% making gains: 45% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math</p>
Assis Principal	Cory Smith	Bachelor of Arts English Master of Science Educational Leadership	6	6	<p>Assistant Principal of Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black= 73.4 % Hispanic= 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged= 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black= 59.9% Hispanic= 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged= 55.8%</p> <p>Assistant Principal of Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math</p> <p>Assistant Principal of Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46%</p>

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Assis Principal	Farrah Wilson	<p>Bachelor of Arts Business Admin., Master of Business Administration Global Management Educational Specialist Educational Leadership</p>	4	4	<p>Assistant Principal of Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black= 73.4 % Hispanic= 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged= 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black= 59.9% Hispanic= 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged= 55.8%</p> <p>Assistant Principal Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery:48% Writing Mastery:85% Lowest 25% making gains:41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black,Hispanic, ED - Did not make AYP in Math</p> <p>Assistant Principal of Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery:46% Writing Mastery:88% Lowest 25% making gains: 46% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math Assistant Principal at Coral Springs HS 08-09 Grade: D Reading Mastery: 48% Math Mastery: 81% Science Mastery:32% Writing Mastery:85% Lowest 25% making gains: 45% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math</p>

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	Stacey Gomez-Downs	Bachelors in Business Administration Reading Endorsement k-12 Elementary Education Certification	4	2	<p>Reading Coach Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black= 73.4 % Hispanic= 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged= 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black= 59.9% Hispanic= 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged= 55.8% Reading Teacher High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math Reading Teacher –at Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46% Writing Mastery: 88% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math Reading Teacher at Coral Springs HS 08-09 Grade D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math</p>
		Bachelors of Arts in Math			<p>Math Coach Coral Springs High School 11-12 Grade: Pending Reading Mastery: 41.2% Math Mastery: 49.2% Science Mastery: NA % Writing Mastery (3 and higher): 90.7% Lowest 25% making gains: 62.7% Subgroups not making satisfactory progress in reading: White = 43.8% Black= 73.4 % Hispanic= 58.8 % Asian = 45.8 % ELL = 98.3 % SWD = 79.2 % Economically Disadvantaged= 67.2 Subgroups not making satisfactory progress in math: White = 42.6% Black= 59.9% Hispanic= 50.3% Asian = 25% ELL = 82.9% SWD = 81.4% Economically Disadvantaged= 55.8%</p>

Math	Beverly Kerner	Masters Degree Curriculum & Instruction National Board Certification in Math Certified in Math 6-12	12	3	Math Coach - Coral Springs High School 10-11 Grade: B Reading Mastery: 42% Math Mastery: 76% Science Mastery: 48% Writing Mastery: 85% Lowest 25% making gains: 41% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, Hispanic, ED - Did not make AYP in Math Math Coach –at Coral Springs High School 09-10 Grade: A Reading Mastery: 47% Math Mastery: 81% Science Mastery: 46% Writing Mastery: 88% AYP: White, Black, Hispanic, ED - Did not make AYP in Reading. Black, ED - Did not make AYP in Math Math teacher at Coral Springs HS 08-09 Grade D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of teachers with Assistant Principal	Assistant Principal	Ongoing	
2	Partnering new teachers with veteran staff	New Educator Support System Liaison	Ongoing	
3	Summer leadership academy/professional learning community	Leadership Team	Ongoing	
4	Regularly scheduled inservice training for all teachers	AP/Team Leaders	Ongoing	
5	All instructional staff are part of one or more content area professional learning communities.	Leadership Team	Ongoing	

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
CSHS has "0" teachers out of field for the 2012-2013 school year.	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
110	0.9%(1)	13.6%(15)	39.1%(43)	46.4%(51)	57.3%(63)	100.0% (110)	20.0%(22)	19.1%(21)	79.1%(87)

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
Ivy Barnes	Dr. Genoa	Dr. Genoa is new to Broward County. Mrs. Ivy Barnes is our NESS	School Culture and Best Practices Marzano Training BASIS Training CHAMPS Professional Ethics

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Susan Leon-Leigh, Principal
John Murphy – Assistant Principal
Farrah Wilson – Assistant Principal
Bernard Bell – Assistant Principal
Cory Smith – Assistant Principal
Terry Sullivan – Guidance Counselor
Paula Northridge – ESE Specialist
Marlene Balmir – Social Worker
Donna Schartz- Psychologist
Stacey Gomez-Downs – Reading Coach
Beverly Kerner – Math Coach

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

The RtI Leadership Team meets every 2 weeks. The meetings are coordinated by the ESE specialist and guidance counselor. This meeting is conducted through a database find of all students that are referred to CPST. The Team reviews the effectiveness of Tier I and Tier II interventions implemented by the Grade Level Teams or individual Teachers. A student is reviewed at CPST meeting the team will recommend 4 Tier II interventions and refer student back to Grade Level Team or Teachers. Tier II and III interventions will be entered into and tracked on our school RTI database in order to be evaluated once they have been implemented.

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 Leadership team creates and follows the RtI plan to fidelity. Tier I data is routinely inspected in the areas of reading, math, writing, science and behavior. Students are correctly placed into reading and math intervention courses as needed. Data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. These data are also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier II and III interventions. The Team monitors the implementation of interventions supporting teachers in personalizing the student's education, which will increase student achievement. Professional Development for utilizing the RtI problem solving process is scheduled early in the school year and is on-going as needed.

MTSS Implementation

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

The RTI procedure begins with the use of a district database in which the teachers, administration and guidance input all interventions implemented for each student with academic, behavior or attendance concerns. The data routinely monitored for Tier I interventions in reading and math are the students Reading FCAT scores and a baseline reading (FAIR) and math score (FCAT Explorer Math, and EOC Scores. For writing, the students' writing scores would be used as a data source, as well as previous grades in English classes. For science, the RTI team would examine the students' previous grades in science classes as well as any ELL, ESE, or 504 plan data that may be available. For behavior, the data routinely monitored would be ESE, ELL, 504 Plan, and discipline history for each student. For Tier II and III interventions, the data sources are the intervention records and progress monitoring graphs generated for individual students from our school RTI database. Each intervention has a date box for implementation and for review 4 weeks later, along with a check box whether the intervention was successful. Each page of the database provides specific instructions for the teacher, administrator or guidance counselor to follow.

Describe the plan to train staff on MTSS.

CSSH staff will have RTI training at the start of the school year which will include the use of the RTI database and clear expectations of the process. Members of the school based RTI team will train the Leadership Team during our summer retreat in early August and the rest of the staff will be trained during pre-planning week of the new school year with follow-up training during the first nine weeks. Members of the school-based RTI team will be responsible for training the staff on our RTI plan and more specifically, how to use the database to input and track student interventions and progress. The two teams who piloted the program in 09-10 will give specific examples of how this process works and how it benefited their students.

Describe the plan to support MTSS.

The leadership team regularly engages in formal problem solving using data that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with the district and school community. The leadership team clearly identifies and implements multiple indicators of academic and behavioral success and communicates those indicators as measures of learning. The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Susan Leon-Leigh – Principal
Barbara Zaremby – Media Specialist
Pam Voss – Assistant Principal
Diana Maniscalco – English Teacher/Academy Leader
Tameka King - English Teacher/Academy Coordinator
Felice Tzabery – Reading Teacher/Academy Leader
Lisa Gemmell - Language Arts Teacher/Academy Leader
Ivy Barnes - Language Arts Teacher/Academy Leader
Lisa Bell - Science Teacher/Academy Leader
Iris Jones - Language Arts Teacher/Academy Leader
Stacey Gomez-Downs - Reading Coach
Armelle Johnson - Language Arts Teacher/Academy Leader
Lisa McQuade - Language Arts Teacher/Academy Leader
Susie Halliday - Language Arts Teacher/Academy Leader
Darion Gray - Reading Teacher/Academy Leader
Paula Northridge – ESE specialist
Virginia Walz - Language Arts Department Head
Beverly Kerner - Math Coach
Michelle Krug - Science Department Head

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

The Literacy Leadership (LLT) meets on a monthly basis with a focus on student data, the school-wide literacy plan and align with the reading SIP goals. The Principal, Academy Coordinator and the Reading Coach guide the Literacy Leadership Team. Each member of the team contributes implementing these goals in their areas of expertise in their weekly meetings with

fellow team members.

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

The focus of the Literacy Leadership Team is to promote and support literacy across the all curricular areas. The LLT will support the content area teachers integrate reading strategies in all content areas. The Literacy Leadership team will support the facilitation of the school wide literacy plan across all content areas.

The LLT will continue to promote and increase involvement in the Book Club and Reading Across Broward. This year LLT will continue a student book club with a goal of reading four novels during the school year. Each student will read four titles (Florida Teen Reads) but will be exposed to many titles through book discussions. The Florida Teen Read program promotes fifteen titles that we encourage students to read and vote on the best title. The goal of this student book club is to model reading for pleasure. This year we will also create a virtual faculty book club through the use of a blog/CAB conference. The blog will consist of multiple genres based on the selection of the faculty and will be used to support collegial discussions in and out of the working environment. Reading Across Broward is promoted during the discovery of the media center, Reading and English classes, and in addition the school publicizes it through the morning announcements.

This year we received two grants, The Laura Bush Foundation and Dollar General Foundation, totaling \$7000 for the purchase of non-fiction books. This will be a resource to support literacy across all content areas. These grants will also be used to encourage boys to read for pleasure since the statistics show that this genre appeals to them most.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Coral Springs High School has implemented a school wide literacy plan for the 2012-2013 school year. Every content area teacher had input into the development of the literacy plan. The instructional staff decided to implement a weekly writing component into every classroom, as a minimum, to support literacy. Activities include: Exit/Entrance ticket Question-Answer relationships QAR, Student-generated questions/ response journals, Double-Journal Entries, Learning Log Journal, Data Based Questions, Student Journal: Position on scientific Claim Before and/or after lesson with Supportive Reasoning /Evidence, Written predictions and inferences, Student self-reflections, Problem-solution Journal. The process includes the use of a common rubric and a monitoring piece by the administration.

In addition, all 9th and 10th grade students are placed with a team of teachers - (ie) Language Arts, Social Studies, Science (and Reading). Teams meet weekly and discuss reading strategies and share best practices that best meet the needs of their students.

*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?

Teachers are encouraged to integrate real-world experiences into their curriculum, thus bridging the understanding between the classroom and the future plans of the students. CSHS also offers programs such as: SECME, Engineering, Childcare, Communication, Debate, Journalism and Accounting that incorporate practical experiences into the academics. In addition, CSHS offers a "Quest" course to seniors each year. This course provides students the opportunity for outside internships with local business and community partners. CSHS we also use FACTS.org for academic and career planning research with our students.

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?

- Career and technology courses are streamlined to emphasize program completion and career/technology certification.
- Counselors guide students to enroll in Career Technical & Adult Community Education courses that align with their personal career interest.
- Students complete an Academic Growth Plan (AGP) which addresses career and educational planning.
- Students use CHOICES Planner to explore post-secondary options.
- Students complete an ePEP to plan their personal course of study.
- All students have access to Virtual Counselor which allows them to review their transcripts, grades, progress, etc.
- CSHS follows the district course progression charts to ensure accurate student placement in core courses.

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](#)

- Require students scoring level 1 on FCAT be enrolled in mandatory intensive reading and math classes.
- Require juniors and seniors who have not passed the FCAT be enrolled in remedial classes and encourage them to take the SAT and ACT as an alternate test to satisfy the graduation requirement. In addition, these students will be grouped in language arts classes and these classes will assist with their preparation on the SAT and ACT.
- Offer Florida Virtual School credit recovery program on campus for students deficient in graduation requirements.
- Offer 10 dual enrollment courses on campus, 23 advanced placement courses, SAT prep courses, College Readiness and honors level courses in all academic areas.
- Administer Post-Secondary Education Readiness Test (PERT), ASVAB, PSAT, and the Career and Technology Ready to Work exam to qualifying students. These results are used to guide students academic and career plans. The PSAT is given to all 10th graders free of charge and other grade levels for a fee.
- Encourage all students to take the SAT and ACT exams. Waivers are provided for free/reduced lunch participants.
- Provide opportunities for students to attend local technical centers either in share time or post graduate full time enrollment.
- Offer exposure to regionally accredited educational institutions through college visits and college fair for post secondary education opportunities.
- Offer access to "Colt Corner" which provides a guidance center that is available on a daily basis to students for academic and career guidance during lunch periods.
- Free after school tutoring available to all students.
- Our BRACE Advisor collects post-secondary data throughout the year in BRACE Track.
- An award ceremony is held to promote the achievement of our students at each grade level.

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:	Students who have reached proficiency will maintain or increase their level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21.1 % (247) were a level 3 on FCAT IN 2012.	30.1% (353) will achieve a level 3 on the 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	Content area teachers have a limited understanding of how to integrate the NGSSS and Common Core standards into their curriculum.	Teachers will participate in sessions/webinars for Professional Development/Training on how to integrate reading standards into content area curriculum.	Reading Coach, Dept. Heads, Team Leaders, and Assistant Principal	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	BAT 2, 2013 FCAT Results
2	Level 3 proficient students do not receive sufficient integration of literacy strategies in content and elective classes.	All Language Arts, Social Studies and Science Teachers will incorporate the school wide literacy plan that addresses their level 3 and above students. This plan also follows along with the school wide literacy plan.	Assistant Principals, Reading Coaches, Department Heads	-iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	BAT 2, 2013 FCAT Results
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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 Levels 4, 5, and 6 in reading.	Students will maintain or increase their level of performance.
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Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
34.8% (8) students scored at or above level 4 in reading.	40.8% (9)students will score at or above level 4 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	Content area teachers have a limited understanding of how to integrate the NGSSS and Common Core standards into their curriculum.	Teachers will attend a Professional Development/Training sessions on how to integrate reading standards into content area curriculum.	Team Leaders, Coaches, and Assistant Principal	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	BAT 2, 2013 FCAT Results
2	Level 3 proficient students do not receive sufficient integration of literacy strategies in content and elective classes.	All Language Arts, Social Studies and Science Teachers will incorporate the school wide literacy plan that addresses their level 3 and above students. This plan also follows along with the school wide literacy plan.	Assistant Principals, Reading Coaches, Department Heads	-iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	BAT 2, 2013 FCAT Results
3	Teachers have a limited understanding of student's IEPs and differentiating instructions for student's needs.	Teachers utilize resources and attend IEP meeting to help in differentiating instructions for student's needs.	ESE Specialist, Team Leaders, Coaches, and Assistant Principal	Grade Academy meetings conducted weekly to review lesson plans/performance & assist in differentiating instructions and maintaining rigor through all content areas.	IEPs,BAT 2, 2013 FCAT Results

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:	CSHS will increase the percent of students at a level 4 on the Reading FCAT by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the current school data 20% (236) scored a level 4 on the 2012 Reading FCAT.	On the 2013 Reading FCAT 26% (306) will score a level 4.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient preparation and exposure to standardized assessment style questions in honors and AP level courses as well as aligning lessons to the Common Core Standards.	Honors and AP level teachers will be trained on how to incorporate the Common Core Standards and higher order thinking questions into their curriculum while still maintaining the rigor of the lesson.	Assistant Principals, Reading Coaches	-iObservations will be conducted and information disseminated to improve teaching practices - lesson plans reviewed to ensure alignment with CCS.	BAT 2, 2013 FCAT Results
2	Ineffective communication of the AP potential list to teachers and students during the course selection process.	Leadership teams and PLCs will review the AP potential list and assist in identifying students to enroll in these courses.	Assistant Principals, Department Heads, AP teachers, Leadership Team	Data on Virtual Counselor, AP reports, 2012 Student Placement Reports	2013 AP Potential List

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:	Students will increase their level of performance on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4.3 % (1) student scored at or above Achievement Level 7 on the 2012 Reading FAA.	8.3% (2) will score at or above Achievement Level 7 on the 2013 Reading 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	Content area teachers have a limited understanding of how to integrate the NGSSS and Common Core Standards into their curriculum.	Teachers will participate in sessions/webinars for Professional Development/Training on how to integrate reading standards into content area curriculum.	Team Leaders, Coaches, and Assistant Principal	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	IEPs, 2013 FAA Results
2	Students need to be exposed more on literacy strategies in content areas and elective classes.	Teachers will incorporate the school wide literacy plan to address the needs of level 7 or above students.	Assistant Principals, Reading Coaches, ESE Specialist Department Heads	-iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	IEPs, iObservations, student work samples/ portfolios, FAIR data results, BAT 2, 2013 FAA Results
	Teachers have a	2B.3.	ESE Specialist,	iObservations	IEPs,

3	limited understanding of student's IEPs and differentiating instructions for student's needs.	Teachers will attend/participate in a Professional Development/Training & webinars on how to differentiate instructions/lessons into content area curriculum. -Teachers will utilize ESE resources and communicate with ESE specialist when addressing student's IEPs	Team Leaders, Coaches, and Assistant Principal	Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies. IEP meetings & RTIs (Child Studies)	iObservations, student work samples/ portfolios, FAIR data results, BAT 2, 2013 FAA Results
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading, 54.8% (615) of the students made a learning gain.	56.8% (638) of the students will make a learning gain on the 2013 FCAT 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	Minimum utilization and understanding of district resources: district benchmarks, FAIR tool kit, and Common Core Standards	-Teachers will attend Professional Development on the implementation of FAIR toolkit, Next Network, data assessment, and NGSS & Common Core Standards	Reading Coaches, Assistant Principals, Department Chairs	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	student work samples/ portfolios, FAIR data results, BAT 2, 2013 FCAT Results
2	Teachers have a limited understanding of applying rigor & relevance to their lessons.	-Teachers will utilize Next Network in implementing rigor and relevance to their lessons. -Teachers will collaborate, through the content area PLC's, to develop more rigorous lessons.	Assistant Principal, Reading Coach	-iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	Student work samples/ portfolios, FAIR data results, BAT 2, 2013 FCAT Results

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:	
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Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of FAA students making learning gains in reading will increase by at least 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18.3% (4) FAA students made learning gains in reading in 2012.	27.3% (6) FAA students will make learning gains in reading in 2012.

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	Minimum utilization and understanding of district resources: district benchmarks, FAIR tool kit, Next Network, and Common Core Standards	Teachers will participate in a Professional Development/Training Session/webinar on standards, Next Network in order to assist in integrating reading standards into content area curriculum.	ESE Specialist, Team Leaders, Coaches, and Assistant Principal	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	IEPs, BAT 2, 2013 FCAT Results
2	Teachers have a limited understanding of applying rigor to their lessons.	- Teachers will utilize Next Network to implement more rigor to their lessons. - Teachers will incorporate the school wide literacy plan to address the student's needs. This plan also follows along with the school wide literacy plan.	Assistant Principals, Reading Coaches, Department Heads	- iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS - Utilize the Marzano Framework to determine individuals strengths/weaknesses - Review PLC's recorded minutes weekly - 9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	iObservations, student work samples/ portfolios, IEPs, FAIR data results, BAT 2, 2013 FCAT Results
3	Teachers have a limited understanding of student's IEPs and differentiated instructions for student's needs.	Teachers will attend/participate in a Professional Development/Training & webinars on how to differentiate instructions/lessons into content area curriculum. - Teachers will utilize ESE resources and communicate with ESE specialist when addressing student's IEPs.	ESE Specialist, Team Leaders, Coaches, and Assistant Principal	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies. IEP meeting & RTIs (Child Studies)	iObservations, student work samples/ portfolios, IEPs, FAIR data results, BAT 2, 2013 FCAT Results

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:	CSHS will increase the percentage of students making learning gains in the lowest 25%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT, 62.7%(185) of the students in the lowest 25% made a learning gains.	68.7% (203) of the students in the lowest 25% will make a learning gain on the 2013 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	Lack of Differentiated Instruction to meet the needs of individual students. As well as a limited understanding of how to integrate the NGSSS and Common Core standards into their curriculum.	Teachers will attend/participate in a Professional Development/Training & webinars on how to differentiate instructions/lessons into content as well as adding more rigor and relevance. - Teachers will utilize Next Network in implementing rigor to their lessons as well as district standards.	Coach, Assistant Principals, Model Teachers	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	BAT 2, FAIR data and 2013 FCAT results
2	Content area Professional Learning Communities have insufficient time for common planning to share best practices and effective lesson strategies.	Content area PLC's will meet weekly to collaborate on effective lessons strategies and to share best practices. Lesson Study will also be a part of PLC meetings.	Assistant Principals, Team Leaders, Coach	iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS - Utilize the Marzano Framework to determine individuals strengths/weaknesses - Review PLC's recorded minutes weekly - 9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	iObservations, student work samples/ portfolios, FAIR data results, BAT 2, 2013 FCAT Results
3	Level 2 students will not be placed in a reading course and will need literacy support in content areas.	All 9th and 10th grade Social Studies and Science teachers will support the school wide literacy plan to address the needs of their students. PLC working towards cross curricular strategies	Team Leaders and Assistant Principals	Classroom Observations Teacher/ Administrator Data Chats	Pinnacle/Gradebook data quarterly 2013 FCAT Results

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 # Using the baseline data for 2010-2011, CSHS will reduce the percent of student who are not proficient in reading by 50% by 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	59%	65%	71.5%	

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:	Increase proficiency among all ethnicity groups.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Based on the 2012 current level of performance, White: 43.8% (140) , Black: 73.4% (339), Hispanic: 58.8% (173), Asian 45.8% (27), American Indian 0% were not proficient on the 2012 FCAT.	CSHS will reduce the percentage of students who are not making satisfactory progress to White: 38.8% (124), Black: 63.4% (293), Hispanic: 48.8% (143), Asian 35.8% (21) on the 2013 FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Differentiated Instruction to meet the needs of individual students.	Teachers will participate in Professional Development sessions/webinars on Differentiated Instruction, ELL strategies & Marzano Framework	Assistant Principal Instructional Coaches, ESOL Coordinator	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	FAIR data BAT data CELLA
2	Limited use of modeling higher order thinking skills when presenting content.	Provide training for teachers on how to incorporate higher thinking skills in lesson planning, through common planning throughout the year Share best questioning techniques through common planning throughout the year. Working in content area PLC's using shared inquiries and training on Common Core Standards.	Assistant Principal Instructional Coaches	-iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	iObservations, BAT 2, FAIR data, and 2013 FCAT results CELLA
3	Inconsistency of one to one interaction between teachers and students.	Pull-out instruction by instructional coaches as well as push-in instruction to allow teacher more time for one to one interaction.	Assistant Principal Instructional Coaches	Utilize the Marzano Framework to determine individuals strengths/weaknesses -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	iObservation, BAT 2, FAIR data, and 2013 FCAT results

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:	CSHS will decrease the number of ELL students not making satisfactory progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FACT 98.3% (58) of the ELL students did not make satisfactory progress in reading.	On the 2013 FCAT the % of ELL students not making satisfactory progress in reading will reduce to 78.3%(46.

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	N/A	N/A	N/A	N/A	N/A
2	Lack of Differentiated Instruction to meet the needs of individual students.	Teachers will participate in Professional Development sessions/webinars on Differentiated Instruction, ELL strategies & Marzano Framework	Assistant Principal Instructional Coach, ESOL Coordinator	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	BAT 2, FAIR data, and 2013 FCAT results CELLA
3	Limited use of modeling higher order thinking skills when presenting content.	Provide training for teachers on how to incorporate higher thinking skills in lesson planning, through common planning throughout the year Share best questioning techniques through common planning throughout the year. Working in content area PLC's using shared inquiries and training on Common Core Standards.	Assistant Principal Instructional Coach	5C.2. -iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas. 5C.3. iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	BAT 2, FAIR data, and 2013 FCAT results CELLA
4	Inconsistency of one to one interaction between teachers and students.	Pull-out instruction by instructional coaches as well as push-in instruction to allow teacher more time for one to one interaction.	Assistant Principal Instructional Coach, ESOL Coordinator	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	BAT 2, FAIR data, and 2013 FCAT results CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Obtain 10% more SWDs in making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

79.2% (76) did not make satisfactory progress in reading for 2012.	Will reduce the amount from 79.2 % to 69.2% (67) students who will not make satisfactory progress in reading for 2013.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Differentiated Instruction to meet the needs of individual students.	Teachers will participate in Professional Development sessions/webinars on Differentiated Instruction, ELL strategies & Marzano Framework	Assistant Principal Instructional Coach, ESE Specialist	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	iObservations, BAT 2, FAIR data, IEPs, and 2013 FCAT result
2	Limited use of modeling higher order thinking skills when presenting content.	-Provide training for teachers on how to incorporate higher thinking skills in lesson planning through Next Network -Share best questioning techniques PLC's & Grade Academies. -Work in content area PLC's using shared inquiries and training on Common Core Standards.	Assistant Principal Instructional Coach, ESE Specialist	-iObservations will be conducted and information disseminated to improve teaching practices and ensure the alignment to NGSSS & CCS -Utilize the Marzano Framework to determine individuals strengths/weaknesses -Review PLC's recorded minutes weekly -9th & 10th Grade Academies meetings conducted weekly to review lesson plans that implement cross curricular strategies maintaining rigor through all content areas.	iObservations, BAT 2, FAIR data, IEPs, and 2013 FCAT result
3	Inconsistency of one to one interaction between teachers and students.	Pull-out instruction by instructional coaches as well as push-in instruction to allow teacher more time for one to one interaction.	Assistant Principal Instructional Coach, ESOL Coordinator	iObservations Lesson Study / Reflection Planning through grade level PLC's. Planning through 9th & 10th Grade Academies.	iObservations, BAT 2, FAIR data, IEPs, and 2013 FCAT result

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:	Economically disadvantaged students making AYP will increase by at least 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67.2%(472) did not make AYP in 2012.	Will reduce the amount from 67.2% to 59.2% (416) of students will will not make AYP.

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 parental involvement and support	SCORE: an after-school tutoring program offered	Assistant Principals, SCORE	Attendance Roster for SCORE	Chapter tests, Final Grade Reports

1	at home to assist students with homework and other school related concerns.	Monday through Thursday for students to get help with homework and test preparation.	teachers, Instructional Coaches		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	All grade levels	Coaches Dept. Heads	School-wide	Wednesday training/webinars Next network	Lesson plans, Mid-terms and Finals	Assistant Principals
Differentiated Instruction Training	All Grade Levels	District trainers	School-wide	Team meetings	Lesson Plans, iObservations	Assistant Principals
On-going Training on Data Analysis	All Grade levels.	Coach	Language Arts, Math, Science, and Reading.	After each assessment, eg. BAT's, Mini-BAT's during Common Planning	Lesson Plans, iObservations	Assistant Principals
Training on Higher Order Questioning	All grade levels	Instructional coaches	School-wide	Wednesday training/webinars Next Network in the 1st semester	Lesson Plans, iObservations	Assistant Principals, Department chairs
Incorporating ESOL Strategies	All grade levels	ESOL guidance counselor	School-wide	Wednesday training/webinars Next Network	Lesson Plans, iObservations	Assistant Principals
Incorporating ESE strategies	All grade levels	ESE Specialist and Assistant Principals	School-wide	Wednesday training/webinars Next Network	Lesson Plans, iObservations	Assistant Principals
Bridges Training	All grade levels	Instructional coaches, Dept Heads.	School-wide	Pre-planning, Designated Early Release Days and planning days.	Lesson Plans, iObservations	Assistant Principals.
Lesson Study Training	Select 9-12 grade classes-Social Studies, Science, Math, Language Arts	District Trainers	4 content areas-Social Studies, Math, Language Arts and Science.	Pre-planning, designated Early Release and Planning days.	Lesson Plans, Classroom Observations.	Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school Tutoring SCORE	FCAT and EOC Content Area Teachers	SAC	\$3,200.00
EOC Saturday Camp	EOC Content Area Teachers	SAC	\$2,200.00
			Subtotal: \$5,400.00
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: \$5,400.00

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:		CSHS will increase the percentage of ELL students proficient in listening/speaking on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
Based on the May 2012 CELLA Listening/Speaking,.... student made satisfactory progress in Listening/Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Differentiated Instruction to meet the needs of individual ELL students	Teachers will utilized online resources to develop lesson plans that differentiate learning and engage students.	Assistant Principal and Academy Leaders	Lesson Plans Attendance in Professional Learning Communities	2013 CELLA
2	Lack of parental involvement and support at home with homework and other school related concerns	SCORE - after school tutoring (offered Monday - Thursday) to provide homework help with a teacher	Assistant Principal, SCORE teacher and instructional coaches	Attendance roster for SCORE	Final grade reports for ELL students

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:		CSHS will increase the percentage of ELL students proficient in Reading on the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
Based on the May 2012 CELLA,.... student made satisfactory progress in Reading.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Differentiated Instruction to meet the	Teachers will utilized online resources to	Assistant Principal Academy Leaders	Lesson Plans Attendance in	2013 CELLA

1	needs of individual ELL students	develop lesson plans that differentiate learning and engage students.		Professional Learning Communities
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Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		CSHS will increase the percentage of ELL students proficient in Writing on the 2013 CELLA.		
2012 Current Percent of Students Proficient in writing:				
Based on the May 2012 CELLA Writing,.... student made satisfactory progress in Writing.				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The number of ESE students scoring at level 4,5 and 6 on the Florida Alternate Assessment will increase by at least 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Florida Alternative Assessment, 29% (7) scored at levels 4, 5 and 6 in mathematics.	On the May 2013 Florida Alternate Assessment at least 42% of the ESE students will score at levels 4, 5 and 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The number of ESE students scoring at a level 7 on the Florida Alternate Assessment Test will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Florida Alternate Assessment Test 4% (1) of the ESE students scored a level 7.	On the May 2013 Florida Alternate Assessment Test, at least 8% of the ESE students will scored at a level 7.

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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
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				

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The number of students who score a level 3 on the Algebra EOC will increase by at least 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Algebra EOC, 34% [221] of the Algebra 1 students scored a level 3 on the Algebra EOC.	On the May 2013 Algebra EOC, 45% of the Algebra 1 students will score a 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 inadequate use of data and its interpretation	<ol style="list-style-type: none"> 1. Collaboration during content area PLC collaboration for pacing, activities and common assessments. 2. Use of common assessments, compilation of data, and interpretation of data. 3. Use data from common assessments to differentiate instruction. 4. Data chats with administration as well as students. 5. Use of technology to differentiate student practice 	Assistant Principals, Math Department Head/Math Coach	iObservation Snap Shots Teacher/Administrator Data Chats	<ol style="list-style-type: none"> 1. Common assessments (tests) which will include EOC questions and be aligned to the NGSSS/EOC 2. Homework 3. Mini-bats 4. Warm-up
	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	<ol style="list-style-type: none"> 1. Map Algebra course according to Sunshine State Standards 2. Spiral key concepts throughout the year 3. Spiral students' areas 	Assistant principals, math department head/math coach, teachers	<ol style="list-style-type: none"> 1. Student test prep folders addressing student weaknesses 2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Test Prep and Online EOC. to 	<ol style="list-style-type: none"> 1. Common assessments 2. County Algebra 9-week assessments 3. County Algebra

2		of weaknesses		differentiate practice	Midterm 4. Differentiated student practice 5. Differentiated student warm ups 6. Mini-bats
3	Teachers are unfamiliar with the format of the Algebra EOC with regard to item test specifications	1. Professional development on NGSSS standards and test item specifications 2. PLC collaboration regarding effective methods to teach standards 3. Algebra PLC designs test questions to reflect the standards and level of difficulty	Assistant principals, math department head, Algebra 1 teachers	1. Compilation and interpretation of test data 2. PLC collaboration 3. iObservation Snap Shots	1. Common assessments 2. County Algebra 1 EOC 9-week assessment 3. County Algebra 1 Midterm 4. Algebra 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The number of students who score a level 4 or 5 on the Algebra EOC will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Algebra EOC, 15% [99] of the Algebra 1 students scored a level 4 or 5 on the Algebra EOC.	On the May 2013 Algebra EOC, 20% of the Algebra 1 students will score a level 4 or 5 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the metacognitive skills to complete higher order thinking problems.	1. District support collaborates directly with math department head and teachers to develop higher order thinking questions and strategies 2. Class openers related to higher order thinking EOC questions 3. Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments. 4. Math Teachers will incorporate the school wide literacy plan	Assistant principals, math department head/math coach, county support personnel, teachers	1. Student test prep folders addressing student weaknesses 3. FCAT explorer, FOCUS and Online EOC. 4. USA Test Prep	1. Common assessments 2. County Algebra 1 9-week assessments 3. County Algebra 1 Midterm 4. Student practice 5. Student warm ups 6. Mini-bats
2	Teachers need continued support from the county personnel, math coach, and PLC group members with the use of student engaging activities	Ongoing PLC training with county personnel and math department head/math coach	Assistant principals, math department head/math coach	1. iObservations snapshot data is disseminated to departments as a measure to improve teaching practices. 2. iObservations	1. Lesson plans 2. Formal and informal observations

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 # Using the baseline data for 2010-2011, CSHS will reduce the percent of student who are not proficient in math by 50% by 2016-2017. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	63%	68%	74%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The number of students not making satisfactory progress on the Algebra EOC will decrease by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Algebra EOC the subgroups not making satisfactory progress in Algebra are: White: 43% [69] Black: 60% [163] Hispanic: 50% [81] Asian: 25% [7] American Indian: 50% [1]	On the May 2013 Algebra EOC, the subgroups not making satisfactory progress will in Algebra will be: White: 38% Black: 55% Hispanic: 45% Asian: 20% American Indian: 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	Assistant principal, math department head	1. Observations 2. teacher and department head reflections 3. lesson plans which include goal setting	Student work
2	Teacher unfamiliarity with and lack of use of resources available to provide students with extra help	1. Informative meeting about available resources 2. Assistance from district support trainers and personnel 3. Discuss current use of available resources 4. Professional development for resources teachers are unfamiliar with how to use	Assistant principal, math department head/math coach	iObservation snap shot data is monitored by administration to improve teaching practices lesson plans	1. Tutoring and Saturday sign in sheets 2. Use of USA Math Test Prep, FCAT explorer, Focus, interactmath.com, march2success, and other resources

		5. Implement use of resources 6. The media center will be open before and after school to accommodate student and teacher use of technology			
3	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	1. Map Algebra course according to Sunshine State Standards 2. Spiral key concepts throughout the year 3. Spiral content based on students' areas of weaknesses	Assistant principals, math department head/math coach, teachers	1. Student test prep folders addressing student weaknesses 2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Test Prep and Online EOC. to differentiate practice	Algebra 2013 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 Algebra. Algebra Goal #3C:	The number of ELL students not making satisfactory progress on the Algebra EOC will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Algebra EOC, 17% [29] of the ELL Algebra 1 students did make satisfactory progress on the Algebra EOC.	On the May 2013 Algebra EOC, at least 27% of the ELL Algebra 1 students will make satisfactory progress on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	1. iObservations 2. teacher and department head reflections 3. lesson plans which include goal setting	Student work
2	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	1. Map Algebra course according to Sunshine State Standards 2. Spiral key concepts throughout the year 3. Spiral content related to students' areas of weaknesses	Assistant principals, math department head/math coach, teachers	1. Student test prep folders addressing student weaknesses 2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate practice	2013 Algebra EOC
	Teachers lack adequate skills to meet the needs of ELL students	1. Math teachers will use data from VC, BEEP and CRISS for Math strategies to develop lesson plans in order to differentiate instruction.	Assistant principals, math department head/math coach, county support personnel, teachers	iObservation snap shot data is disseminated to departments as a measure to improve teaching practices, observations, lesson plans	1. Common assessments 2. Warm ups 3. 2013 EOC data

3		2. Scaffolding instruction with an emphasis on prerequisite skills and problem strategies. 3. Teachers will be apprised of all available extended learning opportunities.			
4	Students are unfamiliar with the format of the Algebra EOC with regard to item test specifications as well as their strengths and weaknesses.	1. District support collaborates directly with math coach and teachers 2. Extended learning opportunities such as after school tutoring, Saturday camp, pullouts, and use of wireless carts 3. Class openers related to EOC questions 4. Use of Algebra EOC support materials provided by county	Assistant principals, math department head, county support personnel, teachers	1. iObservations 2. PLC collaborations 3. Math assessment data 4. Student data chats	1. 2013 EOC Results 2. Chapter assessments 3. Quarter assessments 4. 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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The number of SWD students not making satisfactory progress on the Algebra EOC will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Algebra EOC, 19% [48] of the SWD Algebra 1 students did make satisfactory progress on the Algebra EOC.	On the May 2013 Algebra EOC, at least 29% of the SWD Algebra 1 students will make satisfactory progress on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	Assistant principal, math department head/math coach	1. iObservations 2. teacher and math coach reflections 3. lesson plans which include goal setting	Student work
2	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	1. Map Algebra course according to Sunshine State Standards 2. Spiral key concepts throughout the year 3. Spiral students' areas of weaknesses	Assistant principals, math department head/math coach, teachers	1. Student test prep folders addressing student weaknesses 2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Test Prep and Online EOC. to differentiate practice	1. Common assessments 2. Differentiated student practice 3. Differentiated student warm ups 4. Algebra EOC
	Teachers lack adequate skills to meet the needs of SWD students	1. Math teachers will use data from VC, BEEP and CRIS for Math	Assistant principals, math department	iObservation is monitored as a measure to improve teaching practices and	1. Common assessments

3		<p>strategies to develop lesson plans in order to differentiate instruction.</p> <p>2. Scaffolding instruction with an emphasis on prerequisite skills and problem strategies.</p> <p>3. Teachers will be apprised of all available extended learning opportunities.</p>	head/math coach, county support personnel, teachers	lesson plans	<p>2. Warm ups</p> <p>3. Homework</p> <p>4. Online EOC data</p>
4	Students are unfamiliar with the format of the Algebra EOC with regard to item test specifications as well as their strengths and weaknesses	<p>1. District support collaborates directly with math coach and teachers</p> <p>2. Extended learning opportunities such as after school tutoring, Saturday camp, pullouts, and use of wireless carts</p> <p>3. Class openers related to EOC questions</p> <p>4. Use of Algebra EOC support materials provided by Pearson and county</p>	Assistant principals, math department head/math coach, county support personnel, teachers	<p>1. iObservations</p> <p>2. PLC collaborations</p> <p>3. Math assessment data</p> <p>4. Student data</p>	<p>1. EOC</p> <p>2. Chapter assessments</p> <p>3. Quarter assessments</p>

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The number of economically disadvantaged students not making satisfactory progress on the Algebra EOC will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Algebra EOC, 44% [230] of the economically disadvantaged Algebra 1 students made satisfactory progress on the Algebra EOC.	On the May 2013 Algebra EOC, at least 54% of the economically disadvantaged Algebra 1 students will make satisfactory progress on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	<p>1. Math department head and teacher collaboration with regard to student needs</p> <p>2. Modeling and co-teaching</p> <p>3. Develop rubrics, activities, and projects.</p> <p>4. Post student work and activities</p>	Assistant principal, math department head/math coach	<p>1. iObservations</p> <p>2. teacher and math department head reflections</p> <p>3. lesson plans which include goal setting</p>	Student work
	Teacher unfamiliarity with and lack of use of resources available to provide students with extra help	<p>1. Informative meeting about available resources</p> <p>2. Assistance from district support trainers and personnel</p> <p>3. Discuss current use of</p>	Assistant principal, math department head	iObservation data is disseminated to departments as a measure to improve teaching practices and lesson plans	<p>1. Cart sign in sheets</p> <p>2. Tutoring and Saturday sign in sheets</p> <p>3. Use of math lab</p>

2		<p>available resources</p> <p>4. Professional development for resources teachers are unfamiliar with how to use</p> <p>5. Implement use of resources</p> <p>6. The media center will be open before and after school to accommodate student and teacher use of technology</p>			<p>4. Use of USA Math Test Prep, FCAT explorer, Focus, interactmath.com, march2success, and other resources</p>
3	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	<p>1. Map Algebra course according to Sunshine State Standards</p> <p>2. Spiral key concepts throughout the year</p> <p>3. Spiral students' areas of weaknesses</p>	Assistant principals, math department head/math coach, teachers	<p>1. Student test prep folders addressing student weaknesses</p> <p>2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate practice</p>	<p>1. Common assessments</p> <p>2. Differentiated student practice</p> <p>3. Differentiated student warm ups</p> <p>4. Algebra EOC</p>

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The number of students who score a level 3 on the Geometry EOC will increase by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Geometry EOC, 35 % of the Geometry students scored a level 3 on the Geometry EOC.	On the May 2013 Geometry EOC, 45% of the Geometry students will score a 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	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	<p>1. Map Geometry course according to Sunshine State Standards</p> <p>2. Spiral key concepts throughout the year</p> <p>3. Spiral content in order to address students' areas of weaknesses</p> <p>4. Use of Geometry EOC support materials provided by county</p>	Assistant principals, math department head/math coach, county support personnel, teachers	<p>1. Student test prep folders addressing student practice as well as areas of weaknesses</p> <p>2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate practice</p>	<p>1. Geometry EOC</p> <p>2. Chapter common assessments</p> <p>3. Quarter assessments</p> <p>4. Daily practice</p> <p>5. Common assessments</p> <p>6. Differentiated student practice</p> <p>7. Differentiated</p>

					student warm ups
2	Teachers need continued support from the county personnel, math coach, and PLC group members with the use of student engaging activities	Ongoing PLC training with county personnel and math department head/math coach	Assistant principals, math department head/math coach	1. iObservation data monitored to improve teaching practices. 2. Teacher data chats	1. Lesson plans 2. Formal and informal iObservations
3	Teachers are unfamiliar with the format of the Geometry EOC with regard to item test specifications	1. Professional development on NGSSS standards and test item specifications 2. PLC collaboration regarding effective methods to teach standards 3. Geometry PLC designs test questions to reflect the standards and level of difficulty	Assistant principals, math department head, Geometry teachers	1. Compilation and interpretation of test data 2. PLC collaboration 3. iObservation	1. Common assessments 2. County Geometry EOC 9-week assessment 3. County Geometry Midterm 4. 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The number of students who score at or above level 4 on the Geometry EOC will increase by at least 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Geometry EOC, 33 % of Geometry students at or above level 4 on the Geometry EOC.	On the May 2013 Geometry EOC, at least 41% of 9th grade Geometry students will score at or above level 4 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	Students lack the metacognitive skills to complete higher order thinking problems.	1. District support collaborates directly with math department head and teachers to develop higher order thinking questions and strategies 2. Class openers related to higher order thinking EOC questions 3. Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments.	Assistant principals, math department head/math coach, county support personnel, teachers	1. Student test prep folders addressing student weaknesses 2. FCAT explorer, FCAT FOCUS, and Online EOC. 3. USA Math Test Prep	1. Common assessments 2. County Geometry 9-week assessments 3. County Geometry Midterm 4. Student practice 5. Student warm ups 6. Mini-bats
2	Teachers need continued support from the county personnel, math coach, and PLC group members with the use of student engaging activities	Ongoing PLC training with county personnel and math department head/math coach	Assistant principals, math department head/math coach	1. iObservation data is disseminated to departments as a measure to improve teaching practices. 2. Teacher data chats	1. Lesson plans 2. Formal and informal iObservations
	Teachers are unfamiliar with the format of the Geometry EOC with	1. Professional development on NGSSS standards and test item	Assistant principals, math department head,	1. Compilation and interpretation of test data	1. Common assessments

3	regard to item test specifications	specifications 2. PLC collaboration regarding effective methods to teach standards 3. Geometry PLC designs test questions to reflect the standards and level of difficulty	Geometry teachers	2. PLC collaboration 3. iObservation	2. County Geometry EOC 9-week assessment 3. County Geometry Midterm 4. Geometry EOC
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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 # Using the baseline data for 2010-2011, CSHS will reduce the percent of student who are not proficient in math by 50% by 2016-2017. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	63%	74%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The number of students not making satisfactory progress on the Geometry EOC will decrease by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Geometry EOC, the subgroups not making satisfactory progress in Geometry are: White: 22% [28] Black: 52% [72] Hispanic: 28% [28] Asian: 14% [3] American Indian: 0% [0]	On the May 2013 Geometry EOC, the subgroups not making satisfactory progress in Geometry will be: White: 17% Black: 47% Hispanic: 23% Asian: 9% American Indian: 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	Assistant principal, math department head/math coach	1. iObservations 2. teacher and department head reflections 3. lesson plans which include goal setting	Student work
	Teacher unfamiliarity with and lack of use of resources available to provide students with extra help	1. Informative meeting about available resources 2. Assistance from district support trainers and personnel	Assistant principal, math department head/math coach	iObservation data monitored by administration as a measure to improve teaching practices, observations, lesson plans	1. Cart sign in sheets 2. Tutoring and Saturday sign in sheets

2		<p>3. Discuss current use of available resources</p> <p>4. Professional development for resources teachers are unfamiliar with how to use</p> <p>5. Implement use of resources</p> <p>6. The media center will be open before and after school to accommodate student and teacher use of technology</p>			3. Use of USA Math Test Prep, FCAT explorer, Focus, interactmath.com, march2success, and other resources
3	Curriculum has not been spiraled to ensure all students sufficiently retain all Algebra knowledge	<p>1. Map Algebra course according to Sunshine State Standards</p> <p>2. Spiral key concepts throughout the year</p> <p>3. Spiral content based on students' areas of weaknesses</p>	Assistant principals, math department head/math coach, teachers	<p>1. Student test prep folders addressing student weaknesses</p> <p>2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate practice</p>	2012 BAT II Algebra 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. Geometry Goal #3C:	The number of ELL students making satisfactory progress on the Geometry EOC will increase by at least 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Geometry EOC, 54% [7] of the ELL Geometry students made satisfactory progress on the Geometry EOC.	On the May 2013 Geometry EOC, at least 69% of the ELL Geometry students will make satisfactory progress on the Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	<p>1. Math coach and teacher collaboration with regard to student needs</p> <p>2. Modeling and co-teaching</p> <p>3. Develop rubrics, activities, and projects.</p> <p>4. Post student work and activities</p>	Assistant principal, math department head/math coach	<p>1. iObservations</p> <p>2. teacher and department head reflections</p> <p>3. lesson plans which include goal setting</p>	Student work
2	Curriculum has not been spiraled to ensure all students sufficiently learn/retain all Geometry knowledge	<p>1. Map Geometry course according to Sunshine State Standards</p> <p>2. Spiral key concepts throughout the year</p> <p>3. Spiral students'</p>	Assistant principals, math department head/math coach, county support personnel, teachers	<p>1. Student test prep folders addressing student weaknesses</p> <p>2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate</p>	<p>1. Geometry EOC</p> <p>2. Chapter common assessments</p> <p>3. Quarter assessments</p>

		areas of weaknesses 4. Use of Geometry EOC support materials provided by county		practice	4. Daily practice
3	Teachers lack adequate skills to meet the needs of ELL students	1. Math teachers will use data from VC, BEEP and CRISS for Math strategies to develop lesson plans in order to differentiate instruction. 2. Scaffolding instruction with an emphasis on prerequisite skills and problem strategies. 3. Teachers will be apprised of all available extended learning opportunities.	Assistant principals, math department head, county support personnel, teachers	iObservation data is monitored by administration as a measure to improve teaching practices and lesson plans	2013 EOC data 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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The number of SWD students making satisfactory progress on the Geometry EOC will increase by at least 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Geometry EOC, 46% [12] of the SWD Geometry students made satisfactory progress on the Geometry EOC.	On the May 2013 Geometry EOC, at least 58% of the SWD Geometry students will make satisfactory progress on the Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	1. Math coach and teacher collaboration with regard to student needs 2. Modeling and co-teaching 3. Develop rubrics, activities, and projects. 4. Post student work and activities	1. iObservations 2. teacher and department head reflections 3. lesson plans which include goal setting	Student work
2	Curriculum has not been spiraled to ensure all students sufficiently learn/retain all Algebra knowledge	1. Map Geometry course according to Sunshine State Standards 2. Spiral key concepts throughout the year 3. Spiral students' areas of weaknesses 4. Use of Geometry EOC	Assistant principals, math department head/math coach, county support personnel, teachers	1. Student test prep folders addressing student weaknesses 2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate practice	1. Geometry EOC 2. Chapter common assessments 3. Quarter assessments 4. BAT II

		support materials provided by county			
3	Teachers lack adequate skills to meet the needs of SWD students	<p>1. Math teachers will use data from VC, BEEP and CRISS for Math strategies to develop lesson plans in order to differentiate instruction.</p> <p>2. Scaffolding instruction with an emphasis on prerequisite skills and problem strategies.</p> <p>3. Teachers will be apprised of all available extended learning opportunities.</p>	Assistant principals, math department head/math coach, county support personnel, teachers	iObservation data is monitored by administration as a measure to improve teaching practices, observations, lesson plans	2013 EOC data 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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	The number of economically disadvantaged students making satisfactory progress on the Geometry EOC will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the May 2012 Geometry EOC, 39% [88] of the economically disadvantaged Geometry students made satisfactory progress on the Geometry EOC.	On the May 2013 Algebra EOC, at least 49% of the economically disadvantaged Geometry students will make satisfactory progress on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher inadequate use of hands-on and virtual manipulatives as well as technology as learning tools	<p>1. Math coach and teacher collaboration with regard to student needs</p> <p>2. Modeling and co-teaching</p> <p>3. Develop rubrics, activities, and projects.</p> <p>4. Post student work and activities</p>	Assistant principal, math department head/math coach	<p>1. iObservations</p> <p>2. teacher and department head reflections</p> <p>3. lesson plans which include goal setting</p>	Student work
2	Curriculum has not been spiraled to ensure all students sufficiently learn/retain all Algebra knowledge	<p>1. Map Geometry course according to Sunshine State Standards</p> <p>2. Spiral key concepts throughout the year</p> <p>3. Spiral students' areas of weaknesses</p> <p>4. Use of Geometry EOC support materials provided by county</p>	Assistant principals, math department head/math coach, county support personnel, teachers	<p>1. Student test prep folders addressing student weaknesses</p> <p>2. Use of technology, such as FCAT explorer, FCAT FOCUS, USA Math Test Prep and Online EOC. to differentiate practice</p>	<p>1. Geometry EOC</p> <p>2. Chapter common assessments</p> <p>3. Quarter assessments</p>
	Teachers lack adequate skills to meet the needs of SWD students	1. Math teachers will use data from VC, BEEP and CRISS for Math strategies to develop	Assistant principals, math department head/math coach,	iObservation data is monitored by administration as a measure to improve	<p>1. BAT II</p> <p>2. 2013 EOC data</p>

3	lesson plans in order to differentiate instruction.	county support personnel, teachers	teaching practices and lesson plans
	2. Scaffolding instruction with an emphasis on prerequisite skills and problem strategies.		
	3. Teachers will be apprised of all available extended learning opportunities.		

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
Common Core Standards	Math - All Levels	District Trainers, Math department head/Math coach	Math Teachers	Planning days and early release days	Lesson plans, Mid-term exams, Final exams	Assistant Principal
Lesson Study	Algebra and Geometry	District Training, Math Coach	Algebra and Geometry Teachers	Pre-planning, Planning days, Early Release and District TDA's	iObservations	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
EOC Saturday Camp	EOC Saturday Camp	SAC	\$1,500.00
			Subtotal: \$1,500.00
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
Lesson Study	Release Time for Teachers	SAC	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.	
Biology Goal #1:	The number of students who score a level 3 on the Biology EOC will increase by at least 49 students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(136) of the students who took the Biology End of Course Exam will achieve a level 3.	39% of the students who take the Biology End of Course Exam will achieve a level 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					
2	Biology Teachers knowledge basis of updated curriculum.	1.1. During content PLCs teachers collaborate on strategies that align with the new state standards and the curriculum map. During Professional Study days, content specific teachers will collaborate and review Biology EOC test specs and 2012 Biology EOC content Focus	Science Administrator Science Department Head	Teacher lesson planning, Classroom observations and teacher developed classroom assessments.	District pre/midterm exams
3	Addressing the needs of level 1 and 2 Readers in the content area.	Implementation of School Literacy plan for Reading	Science Administrator and Reading Coach	Classroom observations and Lesson plans	BAT II Biology EOC
4	Inconsistent use of curricula driven by problem-solving discovery and exploratory learning that actively engages students.	During Professional Study days, content specific teachers will collaborate and develop inquiry-based science explorations. Integrate technology to assist students in making personal connections to help with high order thinking.	Science Administrator Science Department head	Classroom observations to monitor implementation of strategies. Teachers will integrate school literacy plan	BAT II District Mid-Term Biology 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The number of students who score a level 4 on the Biology EOC will increase by at least 16 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.7% [174] of the students who took the Biology End of Course Exam will achieve a level 4.	40% (190) of the students who take the Biology End of Course Exam achieved a level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Biology teacher's knowledge basis of updated curriculum.	During content PLCs teachers collaborate on strategies that align with the new state standards and the curriculum map. During Professional Study days, content specific teachers will collaborate and review Biology EOC test specs and 2012 Biology EOC content Focus	Science Administrator Science Department head	Teacher lesson planning, Classroom observations and teacher developed classroom assessments.	district pre/midterm exams Biology EOC
2	Inconsistent use of inquiry and rigorous labs	Use strategies to assist in scaffolding and building students' confidence. Technology used in creative and innovative ways to solve problems and apply knowledge. Innovative instruction that promotes higher-order thinking skills and greater depth of knowledge.	Science Administrator Science Department head	Classroom observations to monitor implementation of strategies. Teachers will integrate school literacy plan	District pre/midterm exams Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	Release Time for teachers	Math Coach	Biology and Chemistry Professional Learning Communities	PLC's will do two Lesson Study cycles - Term 1 and Term 2	Lesson Study Process/End of Course Exams	Math Coach Assistant Principal
Common Core Standards	All Science Content Areas	Science Department Chair	Science Teachers	Planning and Early Release Days	Lesson Plans, Mid-term Exams and EOC's	Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
EOC Saturday Camp	Content Area Teachers	SAC	\$1,500.00
			Subtotal: \$1,500.00
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

Lesson Study	Release Time for Teaches	SAC	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$2,500.00			

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The number of students achieving a Level 3 or higher) will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 current level of performance 91% (448) students scored an achievement level 3 and higher on the writing assessment.	On the 2013 Writing 93% (460) of the students will score an achievement level 3 and higher.

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 not mastered prewriting strategies.	Teachers will introduce prewriting strategies such as brainstorming, graphic organizers, and outlines. Teachers will model and conduct mini-lessons regarding prewriting strategies such as brainstorming, graphic organizers, and outlines.	Language Arts Chair; Department Administrator	Observations, CWT data is disseminated to departs as a measure to improve teaching practices, Lesson plans, data chats with administration	FCAT Writing Rubric Formative Assessments BAT Diagnostic Writing
2	Students lack depth of knowledge of how to use writing skills associated with 6 traits	Teachers will introduce how to use writing skills associated with 6 Traits (creating ideas, sentence fluency, organization, word choice, voice, conventions) and conduct mini-lessons.	Assistant Principal Language Arts Dept. Chair	Weekly CWT data is disseminated to departs as a measure to improve teaching practices, lesson plans, data chats with administration	FCAT Writing Rubric Formative Assessments BAT Diagnostic Writing
3	Students have demonstrated a lack of knowledge of proper grammar skills	Mini-lessons and modeling of how to use proper grammar skills such as subject-verb agreement, fragments, independent and dependent clauses, subordinating conjunctions, prepositional phrases, action verbs, linking	Assistant Principal Language Arts Dept. Chair	Observations, Weekly CWT data is disseminated to departs as a measure to improve teaching practices, lesson plans, data chats with administration	FCAT Writing Rubric Formative Assessments BAT Diagnostic Writing

		verbs, helping verbs, direct objects and indirect objects.			
4					

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The number of students achieving a Level 3 or higher) will increase by 2% on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the current 2012 data 27% (3) students scored a level 4 or higher on the FAA.	On the 2013 FAA 29% of the students will score an achievement level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited experience including all of the components needed to create a 4.0 or higher piece of writing	Develop a school-wide literacy plan with an emphasis on writing in the content areas; incorporate the use of a rubric by teachers to authenticate student writing experiences	Administration and team leaders	Lesson plans, samples of student writing, and classroom observations	Student writing samples, BAT writing prompts
2	Student does not independently use writing strategies	Students will share work with a variety of audiences to receive constructive/ positive feedback to build confidence	Teachers	Students writings and peer revision/editing logs	Classroom assessments
3	Instruction does not provide ample opportunities to engage in writing in response to text.	Instructors will allow students to respond in writing, as a warm-up or closure, to any given lesson	Teachers	Student samples, depth of writing and comprehension illustrated by student written responses	Student writing

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Focus Skills	All grade levels/all subject areas	Team leader	School-wide	Professional Study Days; once a month	Student-work samples	Administration and Team leaders
Technology Integration	All grade levels/all subject areas	Team Leader	School-wide	PSDs (monthly)	Classroom observations	Administration
Tuning Protocol	All grade levels/all subject areas	Team Leader	school-wide	Ocober 4th and then ongoing	Student work samples; lesson plans	Administration and team leaders

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
Tuning Protocol implementation in Professional Learning Communities	Academy Leaders Release time for Teachers	SAC	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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:		The number of students who score a level 3 on the 2013 US History EOC will be at or above the district average.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
No available baseline data		It is expected that over 50% of the students will score at a level 3 on the 2013 US History 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
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	
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4 and 5 in U.S. History. U.S. History Goal #2:	The number of students who score a level 4 on the 2013 US History EOC will be at or above the district average.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
No available baseline data	It is expected that over 50% of the students will score at a level 3 on the 2013 US History 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
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
Lesson Study	American History PLC	Curriculum Coach	Social Studies PLC's	Early Release Days and Professional Study Days Release Time	Lesson Plans Lesson Study Process	Curriculum Coach and Assistant Principal
Common Core Standards	All Levels	Department Head and Academy Leaders	American History Professional Learning Community	All Professional Study Days and Release Time for Lesson Study	Lesson Plans Lesson Study Process EOCs	Curriculum Coach and Assistant Principal
Next Network	All subjects	Academy Leaders	School-wide	Bimonthly Web PD sessions	Lesson Plans	Assistant Principals

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		Increase the daily attendance rate by at least 2%			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The 2012 current attendance rate is 92.2 %.		Coral Springs High will increase the daily attendance rate to 94.2%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In 2012 496 students had excessive absences.		In 2013 CSHS will decrease the number of students (450) with excessive absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2012 90 students had excessive tardies.		In 2013 CSHS will decrease number of students with excessive tardies to 80 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Student / Teacher conversations Parent contact by teachers Administrative RtI Attendance referral RtI Parent contact Assistant Principal / Parent Conference	Administration	Weekly attendance and tardy reports RtI database	Final attendance reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Decrease the number of in-school and out-of-school suspensions by at least 10%. Alternative to External Suspension is an option made available to students instead of external suspension. The strategies in the Problem-Solving Process portion of this goal reflect the school's action plan to reduce the number of days out-of-class for all suspensions, including AES.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1406	1265
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
585	526

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
116	104
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
93	83

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	Identified teachers with weak Classroom Management skills	CHAMPS training for select teachers Student / Teacher conversations regarding classroom behavior Teacher professional development on classroom management Parent contact by teachers Administrative / Student conversations RtI Intervention RtI Parent contact Assistant Principal / Parent Conference Referral evaluation	Administration	Weekly in-school and out-of-school suspension reports RtI database CWT	Final suspension reports
2	Lack of parental involvement	Parent link and Parent meetings - Increase communication with parents	Guidance Counselors Assistant Principals	Parent conference log sheets	Suspension reports

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

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

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

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>				
2012 Current Dropout Rate:		2013 Expected Dropout Rate:		
2012 Current Graduation Rate:		2013 Expected Graduation Rate:		
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
Parent Meetings	All levels	OIC (Opportunity Industrialization of Broward) Coordinator	Academy Leaders	One meeting each quarter - through OIC	Drop out data	Assistant Principal

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>	CSHS will increase the percentage of parental involvement for the 2013.
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2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation of parents in parent conferences in regards to their child's academic progress and/or behavior	Offer flexible meeting times - day and evening.	Administration and Guidance	Increase number of parent meetings and increase participation	Attendance logs

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Offer flexible meeting times - day and evening	Provide Refreshments	SAC	\$700.00
			Subtotal: \$700.00
			Grand Total: \$700.00

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:		Promote student involvement in STEM clubs, events and organizations: SECME, Science Fair, Math and Science Competitions and Robotics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student involvement in Science and Math competitions	Inform ALL students of District Science and Math Competitions - Designate a Science Competition Sponsor Designate a Math Competition Sponsor	Assistant Principal Club Sponsors	Number of students in STEM clubs Number of students who participate in Science and Math Competitions	Senior Exit Survey

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			CSHS will increase the number of students passing the industry certification in CTE courses.		
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 remain current with instructional innovations and industry certifications	Teachers attend professional development and maintain the industry certification aligned to their assigned program. School maintains a database for teacher industry certification.	Assistant Principal over CTE CTE Instructors	District and State end of the year data reports. Enrollment Counts.	5 year CTE Plan

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	After school Tutoring SCORE	FCAT and EOC Content Area Teachers	SAC	\$3,200.00
Reading	EOC Saturday Camp	EOC Content Area Teachers	SAC	\$2,200.00
Mathematics	EOC Saturday Camp	EOC Saturday Camp	SAC	\$1,500.00
Science	EOC Saturday Camp	Content Area Teachers	SAC	\$1,500.00
				Subtotal: \$8,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Lesson Study	Release Time for Teachers	SAC	\$1,000.00
Science	Lesson Study	Release Time for Teaches	SAC	\$1,000.00
Writing	Tuning Protocol implementation in Professional Learning Communities	Academy Leaders Release time for Teachers	SAC	\$1,000.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Offer flexible meeting times - day and evening	Provide Refreshments	SAC	\$700.00
				Subtotal: \$700.00
				Grand Total: \$12,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/7/2012)

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
The SAC funds will be used for Professional Development, Extended learning opportunities for students, after school and Saturday tutoring for academically struggling students.	\$12,100.00

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

Monthly meetings to discuss but not limited to: reviewing and revising the School Improvement Plan based on the needs of our diverse student population; investigating and implementing School Waivers that will best serve our school community; attending Team Advisory meetings as needed, suggesting 9TH grade incentives to reduce retention rate, addressing the School-Wide Literacy plan, Bring Your Own Technology Initiative, Common Core State Standards/PARCC/EOCs. Provide resources (mainly human capital) for FCAT Camps/ after-school support such as Mu Alpha Theta-- all with an acute focus on lowest quartile.

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 CORAL SPRINGS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	76%	85%	48%	251	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	46%	71%			117	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?	41% (NO)	63% (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					482	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CORAL SPRINGS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	81%	88%	46%	262	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	78%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	67% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested