

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CYPRESS BAY HIGH SCHOOL

District Name: Broward

Principal: Charles S. Neely

SAC Chair: Adrienne Maisel/Lisa Herron

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

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

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Charles Scott Neely	B.S. Elementary Ed M.S. of Ed Leadership Elementary Ed 1-6 School Principal (All levels) Professional Ed. Certificate	10	24	Cypress Bay 2011-12- Grade Pending Grade 10-11-A Reading Proficiency 75% Math Proficiency 95% Writing Proficiency 91% Science Proficiency 52% AYP was met in all subgroups in Math AYP was only met in white students in reading.  Grade A 09-10 Grade B 08-09 Grade A 07-08 Grade A 06-07 Grade A 05-06 Grade A 04-05 Grade A 03-04
		B.S. Political Science			Cypress Bay 2011-12- Grade Pending Grade 10-11-A Reading Proficiency 75% Math Proficiency 95%

Assis Principal	Jeff Nelson	M.S Ed Leadership Cert Ed Leadership	9	6	Writing Proficiency 91% Science Proficiency 52% AYP was met in all subgroups in Math AYP was only met in white students in reading.  Grade A 09-10 Grade B 08-09
Assis Principal	Marianela Estripeaut	B.S. Mathematics M.S. Mathematics Education Leadership Cert.	11	2	Cypress Bay 2011-12- Grade Pending Grade 10-11 A Reading Proficiency 75% Math Proficiency 95% Writing Proficiency 91% Science Proficiency 52% AYP was met in all subgroups in Math AYP was only met in white students in reading.  Grade A 09-10 Grade B 08-09 Grade A 07-08 Grade A 06-07 Grade A 05-06 Grade A 04-05 Grade A 03-
Assis Principal	Debra Santoro	MS in Educational Leadership  BA in Communications		11	2011-12- Grade Pending 2010-2011: A AYP met - no 2008-2009: Grade = A AYP met - no 87% of AYP criteria met 2007-2008: Grade = A AYP met – no 92% of AYP criteria met 2006-2007: Grade = A AYP met – no 85% of AYP criteria met 2005-2006: Grade = A AYP met – provisional 92% of AYP criteria met 2004-2005: Grade = A AYP met – provisional
Assis Principal	Kassandra Gordon	Masters, Educational Leadership,  Educational Leadership, all levels; World Language, French, K-12	3	3	2011-12 Grade A 09-10, AYP not met, School grade A 92% meeting high standards in reading 93% meeting high standards in math 97% meeting high standards in writing 71% meeting high standards in science 660 Total FCAT Points  10-11, AYP not met, School grade A 90% meeting high standards in reading 92% meeting high standards in math 95% meeting high standards in writing 72% meeting high standards in science 645 Total FCAT Points

## 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	Adrienne Maisel	Professional Educator's: Elementary Ed 1-6, ESOL Endorsed, Reading Endorsed	4	17	2011-12- Grade Pending Grade 10-11 -A Reading Proficiency 75% Math Proficiency 95% Writing Proficiency 91% Science Proficiency 52% AYP was met in all subgroups in Math AYP was only met in white students in reading. 09-10: Grade A , met all AYP subgroups except SWD 08-09: Grade A, did not meet AYP 07-08: Grade B, did not meet AYP 06-07: Grade B, did not meet AYP 05-06: Grade A, provisional AYP 04-05: Grade A, met AYP in all reading subgroups
					2011-12- Grade Pending Grade 10-11 -A

Writing	Joyce Seigal	English NBCT	11	6	Reading Proficiency 75% Math Proficiency 95% Writing Proficiency 91% Science Proficiency 52% AYP was met in all subgroups in Math AYP was only met in white students in reading.  Grade A 09-10 Grade B 08-09 Grade A 07-08 Grade A 06-07 Grade A 05-06 Grade A 04-05 Grade A 03-04
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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 with all teachers new to the school with Assistant Principal	Assistant Principal	Ongoing	
2	Partnering new teachers with NESS Coaches, or experienced teachers who can mentor and assist	NESS Liaison	Ongoing	
3	Professional Development among individual departments to keep teachers informed and trained on the most up-to-date and relevant teaching strategies	Department Heads, Professional Development Coordinator	Ongoing	
4	Aspiring Leaders meet monthly with Assistant Principal in a PLC to review student data and review research based strategies	Assistant Principal,	Development Coordinator 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
NA	NA

## 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
197	0.0%(0)	7.6%(15)	41.1%(81)	51.3%(101)	49.2%(97)	100.0% (197)	5.1%(10)	14.2%(28)	29.4%(58)

## 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
	English Department:		

<p>National Board Certified Teachers of English:          JOYCE SEIGEL          LESLIE RHEINGOLD          SIMONE WAITE          ROBIN AMPARO          JILLIAN SIMON</p>	<p>Cook, Jennifer          Corridon, Caryn          Ehrlich, Barbara          Farbiarz, Dianne          Fonseca, Cecilia</p> <p>Hainsworth, Judy          Kaplan, Jill          Kielbasa, Jeanne          Maas, Shawn          Manella, Eileen          Marchetti, Margarete          McNeely, Karen          Ojeda, Sherrie          Pozin, Holly          Rakofsky, Rachael          Reyes-Ehrlich, Celeste          Rheingold, Leslie</p> <p>Stoklosa, Tina          Waxman, Allison          Weiss, Rhonda</p>	<p>Enhancement of teaching tools and implementation of skills and AP strategies</p>	<p>National Board mentoring hours, Early Release and Planning Days:          8/16/2012, 9/22/2012, 10/28/2012, 2/2/2013, 3/30/2013, 5/25/2013</p>
<p>Lisa Herron          (Department Head)</p>	<p>Math Department:          Alonzo, Ana          Amoedo, Marisol          Antelo, Elena          Bass, Amy          Bender, Lauren          Berman, Robyn          Del Valle, Laura          DeSpagne, Jose          Farmer, Richard          Ferreira, Yadiris          Galvez, Angela          Goodwin, Denise          Grossi, Vincent          Harden-Moros, Christina          Helt- Murrah, Kelley          Herron, Lisa          Jennings, Carl          Jones, Gary          Li, Jillian          Lindstrand, Christine          Maloney, Michael          McCaferty, Chris          Lewis, Arleen          Perez, Barbara          Peterson, Bruce          Postolski, Monika          Ruiz, Beatriz          Sandmire, James          Slutsky, Tiffani          Windloss, Lori</p>	<p>Enhancement of teaching tools and implementation skills.</p>	<p>Meeting on designated Early Release and Planning Days          (8/16/2012, 9/22/2012, 10/28/2012, 2/2/2013, 3/30/2013, 5/25/2013 to strategically implement Best Practices, AP instructional strategies, and effective techniques to improve end of course exams/ AP assessment performance.</p>

	Woodard, Susan		
Marianela Estripeaut (Assistant Principal)	Selvidge, Cristy, Herron, Lisa, Russo, Clara, Ehrlich, Barbara, Kirschner, Marguerite, Maisel, Adrienne	Enhancement of Reading Plan	Meetings on 8/16/2012, 10/28/2012, 1/20/2013, 3/30/2013 Strategically implement reading strategies throughout the contents

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

The Rti team consists of Assistant Principal Marianela Estripeaut, (Facilitator) Reading Coach Adrienne Maisel, , Guidance Counselor Melissa Boorum, Behavior Specialist Charles Grahm, School Psychologist Ilisa Bianco, and school Social Worker Grace Carreto-Nagales. Guidance Counselors serve as

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 will meet twice per month or as needed and convey information back to SAC. The school has established a Collaborative Problem Solving (CPS) team, with a calendar for ongoing meetings, to address all Rti issues and activities at the school. Leadership has participated in District Professional Development on the CPS/Rti process, which includes tiered instructional and intervention levels for academic and behavioral concerns, as well as effective progress monitoring of all Tier 2 and Tier 3 interventions.

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

The team will meet to develop, review and discuss the School's Improvement Plan (SIP.) The leadership team will meet twice a month and report to the School Advisory Committee (SAC) in order to monitor the implementation of the SIP. Collaborative decision making will drive the action plan.

### 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 following databases are used to obtain information for decision-making purposes during the Tier 1 RTI process: school-wide discipline plan, school-wide curricular plan, school-wide database, BAT, FCAT, and TERMS. Tier 2 and Tier 3 data sources may include: diagnostic assessments for academic concerns and FBA/PBIP (Functional Behavioral Assessment/Positive Behavior Intervention Plan) for behavioral concerns. All students' discipline/behavior data will be recorded in the DMS through Virtual Counselor, and academic progress data is summarized via Virtual Counselor, school-wide database and TERMS.

Progress monitoring tools will be chosen as appropriate, for each student. For example, an FBA/PBIP may be monitored via frequency charts, scatter plots, % of work completion, # of disciplinary referrals, etc. Progress monitoring data will be converted to graphical representation throughout the progress monitoring process. This is to ensure that data is collectively analyzed and considered in the decision-making process, to ensure the specific needs of each student are addressed. Each child referred to the Rti team will receive ongoing progress monitoring until that child meets success and any identified problems have been resolved. All data will be retained in a data file by the identified Rti Case Manager.

Two tiers for intervention will be created for struggling students.

Describe the plan to train staff on MTSS.

Our staff will be trained through staff development. Training will include information about what Rti is, description of the Rti process, examples of what interventions at each Tier level may look like, and how to gather/analyze data utilizing graphs. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. These sessions will be facilitated through PowerPoint Presentations, whole-group facilitation, and follow-up activities within inter-departmental meetings, led by a Rti Team Leader.

Describe the plan to support MTSS.

The Rti team will also evaluate additional staff Professional Development needs during the twice monthly Rti Leadership Team meetings.

Tier 1 data will be routinely inspected in the areas of reading, math, science, and behavior. This data will drive the core curriculum, and will guide the team in making decisions about modifications needed to that curriculum and behavior management strategies for all students. This same data will be used to screen at-risk students who may be in need of Tier 2 or 3 interventions. All such students are referred to the CPS team for consideration of how to best proceed.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) consists of Language Arts Principal Charles Scott Neely, Assistant Principal Debra Santoro, Reading Coach Adrienne Maisel, Assistant Principal Marianela Estripeaut, ESE Specialist Lonnie Shapiro, teacher and Social Studies Department Chair Scott Selvidge, teacher and Business Department Chair Robert Hosier, Writing Coach, teacher, and English Department Chair Joyce Seigel, Fine arts teacher and Department Chair Brad Franks, Science teacher and Department Chair Clara Russo, Foreign Language Arts teacher and Department Chair Margarite Kirshner, Health/Physical Science teacher and Department Co-Chairs Kim Love and Angie Kraemer-White, Guidance Director Marlene Sanders, and Math Department Chair Lisa Herron and Denise Goodwin.

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

The LLT will meet monthly to focus on literacy initiatives, programs, student performance data, and literacy concerns throughout the school, guided by the Principal and the Reading Coach. Under the guidance of the principal and the reading coach, the team will meet at Once a a month to focus Meetings will be announced on school calendar.

The Literacy Leadership Team will regularly reflect on the focus of the group to ensure that the function and mission of the team is maintained throughout the school year.

One of the key goals of the Literacy Leadership Team will be to ensure that all schools stakeholders understand and support the work of the reading coach and obtain support for achieving the school's reading goals through a whole-school approach. Information from the Literacy team information will be disseminated through department heads to their respective teams through meetings and written correspondence.

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

The primary goals for the Cypress Bay LLT in the 2012-2013 school-year are:

- 1-Increase teacher training in reading strategies.
- 2-Target new state and national standards across multiple curricula.
- 3-Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs.
- 4-Develop model/demonstration classrooms using data to analyze the effectiveness of instruction.
- 5-Monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity.

These goals were developed based on student and teacher data, and align with the Reading goals in this document, as well as those in the K-12 Reading Plan.

Additionally, the Reading Coach and Principal have been (and will continue to work towards) having every teacher be Reading Endorsed, CAR-PD trained, or CRISS trained. Equipping teachers with highly effective reading strategies is a priority at Cypress Bay for the 2012-2013 school-year, and more CRISS and NGCAR-PD workshops will be offered in order to ensure that our students are getting Reading strategies across the curriculum wherever possible.

## 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.

The Reading Coach and LLT will ensure that reading strategies are the responsibility of every teacher based on school reading calendar/benchmarks and the Instructional Focus Calendars (IFCs). The reading coach will model strategies and offer staff development including follow-up activities.

On a bi-weekly basis, the content areas will implement bi-weekly silent reading strategies for 20 min. Teachers will utilize stem questions in their content area. The Reading Coaches will facilitate reading strategies in all classrooms, and monitor reading across all curriculum. Graphic organizers, retention techniques, and other supplemental materials will be provided to promote independent reading in grades 9-12. Additionally, participation & accountability will be recorded in the form of electronic gradebook, lesson plan reviews, and classroom visits.

The school will also continue to participate in "word of the week" activities and education.

Finally, more CRISS Strategy and NGCARPD trainings will be offered to teachers to ensure that Reading strategies are being utilized across the curriculum.

### \*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?

Cypress Bay High School offers a wide selection of electives based on the schools' elective plan (EPEP), the use of the Interest Inventory service (used in select departments), and various career presentations hosted by the media center. Additionally, Ms. Sheffield and the SGA will host the annual "Career Day" Fair and Festivities, during which students in grades 9-12 are encouraged and exposed to a variety of post-secondary career options. Finally, every student at Cypress Bay High School has routine one on one consultations with guidance annually to perform credit checks, career planning, and graduation status, as well as community service activities aligned to his or her interests and skills. This occurs in addition to the Annual Guidance Plan, which incorporates academic and career activities for every student.

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?

Additionally, the CBHS Guidance Department uses a Guided Progression Chart (obligatory in core subjects and languages) as well as a guided course selection process wherein student select courses (and alternatives) for future planning. Students are counseled using the Annual Guidance Plan, sent to the College Fair, offered waivers whenever applicable to encourage SAT/ACT test participation, and all 10th grade students are given the PSAT during a selected school-day.

### 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](#)

Students will meet with Guidance to review results of the CPT, SAT, and ACT. Additionally, selected teachers and guidance professionals will review student achievement and progress based on scored from reading, writing, and math SSS and Benchmark Assessments. Students are offered guidance using the CHOICES online career profile and scholarship database.



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The percentage of students scoring at the proficient level 3 on the FCAT assessment will increase by 4% to 34% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (565)	34% (658)

#### 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 infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Debra Santoro), Reading Coach (Adrienne Meisel), English Department Chair (Joyce Seigel)	iobservation  Benchmark Assessment Data	Utilize FAIR assessment.
2	Borderline students (on the cusp of a level 3) slipping to a lower level	Align Content area curriculum utilizing reading strategies.	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel)	Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Data Chats	Meet to perform critical analysis of student work. Students will be included in the ongoing data discussions.
3	Content teachers having a limited understanding of how to integrate the standards into the curriculum.	Professional Development on how to integrate reading standards into content area curriculum. CRISS training - specifically for content area teachers	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel)	CRISS followup for workshops. Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments.	Follow-up for CRISS inservice/training
4	Content teachers have a limited understanding of the reading test specs of FCAT 2.0	Teachers will utilize reading item specs in their lessons and/or assessments.	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel).	Benchmark Assessment Tests and iobservation	Follow-up stem questions from their content based on the FCAT 2.0.
5	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Administration ( Debra Santoro), Reading Coach (Adrienne Maisel),English Department Chair (Joyce Seigel)	iobservations, lesson plans/pacing guide	Assessments of content using stems given by reading coach

			English Department teachers		
6	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing FCAT,	Provide after school tutoring and during school.	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel).	Data analysis of students who attended such programs to determine passing rate.	FCAT 2.0 and FAIR.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	By May 2013, the percentage of students scoring at the proficient level 4,5,6 in reading will increase by 2% to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	37%(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
1	Teachers infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	Student Work DAR	i-observation FAA Test
2	Student skill level and background knowledge is lacking.	Teachers will integrate curriculum to help build students knowledge.	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	Individualized student assessments	ESE Progress Reports FAA Test

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The percentage of students scoring at or above level 4 on the FCAT assessment will increase by 2% to 50% as measured by the 2013 administration of the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1038)	52% (1075)

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 rigor in some academic courses (diminishing the available challenge to students)	Ensuring the use of AP strategies unilaterally throughout courses (higher order thinking skills, critical thinking	Administrator (Debra Santoro), Reading Coach (Adrienne Maisel), and Department	Formal and informal review (Department Chair and Assistant Principal)	iobservation Teacher made tests FCAT 2.0

		skills, etc)	Chair (Joyce Seigel).		
2	Students in content area classes are not actively involved in answering higher-level questions and using critical thinking to support the answers.	Higher ordered questions and stem questions should be observable in lessons.	Administrator (Debra Santoro), Reading Coach (Adrienne Maisel), and Department Chair (Joyce Seigel). Classroom teachers	Observations Lesson Plans and/or materials.	Lesson Plans iobservation Teacher made tests FCAT 2.0
3	Content teachers have a limited understanding of the reading test specs of FCAT 2.0	Teachers will utilize reading item specs in their lessons and/or assessments.	Administrator (Debra Santoro), Reading Coach (Adrienne Maisel), and Department Chair (Joyce Seigel).	Benchmark Assessment Tests and iobservation.	Follow-up stem questions from their content based on the FCAT 2.0
4	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Administrator (Debra Santoro), Reading Coach (Adrienne Maisel)	Lesson plans/pacing guide	Assessments of content using stems given by reading coach

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of students scoring at the proficient level 7 in reading will increase by 2% to 13% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	13% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	Student observation DAR	i-observation ESE testing Student Portfolio FAA Test

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By May 2013, at least 75% of 9th and 10th grade students will make Learning Gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (1427)	75% (1477)

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	Time constraints and limited economic resources for tutoring and enrichments.	More volunteer-based tutoring (after school and Saturdays)	English and Reading Department Chairs (Joyce Seigel and Adrienne Maisel) and APs	logs and sign-in sheets	Evaluation and observation by English and Reading Department Chairs and APs
2	Amount of time students are engaged in Reading	All students will be enrolled in either a reading or content area class that will utilize critical thinking skills	Reading Coach (Adrienne Maisel), Administration (Debra Santoro)	FAIR Scores Data Chats	FCAT Lesson plans iobservation
3	Lack of understanding of FCAT 2.0 stem questions	Content area teachers will utilize stem questions within their content	Reading Coach (Adrienne Maisel) Administration (Debra Santoro)	FAIR Scores Data Chats iobservation	Lesson Plans and/or Lesson Materials Mini BAT FCAT 2.0
4	Lack of common content course for all students at the same time	Teachers will have data chats with students	Reading Coach (Adrienne Maisel) Administration (Debra Santoro)	FAIR Scores Data chats iobservation	Data Sheets FCAT 2.0 Mini Assessments
5	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel) English Department teachers	iobservation, lesson plans/pacing guide	Assessments of content using stems given by reading coach
6	Lack of exposure of exposure to technology since standardized exams will be delivered through computers	Train staff to integrate technology use in the classroom and expose students to strategies using technology.	Reading Coach (Adrienne Maisel) Administration (Debra Santoro)	iobservation of lessons integration of technology	Technology based student materials and results of computer-based exams
7	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing FCAT.	Provide after school tutoring, Saturday and during school tutoring.	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel).	Data analysis of students who attended such programs to determine passing rate.	FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The percentage of students making learning gains in reading will increase by 2% to 27% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (4)	27% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers infusing effective delivery	Implementation of weekly, specifically	Administration (Kassandra)	iobservation Teacher observation of	Student Portfolios Various

1	methods that address the needs of all learners.	detailed Professional Development Opportunities centered around Differentiating Instruction.	Gordon), ESE Specialist (Lonny Shapiro)	student	assessments used in ESE.  FAA Test
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By May 2013, the percentage of students in the lowest 25% making learning gains in reading will increase 3% to 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (324)	77%(338)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not read for an extended sustained period of time. Due to students lack of reading they are unable to read/understand/answer high order questions.	Implement a school-wide literacy program to increase reading stamina/ endurance and build comprehension skills through a school-wide "Word of the Week" which are infused across the curriculum and incorporated into daily instruction.	Debra Santoro, Administrator, Adrienne Maisel, Reading Coach Department Chair, teachers	Administrator, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments.	Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests.
2	The lowest 25% at Cypress Bay is populated by many level 2 students who have dropped from being level 3 or higher students in FCAT for over three years are not in a reading class.	Align content area reading with FCAT 2.0 Place students in a content area class with a reading certified teacher.	Reading Coach - Adrienne Maisel Debra Santoro Assistant Principal	Reading Coach will visit & observe teachers actively working with the strands. FAIR Test	Use PDD meetings and one-on-one time in the classroom to review, assess, and evaluate curriculum content delivery FCAT
3	Amount of time students are engaged in Reading during non-reading classes.	Implement professional learning-communities to increase teacher instructional knowledge of reading strategies that can be incorporated daily in non-reading courses.	Professional Learning Communities	Department Head and Administrator follow-up meetings with Professional Learning Community .	Regularly Scheduled meetings of the Professional Learning Community members.
4	Lack of language acquisition	ESOL strategy training throughout the year and for all teachers	Professional Learning Communities with content area teachers and ESOL coordinators, as well as Reading Coach	Mini Assessments Classroom FAIR Test	FCAT  Benchmark Testing
5	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Administration (Marianela Estripeaut), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel)	lesson plans/pacing guide	Assessments of content using stems given by reading coach

			English Department teachers		
6	Lack of exposure of exposure to technology since standardized exams will be delivered through computers	Train staff to integrate technology use in the classroom and expose students to strategies	Adrienne Maisel, Reading Coach, Debra Santoro, Assistant Principal	Classroom observation of lessons with the integration of technology	Technology based student material and results of computer based tests
7	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing FCAT.	Provide after school FCAT tutoring, Saturday FCAT tutoring	Adrienne Maisel, Reading Coach, Debra Santoro, Assistant Principal	Data analysis of students who attended such programs to determine passing rate.	FCAT 2.0 Learning gain

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	The students subgroups not making AYP in reading will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following was the breakdown by ethnicity of students AYP not making satisfactory progress on the 2011 administration of the FCAT: White: 18% (140) Black: 33% (22) Hispanic: 26% (283) Asian: 7%(7) American Indian: N/A	Not making satisfactory in 2012: White: 15%(120) Black: 30% (20) Hispanic: 23% (247) Asian: 3% (23)

**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	Literature and reading materials are not always culturally significant.	More multicultural readings and co teaching	Adrienne Maisel (Reading Coach) and classroom teachers	Mini Assessments FAIR	FFCAT 2.0
2	Lack of language acquisition	ESOL training throughout the year and for all teachers	Adrienne Maisel (Reading Coach) and classroom teachers, as well as ESOL coordinator	Mini Assessments FAIR	iobservation FCAT 2.0  Attendance record
3	Individualized Instruction is not delivered to strengthen areas of need	Teachers will implement differentiated instruction strategies as learned through professional learning communities	Adrienne Maisel (Reading Coach) and classroom teachers	Classroom Observation Teacher Lesson Plans Student performance and work Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests.	iobservation FCAT 2.0

				Additional ongoing alternative assessments will be given as well to meet the needs of the students. Attendance record	
4	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing	Provide after school FCAT tutoring, Saturday FCAT tutoring	Debra Santoro, assistant Principal, Adrienne Maisel Reading Coach	Data analysis of students who attended such programs to determine passing rate.	FCAT 2.0
5	Teachers are not implementing higher order thinking throughout the content.	Teachers will be implementing the Anchor standards of the Common Core.	Debra Santoro, Assistant Principal, Adrienne Maisel Reading Coach	FAIR testing, Assessments created with higher order thinking skills Student demonstration of the Anchor Standards.	FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of English Language Learners not making satisfactory progress in reading will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (54) of ELL did not make satisfactory progress in reading.	66% (51) will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time with Reading instructors and support facilitators	Provide modeling /demonstration of lessons three times a week across the content areas. Pull-out instruction of ELL students not in reading classes to occur twice monthly. to increase achievement in reading comprehension for AYP subgroups, especially focusing on ELL students and the lowest 25th percentile. Streamlined focus will be on the District DIAP, K-12 Reading Plan and correlating strategies/programs.  Student tutors will be provide after school by the PRIDE organization bi- weekly to assist students with their language	Debra Santoro AP, Adrienne Maisel Reading Coach, Department Heads, Reading Department Head Classroom Teachers	Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Coaches and Administration will follow K-12 ESOL plan with fidelity to properly schedule A1-A2 ELLs to receive Reading through Developmental Language Arts through ESOL.	Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the ELLs.  Attendance record
	Limited instructional time with Reading instructors and support facilitators before the Spring	Provide supplemental tutoring after-school and Saturdays to increase reading comprehension	Debra Santoro AP, Adrienne Maisel Reading Coach	Administrators, Reading Coach and Department Chairs will conduct classroom observations	Meetings to review, assess, and evaluate

2	administration of FCAT	and test taking skills.		to monitor curriculum delivery of reading strategies and assessments, as well as monitoring that accommodations are consistent and ongoing.	curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the ELLs.
3	Lack of development of critical thinking skills in large population of ESOL students.	Utilize higher order thinking questions in classroom lessons using supplemental materials provided by the Multicultural ESOL department, and correlated with the Florida DOE English Language Proficiency standards. Also - Regular employment of department-wide "Word of the Day" school-wide and "Word of the Week" which are infused across the curriculum and incorporated into daily instruction.	Debra Santoro AP, Adrienne Maisel Reading Coach, Department Heads Classroom teachers	Classroom observation and student portfolios with student work Test score analysis	Formal administrative classroom observation, followed up with a teacher-incorporated data chat, and evaluation of additional ongoing alternative assessments will be given as well to meet the needs of the ELLs.  Mini Assessments, FAIR, daily assignments, test, quizzes, and teacher observation , FCAT and CELLA results.
4	Content teachers have a limited understanding of how to integrate reading into the curriculum and ensure they are using ELL strategies..	Biweekly in-class (20 minute) informational text reading with assessment utilizing ELL strategies	Debra Santoro AP, Adrienne Maisel Reading Coach, English Department Chair Joyce Seigel English Department Head	Assessment of content using stems given by reading coach, Lesson plans utilizing ELL strategies	Data Chats, lesson plans/pacing guide  Mini Assessments, FAIR, daily assignments, test, quizzes, and teacher observation , FCAT and CELLA results.
5	ELL students struggling with language retention. Cultural experiences influence the vocabulary outcome become of various biases based on prior knowledge, experiences, and education.	Provide and encourage attendance at FACT after school and Saturday tutoring. Expose all students to multi-cultural and multi-genres of literature and informational reading. Practice using stem questions in order to provide feedback for improvement regarding syntax, punctuation, and word choice. Pair students with partners who can edit and discuss the students work. Students will have an opportunity to use dictionaries from their native countries to help understand what they are readings until they meet standards of the state requirements.	Debra Santoro AP, Adrienne Maisel Reading Coach, Department Heads	Data Chats to discuss FAIR and mini Bat assessments. Conferencing with individual students to monitor their progress and evaluate their strengths and weaknesses so that they can be given remediation.	FAIR assessments, Stem Questions, Mini Bats.
	Students need to be scheduled correctly	To review ELL students schedule before school	Debra Santoro AP, Adrienne Maisel	Data based on students achievement	Students Schedule and master



6		starts. All A1 and A2 students will be placed in Developmental Language Arts	Reading Coach, Department Heads ELL contact		schedule
7	Students need to be identified by teachers of classification code	Each teacher will review their Virtual Counselor data marking the various classifications of ELL students ex. A1, A2, B1, B2 etc	Department Heads	Teacher directed lessons implementing ELL strategies.	Lesson Plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of Students with Disabilities not making satisfactory will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(72) not making satisfactory progress in reading.	59%(47)not making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited instructional time with Reading teachers and/or CARPD certified instructors	Reading coach will implement PLC and model lessons to help teachers incorporate strategies in their clas.	Department Chairs & Assistant Principals and Reading Caoch	Data chats Iobservation FAIR Scores	Observation and Evaluation by Department Chairs and Assistant Principles, Reading Coach  and FCAT
2	Students lack of critical thinking skills	Teachers will infuse higher order thinking questions into classroom lessons. Also - Regular employment of department-wide "Word of the Day" school-wide and "Word of the Week" which are infused across the curriculum and incorporated into daily instruction.	Administration (Debra Santoro) Reading Coach (Adrienne Maisel)	Classroom Observations	Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the students.
3	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Administration (Debra Santoro), Reading Coach (Adrienne Maisel),English Department Chair (Joyce Seigel) English Department teachers	lesson plans/pacing guide/ Student data chats	Assessments of content using stems given by reading coach FCAT Data Review of students progres

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	
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satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (220)	59% (210)

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	Difficulty attending afterschool and weekend enrichment sessions due to lack of transportation	Enrichment and transportation for students receiving enrichment in all academic areas	Debra Santoro , Adrienne Maisel, Joyce Seigel	Score analysis, as well as review of data correlating tutoring attendance with FCAT & FAIR results	FCAT Scores Attendance record
2	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Administration (Marianela Estripeaut) (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel) English Department teachers	lesson plans/pacing guide Data review of students progress Class observation FAIR	Assessments of content using stems given by reading coach  FACT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	Science Teachers Social Studies Teachers World Language Teachers Reading Teachers PE Teachers Fine Arts Teachers Business Teachers	Joyce Seigel, Adrienne Maisel Scott Selvidge, Barbara Ehrlich, Simone Waite	Science Teachers Social Studies Teachers World Language Teachers Reading Teachers PE Teachers Fine Arts Teachers Business Teachers	8/16/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on implementation of the Common Core standards in their classroom after the PLC.	Assistant Principal Debra Santoro, Department Chair Joyce Seigel, Reading Coach Adrienne Maisel, All Department Chairs
PLC will be held for teachers that are working towards their NGCARPD	Social Studies Teachers	Adrienne Maisel	Social Studies Teachers	Monthly meetings all year	Teachers will create lesson plans to implement utilizing Reading strategies.	Reading Coach

Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By May 2013 65% of students will be proficient in listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
62% (134) students are proficient in Listening and Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are utilizing complex text and students do not able to understand the vocabulary.	Teachers will utilize ELL strategies in classes and encourage students to use their native dictionary.	Marianela Estripeaut Assistant Principal  Adrienne Maisel Reading Coach	FAIR Testing of students and iobservation	FAIR Test/CELLA/IPT/FCAT
2	Knowledge of Common Core Standards	Professional Development of the Common Core Standards for oral presentations	Marianela Estripeaut Assistant Principal  Adrienne Maisel Reading Coach	classroom evaluations/test quizzes	FCAT/IPT II (spring testing)

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

2. Students scoring proficient in reading.

CELLA Goal #2:

By May 2013, 52%(85) of students will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

49%(65) of students are proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel)	Observation Benchmark Assessment Data/FAIR testing	FCAT/IPT
2	Borderline students (on the cusp of a level 3) slipping to a lower level	Align Content area curriculum utilizing reading strategies	Administration (Debra Santoro), Reading Coach (Adrienne Maisel), English Department Chair (Joyce Seigel)	Administrators, Reading Coach and Department Chairs will conduct classroom observations to monitor curriculum delivery of reading strategies and assessments. Data Charts	FCAT/IPT

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By May 2013, 43% of students will score proficient on the writing CELLA test.

2012 Current Percent of Students Proficient in writing:

41% (56) students scored proficient in writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	With the 7 period day students will be taking English everyday, but must be implementing the strategies daily in all content areas areas to improve writing skills.	Meet new FCAT standards by providing more enrichment through content areas in semester one as well as continuing practice writing school wide throughout the year. Tutoring after school and on Saturdays is provided for students who need assistance in enhancing their writing skills. Differentiated instruction will be	Debra Santoro, Assistant Principal Adrienne Maisel Reading Coach  Joyce Seigel, Writing Coach	Monthly writing prompts done in English Classes	Writing Prompts IPT Writing

		provided to meet the needs of students including ELL, (who use bilingual dictionaries).			
2	Teachers are having difficulty infusing all writing strategies in content areas. Many students are able to write in their language, but unable to make the connection with English.	Writing and grammar rules will be shared with all content areas. Various rules will be implemented in the content areas.	Debra Santoro, Assistant Principal Adrienne Maisel Reading Coach  Joyce Seigel, Writing Coach	Monthly writing prompts done in English Classes  Writing assignments done in Content Areas.	Writing Prompts CELLA Writing Test

CELLA Budget:

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

End of CELLA Goals

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	The percentage of students scoring at the proficient level in mathematics will increase by 2% to 37% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	37% (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
1	Teachers infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	observation Student Portfolios	ESE Progress Report FAA 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:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	The percentage of students scoring at the proficient level in mathematics will increase by 2% to 13% for the 2013 administration of the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	13% (3)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	observation Portfolio	ESE Progress Reports FAA 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.	The percentage of students scoring at the proficient level in mathematics will increase by 2% to 43% for the 2013
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Mathematics Goal #3:	administration of the test				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
41% (6)	43% (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
1	Teachers infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	Student Portfolios iobservation	ESE Progress Sheets iobservation

## 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.	By May 2013, the percentage of students scoring at the proficient level 3 in Algebra 1 will increase 3% to 35%				
Algebra Goal #1:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
32%(290)	35%(311)				
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	Improper placement of students in level appropriate math classes (due to scheduling deadlines and score-release dates)	Provide proper placement of all students including at risk students. Additionally, ESE inclusion model is examined and implemented for effective instruction of ESE students in math classes.	Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	Scheduling meetings at the beginning of both semesters to determine proper placement of students.	Frequent Progress Monitoring
2	1.2 Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing while continuing to cover needed curriculum for the EOC.	1.2 Provide after school EOC tutoring, Saturday EOC tutoring, and Math Pull-out for at risk math students.	1.2 Marianela Estripeaut Math AP and Department Chair Lisa Herron and Denise Goodwin	1.2 Data analysis of students who attended such programs to determine passing rate.	1.2 Frequent Progress Monitoring
	1.3 Familiarity with computer based testing	1.3 EPAT trainings for all students prior to EOC	1.3 Marianela Estripeaut Math AP	1.3 EPAT meetings to train all administrators	1.3 Results of EOC Algebra I Exam

3	format.	testing.	and Department Chair Lisa Herron and Denise Goodwin	and proctors
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	By May 2013, at least 56% of students enrolled in Algebra 1 or equivalent meeting the criteria for the DOE Accountability Rule, will achieve a level 4 or 5 on Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (477)	56% (499)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Limited rigor in some academic courses (diminishing the available challenge to students)	2.1 Map all math courses according to Next Generation State Standards/Common Core and develop math assessments that contain open-ended and free-response questions of ESE students in math classes.	2.1 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	2.1 Professional Learning Community meetings where maps are developed and modified based on previous and ongoing data reviews.	2.1 Results of Formative student assessments and Algebra and Geometry EOC as well as results from BAT assessments.
2	2.2 Students lack the metacognitive skills to complete higher order thinking problems	2.2 Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments following Common Core initiatives.	2.2 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	2.2 Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments	2.2 Monitoring of Data Classroom Assessments BAT Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the students.
3	2.3 Familiarity with computer based testing	2.3 EPAT trainings for all students prior to EOC testing.	2.3 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	2.3 EPAT meetings to train all administrators and proctors	2.3 Results of EOC Algebra 1 Exam

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #  3A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	By May 2013 the students subgroups by ethnicity will decrease by 3% to the levels stated below in Algebra 1 or equivalent, meeting the criteria for the DOE Accountability Rule, will achieve a level 3 on the Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 8% (26) Black 29%(10), Hispanic 17%(84), Asian 11% (2), Indian 100%(0)	White 5%(17), Black 27%(9), Hispanic 14%(68), Asian 8% (1), Indian 100%(0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the metacognitive skills to complete higher order thinking problem	Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments	Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments	BAT 2, Ongoing alternative assessments and EOC test
2	Familiarity with computer based testing forma	Familiarity with computer based testing form	Marianela Estripeaut Math AP and Department Chair Lisa Herron and Denise Goodwin	EPAT meetings to train all administrators and proctors	Results of EOC Algebra 1 Exam
3	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing while continuing to cover needed curriculum for the EOC.	Provide after school EOC tutoring, Saturday EOC tutoring, and Math Pull out for at risk students.	Marianela Estripeaut Math AP and Department Chair Lisa Herron and Denise Goodwin	Data Analysis of students who attended such programs to determine passing rate.	Frequent Progress Monitoring EOC Algebra

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	By May 2013, the student Proficiency of ELL students making satisfactory progress in Algebra will decrease by 3% to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (19)	40%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	3C.1 Semantic of language (axiom and idiom variations)	3C.1 Retention and recall of skills learned, as well as implementing co teaching strategies. Provide proper placement of all students including at risk students in remedial intensive math courses. Supplemental materials provided will be implemented as part of differentiated instruction for ELL.	3C.1 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3C.1 Scores and frquent progress monitoring	3C.1 BAT 1 and 2, Classroom Assessments, Scores, and Ongoing alternative assessments.
2	3C.2 At risk students display a lack of critical thinking skills. Due to language barriers that ELL students experience, they have difficulty with use of metacognition askill in the English Language, thus affecting verbal math problems.	3C.2 Infuse higher order questions into classroom lessons and assessments. Supplemental materials provided will be implemented as part of differentiated instruction for ELLs.	3C.2 Marianela Estripeaut Math AP and Department Chairs Lissa Herron and Denise Goodwin	3C.2 Classroom obsevation and student work samples	3C.2 Additional ongoing alternative assessments will be given as well to meet the needs of the ELL students.
3	3C.3 Inadequate Vocabulary development	3C.3 Math vocabulary introduced and assessed in every unit. Workd walls will be used with pictures.	3C.2 Marianela Estripeaut Math AP and Department Chairs Lissa Herron and Denise Goodwin	3C.3 Weekly classroom assessments	3C.3 Results of weekly classroom assessments.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	By May 2013, students with disabilities will decrease by 3% not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(28)	40% (25)

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1 Increasing the percentage of ESE students with dsabilities meeting high standards on the math portion of the EOC Algebra Exam	3D.1 Targeted instructional strategies that will impact student progress, and which are designed in consideration of the ESOL K-12 plan.	3D.1 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin Classroom teacher, and Pull-out teacher	3D.1 Monitoring and evaluation of teacher lesson plans and guided instruction.	3D1. BAT 2 Classroom assessments and common assessments, Additional ongoing alternative assessments will be given as well to meet the needs of the students.
2	3D.2 Different group of students not computer tested yet. Familiarity with computer based testing format.	3D.2 EPAT trainings for all students prior to EOC testing.	3D.2 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3D.2 EPAT meetings to train all administrators and proctors	3D.2 Results of EOC Algebra 1 Exam

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

of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	By May 2013, Economically Disadvantaged students not making satisfactory progress in Algebra will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(45)	25%(41)

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	3E.1 Difficulty attending afterschool and weekend enrichment sessions due to lack of transportation	3E.1 Enrichment, Transportation for students receiving enrichment in all academic areas	3E.1 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin Classroom teacher, and Pull-out/tutoring teacher	3E.1 Monitoring and evaluation of teacher lesson plans and guided instructions.	3E. BAT 2 Classroom assessments and common assessments. Additional ongoing assessments will be given as well to meet the needs of the students.
2	3E.2 Students need more exposure to reading strategies in the math classroom.	3E.2 Teachers will infuse research based effective reading strategies into their math curriculum	3E.2 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3E.2 Sharing of best practices through weekly department meetings	3E.2 BAT 2 Classroom assessments and common assessments, Additional ongoing assessments will be given as well to meet the needs of the students.
3	3E.3 Familiarity with computer based testing format.	3E.3 EPAT trainings for all students prior to EOC testing.	3E.3 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3E.3 EPAT meetings to train all administrators and proctors	3E.3 Results of EOC Algebra 1 Exam

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:	By May 2013, students scoring at achievement level 3 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(257)	29%(276)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students are not in remedial math classes and are not receiving remediation	1.1 Provide after school EOC tutoring, Saturday EOC tutoring, and Math Pull-out for at risk math students.	1.1 Marianela Estripeaut, Math AP and Department Chairs Lisa Herron and Denise Goodwin	1.1 Data analysis of students who attended such programs to determine passing rate.	1.1 Frequent Progress Monitoring
2	1.2 Curriculum has not been spiraled to cover all benchmarks in state assessments	1.2 Map all math courses according to Sunshine State Standards and develop math assessments that contain open-ended and free-response questions	1.2 Marianela Estripeaut, Math AP and Department Chairs Lisa Herron and Denise Goodwin	1.2 Professional Learning Community meeting where maps are developed and modified bases on previous and ongoing data reviews.	1.2 Results of Formative student assessments and Algebra and Geometry EOC as well as results from twice annual BAT assessments.
3	1.3 Familiarity with computer base testing format.	EPAT trainings for all students prior to EOC testing	1.3 Marianela Estripeaut, Math AP and Department Chairs Lisa Herron and Denise Goodwin	1.3 EPAT meetings to train all administrators and proctors	1.3 Results of EOC Algebra Exam

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By May 2013, students scoring at or above Achievement Level 4 in Geometry will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(546)	60% (573)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Limited rigor in some academic courses (diminishing the available challenge to students)	2.1 Map all math courses according to New Generation Sunshine State Standards/Common Core and develop math assessments that contain open-ended and free-response questions of ESE students in math classes.	2.1 Marianela Estripeaut, Math AP and Department Chairs Lisa Herron and Denise Goodwin	2.1 Professional Learning Community meeting s where maps are developed and modified based on previous and ongoing data reviews.	2.1 Results of formative student assessments Geometry EOC exams as well as results from BAT assessment.
	2.2 Students lack the metacognitive skill to complete higher order thinking problems.	2.2 Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments.	2.2 Marianela Estripeaut, Math AP and Department Chairs Lisa Herron and Denise Goodwin	2.2 Teachaaers will infuse higher order thinking teaching practices and /or higher order thinking questions when formulating assessments.	2.2 Monitoring of Data, classroom assessments, BAT Meetings to review, assess and evaluate curriculum content, delivery, benchmark,

2					assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the students.
3	2.3 Familiarity with computer based testing format.	2.3 EPAT trainings for all students prior to EOC testing.	2.3 Marianela Estrpeaut, Math AP and Department Chairs Lisa Herron and Denise Goodwin	2.3 EPAT meetings to train all administrators and proctors	2.3 Results of EOC Geometry Exam

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	By May 2013, students in various ethnicity subgroups will decrease by 3% not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 15%(53) Black 19%(6) Hispanic 16% ( 85)	White 12%(53) Black 16%(6) Hispanic 13% ( 85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the metacognitive skills to complete higher order thinking problem	Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments	Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments	BAT 2, Ongoing alternative assessments and EOC test
2	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing while continuing to cover needed curriculum for the EOC.	Provide after school EOC tutoring, Saturday EOC tutoring, and Math Pull out for at risk students.	Marianela Estripeaut Math AP and Department Chair Lisa Herron and Denise Goodwin	Data Analysis of students who attended such programs to determine passing rate.	Frequent Progress Monitoring EOC Geometry

3	Familiarity with computer based testing format	Familiarity with computer based testing form	Marianela Estripeaut Math AP and Department Chair Lisa Herron and Denise Goodwin	EPAT meetings to train all administrators and proctors	Results of EOC Geometry
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	By May 2013 46% of the students will not make satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(11)	46%(9)

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	3C.1 Semantic of language (axiom and idio variations)	3C.1 Retention and recall of skills learned, as well as implementing co-teaching strategies. Provide proper placement of all students including at-risk students in remedial intensive math courses Supplemental materials provided will be implemented as part of differentiated instruction for ELLs. Supplemental materials provided will be imp	3C.1 Marianela Estripeaut Math Ap and Department Chairs Lisa Herron and Denise Goodwin	3C.1 Scores and frequent progress monitoring	3C.1 BAT 1 and 2, Classroom Assessments, Scores, and Ongoing alternative assessments.
2	3C.2 At risk students display a lack of critical thinking skills. Due to language barriers that ELL students experienace, they have difficulty with use of metacognition skills in the English Language, thus affecting verbal math problems.	3C.2 Infuse higher order question into classroom lessons and assessments. Supplemental materials provided will be implemented as part of differentiated instruction for ELLs.	3C.2 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3C.2 Classroom observation and student work samples	3C.2 Additional ongoing alternative assessments will be given as well to meet the needs of the ELL students.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	By May 2013, students not making satisfactory progress in Geometry will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(20)	36%(19)

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	3D.1 Increasing the percentage of ESE students with disabilities meeting high standards on the math portion of the EOC Geometry Exam	3D.1 Targeted instructional strategies that will impact student progress, and which are designed in consideration of the ESOL K-12 plan.	3D.1 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin Classroom teacher, and Pull-out teacher	3D.1 Monitoring and evaluation of teacher lesson plans and guided instruction.	3D.1 BAT 2 Classroom assessments and common assessments, Additional ongoing alternative assessments will be given as well to meet the needs of the students.
2	3D.2 Different group of students not computer tested yet. Familiarity with computer based testing format	3D.2 EPAT trainings for all students prior to EOC testing	3D.2 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3D.2 EPAT meetings to train all administrators and proctors	3D.2 Results of EOC Geometry Exam

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By May 2013, Economically disadvantaged students not making satisfactory progress in Geometry will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(43)	22% (37)

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	3E.1 Difficulty attending afterschool and weekend enrichment sessions due to lack of transportation	3E.1 Enrichment, Transportation for students receiving enrichment in all academic areas	3E.1 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin Classroom teacher, and Pull-out tutoring teacher	3E.1 Monitoring and evaluation of teacher lesson plans and guided instruction.	3E. BAT 2 Classroom assessments and common assessments, Additional ongoing alternative assessments will be given as well to meet the needs of the students.
2	3E.2 Students need more exposure to reading strategies in the math classroom	3E.2 Teachers will infuse research based effective reading strategies into their math curriculum	3E.2 Marianela Estripeaut Math AP and Department Chairs Lisa Herron and Denise Goodwin	3E.2 Sharing of best practices through weekly department meetings	Geometry EOC
3	3E.3 Familiarity with computer based testing format.	3E.3 EPAT trainings for all students prior to EOC testing.	3E.3 Marianela Estripeaut Math AP and Department Chairs Lisa Herron	3E.3 EPAT meetings to train all administrators and proctors	3E.3 Results of EOC Geometry 1 Exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	Math Teachers	Denise Goodwin, Lisa Herron	Math Teachers	8/14/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on the implementation of the Common Core standards in their classroom after the PLC	Department Chairs, Lisa Herron and Denise Goodwin
PLC will be held to implement a curriculum map to be utilized.	Math Teachers	Denise Goodwin, and Lisa Herron	Math Teachers	8/6/2012 8/7/2012 8/8/2012	Students chapter test scores will be monitored.	Assistant Principal, Marianela Estripeaut Department Chairs Lisa Herron, and Denise Goodwin

Mathematics Budget:

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



# Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		NA		
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.		By May 2013, students scored at or above a level 7 in Science will increase by 3%.			
Science Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44% (4)		47%(5)			
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 infusing effective delivery methods that address the needs of all learners.	Implementation of weekly, specifically detailed Professional Development Opportunities centered around Differentiating Instruction.	Administration (Kassandra Gordon), ESE Specialist (Lonny Shapiro)	observation Student Portfolios	ESE Progress Report FAA Test

## 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:
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1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Students scoring at achievement level 3 in Biology will increase by 3% of all students at or above the state average
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%% (285) of (1113) students scored at a level 3 or better.	29%( 322) will meet the passing rate for the BIO 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	Content teachers have a limited understanding of how to integrate reading into the curriculum.	Biweekly in-class (20 minute) informational text reading with assessment	Marianela Estripeaut Science AP, Adrienne Maisel Reading Coach, Clara Russo Science Department Chair Science Department teachers	Lesson plans/pacing guide, assessments bi monthly on stem question	Assessments of content using stems given by reading coach
2	Teaching all the standards.	Professional development to train teachers.	Marianela Estripeaut AP Science and Clara Russo Department Chair	80% mastery of follow-up	BIO EOC results.
3	Understanding the standards in Biology.	Professional development to train teachers.	Marianela Estripeaut, AP and Clara Russo Department Chair	80% mastery of follow-up	Bio EOC results
4	Lack of exposure of exposure to technology since standardized exams will be delivered through computers	Train staff to integrate technology use in the classroom and expose students to strategies through technology.	Marianela Estripeaut, AP and Clara Russo Department Chair	Classroom observation lessons with integration of technology	Technology based student materials and results of computer based exams.
5	Familiarity with computer based testing format	EPAT trainings for all students prior to EOC testing	Marianela Estripeaut, AP and Clara Russo Department Chair	EPAT meetings to train all administrators and proctors	Results of EOC Biology
6	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing while continuing to cover needed curriculum for the EOC.	Provide after school EOC tutoring, Saturday EOC tutoring, and Math Pull-out for at risk math students.	Marianela Estripeaut, AP and Clara Russo Department Chair	Data analysis of students who attended such programs to determine passing rate.	Results of EOC Biology

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:	By May 2013, students scoring at or above Achievement Level 4 in Biology will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(661)	63%(702)

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 teachers have a limited understanding of how to integrate reading into the curriculum.	Bi-weekly informational text reading with assessment.	Marianela Estripeaut, AP and Clara Russo Department	Lesson plans pacing guides	Assessment of content using stems given by reading coach.
2	Lack of exposure to technology since standardized exams will be delivered through computers.	Train staff to integrate technology use in the classroom and expose students to strategies through technology.	Marianela Estripeaut, AP and Clara Russo Department	iobservation lesson plans	Technology based student material and results of computer based exams.
3	Insufficient time during the regular day to remediate students whose scores indicate that they are in danger of not passing while continuing to cover needed curriculum for the EOC.	Provide after school EOC tutoring, Saturday EOC tutoring,	Marianela Estripeaut, AP and Clara Russo Department	Data analysis of students who attended such programs to determine passing rate.	Frequent Progress Monitoring, BAT, Biology EOC
4	Teaching all standards	Professional development to train teachers in the Next Generation Sunshine State Standards/Common Core and have them implement in their classrooms.	Marianela Estripeaut, AP and Clara Russo Department	iobservation lesson plans	Frequent Progress Monitoring Frequent Progress Monitoring, BAT, 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
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	Science Teachers	Clara Russo	Science Teachers	8/16/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on implementation of the Common Core standards in their classroom after the PLC	Department Head, Clara Russo
PLC will be held to implement a curriculum map to be utilized.	Science Teachers	Clara Russo	Science Teachers	8/6/2012 8/7/2012 8/8/2012	Students Chapter test scores will be monitored.	Assistant Principal, Kassandra Gordon, Department Head, Clara Russo

Science Budget:

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

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:		In May 2013, 95% of all students in writing will score a 3.0 or higher on FCAT Writes.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
93% (978) scored a level 3 or above.		95% (998) will score above 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	New criteria for grading requires higher achievement levels among students; teachers must learn new content such as CCSI, FCAT 2.0 Writing requirements and the need to incorporate formal standard grammar and credible support. Teachers need to understand	Meet new FCAT standards by using the county-mandated mocks, administering school-developed mocks and implementing writing strategies across the curriculum. The writing coach will conduct lessons in classes across the curriculum and teachers will attend inservices at school where they will	Debra Santoro, Assistant Principal  Joyce Seigel, Writing Coach	Assess all mock writing, monitor the progression of students' writing who attend extra tutoring/writing sessions, and have classroom teachers report the strengths and weaknesses that they discover in their students' writing, so that common areas of concern can be addressed	Writing samples (monthly) District BAT Writing Prompts, Writing Prompts across the curriculum.

	that formulaic writing needs to have less emphasis than the writing process in the classroom. The barrier exists in that all teachers are not current with these practices.	learn about the expectations for quality college-ready writing for all level-students. ELL and ESE students will be given opportunities for writing coaching and tutoring during the school day when the student can attend writing sessions.		departmentally.	
2	With the 7 period day students will be taking English everyday , but must be implementing the strategies daily in all content areas to improve writing skills.	Meet new FCAT standards by providing more enrichment through content areas in semester one as well as continuing practice writing schoolwide throughout the year. Tutoring after school and on Saturdays is provided for students who need assistance in enhancing their writing skills. Differentiated instruction will be provided to meet the needs of all students including ELL, (who use bilingual dictionaries) SWD students and core students who have difficulty in writing.	Debra Santoro, Assistant Principal Joyce Seigel, Writing Coach	Conference with students who receive additional assistance with writing skills in order to assess their growth and whether the instructional focus is effective. Assess all mock writing, monitor the progression of students' writing who attend extra tutoring/writing sessions, and have classroom teachers report the strengths and weaknesses that they discover in their students' writing. Teachers can recommend students for additional writing tutoring.	Writing samples tracking individual growth of students who receive tutoring and extra guidance with writing skills that include grammar, mechanics, use of voice, cohesiveness, and transitions in quality writing that is assessed on state tests. Writing samples (monthly) District BAT Writing Prompts, Writing Prompts across the curriculum.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	By May 2013, 16% of FAA students will score a 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(1)	16%(2)

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 basic skills of writing conventions.	Teachers will implement differentiated instruction based on students needs.	Classroom teacher Lonny Shapiro ESE Specialist  Kassandra Gordon Assistant Principal	Student class work	FAA Practice Test.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	English Teachers	Joyce Seigel	English Teachers	8/16/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on implementation of the Common Core standards in their classroom after the PLC	Assistant Principal, Debra Santoro Department Chair Joyce Seigel
PLC will be held to implement a curriculum map to be utilized.	English Teachers	Joyce Seigel	English Teachers	8/6/2012 8/7/2012 8/8/2012	Students Chapter Test scores will be monitored.	Assistant Principal, Debra Santoro, Department Chair Joyce Seigel

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:	By May 2013, 80% of students will pass the EOC in U.S. History

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	80% (440 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	Due to a reconfiguration of the schedule at Cypress Bay, teachers will have reduced contact time and an early testing window to contend with.	U.S. History teachers mapped their curriculum collectively in the summer. These teachers meet regularly to assess the pacing and challenges being presented by the schedule and time demands.	Assistant Principal Jeffrey Nelson and Social Studies Department Chair Scott Selvidge	Cypress Bay will utilize the county midterm exam for United States History to measure and monitor progress of students and potential success in the Spring. iObservation will also be an instrument to measure successful and meaningful teacher-student exchanges and learning success.	Broward County United States midterm exam and state implemented E.O.C. in United States History

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	By May 2013, 40% of the students taking the U.S. History EOC will score at this level
------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	40% (220 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	Due to a reconfiguration of the schedule at Cypress Bay, teachers will have reduced contact time and an early testing window to contend with.	U.S. History teachers mapped their curriculum collectively in the summer. These teachers meet regularly to assess the pacing and challenges being presented by the schedule and time demands.	Assistant Principal Jeffrey Nelson and Social Studies Department Chair Scott Selvidge	Cypress Bay will utilize the county midterm exam for United States History to measure and monitor progress of students and potential success in the Spring. iObservation will also be an instrument to measure successful and meaningful teacher-student exchanges and learning success.	Broward County United States midterm exam and state implemented E.O.C. in United States History
2					

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	Social Studies Teachers	Scott Selvidge	Social Studies Teachers	8/16/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on implementation of the Common Core standards in their classroom after the PLC.	Assistant Principal, Jeff Nelson Department Chair Scott Selvidge
PLC will be held for teachers that are working towards their NGCARPD	Social Studies Teachers	Scott Selvidge	Social Studies Teachers	Monthly meetings all year	Teachers will create lesson plans to implement utilizing Reading strategies.	Reading Coach, Adrienne Maisel
PLC will be held to implement a curriculum map to be utilized.	Social Studies Teachers	Scott Selvidge	Social Studies Teachers	8/6/2012 8/7/2012 8/8/2012	Students Chapter test scores will be monitored.	Assistant Principal, Jeff Nelson, Department Chair, Scott Selvidge

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:



1. Attendance Attendance Goal #1:	The Cypress Bay attendance goal for 2012-2013 is to increase student attendance (by 2% school-wide) while minimizing the number of students with excessive absences and tardies - ultimately improving student grades and passing rates on standardized tests.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94	96
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
500	490
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1111	1088

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	Excessive number or parent-approved sign-outs and sign-ins.	Reduce absences and tardies by increasing parental awareness and involvement via regular (weekly) phone calls and emails to parents.	Attendance Secretary, Marianela Estripeaut, Attendance/Tardiness team (Aspiring leaders)  Guidance Counselors and APs will also assist with the monitoring.	Evaluate attendance through Pinnacle and Virtual Counselor. Twice-monthly monitoring of excessive tardies and absences	Attendance Rate and test results

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

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:	The goal for the 2012-2013 school-year is to reduce the number of internal and external student suspensions by 3%, by improving behavioral patterns among students - namely students with multiple or repeat suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
607	550
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
338	327
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
129	125
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
104	100
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient implementation of CHAMPs in the classrooms	Offer professional development on classroom management (CHAMPs) so as to better educate teachers on the preventative interventions that the tool assiste with	Behavior Specialists Dutton and Graham	Identification of suspension rates (presumed decrease)	Suspension rates

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>		This goal will be completed once the dropout data are available.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
Awaiting Data		Awaiting Data			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
Awaiting Data		Awaiting Data			
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	Awaiting Data	Awaiting Data	Awaiting Data	Awaiting Data	Awaiting Data

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

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

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

Dropout Prevention Budget:

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

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

*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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In the 2012-2013 school-year, 75% of parents will attend the annual Open House event at Cypress Bay.</p>
<p>2012 Current Level of Parent Involvement:</p>	<p>2013 Expected Level of Parent Involvement:</p>
<p>In the 2011-2012 school-year, 70% of parents attended the annual Open House event at Cypress Bay</p>	<p>In the 2012-2013 school-year, 75% of parents will attend the annual Open House event at Cypress Bay.</p>

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language of parents	Send additional communication home in each student's native language.	Administration and administrative assistants.	Sign-in sheets in main office and individual teacher classrooms.	Monitor attendance records from 2013 Open House.
2	Parental buy-in	Give students non-academic incentive to promote parental participation in open house.	Classroom Teachers	Sign-in sheets in main office and individual teacher classrooms.	Monitor attendance records from 2013 Open House.

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			By May 2013, 80% of students enrolled in STEM classes will be college and career ready.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not wanted to complete all the levels of the Career and Ready classes	Students will be enrolled in a 7 period day and be encouraged to take at least one class.	Debra Santoro Assistant Principal Marianela Estripeaut Assistant Principal	Students grades and selection of courses for the following year.	Students schedules on completion of all three classes.
2	Student involvement in STEM program	A club will be organized to promote the STEM program and awareness for students.	Marianela Estripeaut Assistant Principal	Monitor students involvement in STEM activities and clubs at school.	Students involved in club and competitions.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	Business Teachers and Math Teachers	Business Teachers and Math Teachers	Business Teachers and Math Teachers	8/16/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on implementation of the Common Core standards in their classroom after the PLC	Assistant Principal, and Department Chairs

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:	60% of the students that started the program three years ago will complete the CTE program certification in 2012-13

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty in completing the classes due to other required classes for graduation.	Motivate students and advertise for the importance of a certification in entering either a career or college program. The class will be all project based.	Debra Santoro Assistant Principal Robert Hosier Department Head Business	Enrollment of classes	Certification results of students after exam.
2	Students not making the connection with college and career readiness in the class.	Teachers will have students create projects to show the connection with the class and future jobs. Students will be encouraged to present at project based assessments.	Debra Santoro Assistant Principal Robert Hosier Department Head Business	Students awards at the various conferences.	Students awards and FCAT scores  Students certification taking exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC will be held to increase teachers knowledge and student achievement on implementation of the Common Core Standards	Business Teachers	Robert Hosier	Business Teachers	8/16/2012 9/27/2012 10/26/2012 1/18/2013 2/7/2013 5/24/2013	Teachers will be assigned activities on implementation of the Common Core Standards in their classroom after the PLC	Assistant Principal, and Department Chair

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
----------------------------------------------	-------------------------------------------	---------------------------------------------	----------------------------------------

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

## 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
Mapping of curriculum to Common Core	\$15,000.00
Success Tutoring program for students to assist them in passing FCAT and the EOC's	\$20,000.00

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

SAC will having upcoming events to discuss parent involvement, Sip trainings, FCAT tutoring,



# 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 CYPRESS BAY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	95%	91%	52%	313	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	66%	79%			145	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	80% (YES)			137	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					605	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District CYPRESS BAY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	95%	95%	57%	325	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	73%	85%			158	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	69% (YES)	87% (YES)			156	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					649	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested