FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DEERFIELD BEACH HIGH SCHOOL

District Name: Broward

Principal: Jon Marlow

SAC Chair: Michele Eade

Superintendent: Robert Runcie

Date of School Board Approval: 10/19/2012

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 - Principal at Deerfield Beach High School: Grade? Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math.
Principal	Jon Marlow	Bachelor's in Psychology, Master's in Educational Leadership, and certified in Math: 6-12 and Educational Leadership: K-12	6	10	2010-2011 – Principal Deerfield Beach High School: Grade: B Reading mastery: 43% , Math mastery: 71% , Science mastery: 34%, AYP met in reading and math with the white students. 2009-2010 – Principal Deerfield Beach High School: Grade: B Reading mastery: 41%, Math mastery:72%, Science mastery: 33% ,

					AYP: The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.
Assis Principal	Formoso, Maria	Bachelor's in Psychology, Master's in Educational Leadership, and certified in Psychology, Spanish, and Educational Leadership: K-12	6	6	2011-2012 - Assistant Principal at Deerfield Beach High School: Grade? Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math. 2010-2011 – Assistant Principal at Deerfield Beach High School: Grade: Reading mastery: 43% , Math mastery: 71% , Science mastery: 34%, AYP met in reading and math with the white students. 2009-2010 - Assistant Principal at Deerfield Beach High School: Grade: B, Reading mastery: 41%, Math mastery:72%, Science mastery: 33% , AYP: The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.
Assis Principal	Fulton, Latori	Bachelor's in English, Master's in Educational Leadership, and certified in Educational Leadership: K-12	9	2	2011-2011 - Principal at Deerfield Beach High School: Grade? Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math. 2010-2011 – Language Arts teacher and behavior specialist at Deerfield Beach High School. Grade: Reading mastery: 43% , Math mastery: 71% , Science mastery: 34%, AYP met in reading and math with the white students. 2009-2010 - Language Arts teacher and behavior specialist at Deerfield Beach High School: Grade: B, Reading mastery: 41%, Math mastery:72%, Science mastery: 33% , AYP: The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.
		Bachelor's in			2011-2012 - Assistant Principal at Deerfield Beach High School: Grade? Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math.

Position	Name	Degree(s)/Certification(s)	# of Years at Current	# of Years	Prior Performance Record
Assis Principal	Roberson, Keith	Sociology, Master's in Educational Leadership, and certified in Social Science: 5-9 and Educational Leadership: K-12	6	5	2010-2011 – Assistant Principal Deerfield Beach High School: Grade: Reading mastery: 43%, Math mastery: 71% , Science mastery: 34%,AYP met in reading and math with the white students. 2009-2010 - Assistant Principal at Deerfield Beach High School: Grade: B, Reading mastery: 41%, Math mastery:72%, Science mastery: 33% , AYP: The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.
Assis Principal	May, Kenneth	Masters in Educational Leadership; Bachelor of Science in Education	2	7	2011-2012 - Assistant Principal at Deerfield Beach High School: Grade? Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math. 2010 - 2011: Assistant Principal at Coconut Creek High School Moved Coconut Creek high from a D to a C. Increased learning gains in the lowest quartile in math 7 points. 2008 - 2009: Assistant Principal at Coconut Creek High School. Moved Coconut Creek High School from an F to D. Increased graduation rate 8%
Assis Principal	Clark Gwendolyn	Masters in Educational Leadership, Bachelors of Science in English	12	1	2011-2012 - Assistant Principal at Deerfield Beach High School: Grade? Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math. 2010-2011 – Assistant Principal Deerfield Beach High School: Grade: Reading mastery: 43%, Math mastery: 71% , Science mastery: 34%,AYP met in reading and math with the white students. 2009-2010 - Assistant Principal at Deerfield Beach High School: Grade: B, Reading mastery: 41%, Math mastery:72%, Science mastery: 33% , AYP: The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.

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	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and

				School	Coach	AMO progress along with the associated school year)
Reading	Eade, Michele		Bachelor's in Elementary Education, Master's in Reading, and certified in Elementary Education: K-6 and Reading: K-12, English: 6-12, ESOL endorsed	5	4	2011-2012 - Reading Coach at Deerfield Beach High School. Students making learning gains in reading: 62%, Reading level 3 or higher: 45%, Bottom quartile making learning gains in reading: 63%, Students making learning gains in math: 59%, Geometry level 3 or higher: 57%, Algebra level 3 or higher 68%, Bottom quartile making learning gains in math: 52%, Writing level 3 or higher: 86%, Biology level 3 or higher: 55%, No sub groups met AMO in reading, Asian subgroup met AMO in math. 2010-2011 – Reading Coach at Deerfield Beach High School: Grade: Reading mastery: 43% , Math mastery: 71% , Science mastery: 34%, AYP met in reading and math with the white students. 2009-2010 - Reading Coach at Deerfield Beach High School: Grade: B, Reading mastery: 41%, Math mastery: 72%, Science mastery: 33% , AYP: The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Communication will be ongoing with the instructional staff to identify qualified candidates.	Jon Marlow, Principal and all assistant principals	Ongoing	
2	2. Field experience for potential educators will be provided through local colleges and universities leading to possible employment.	Maryna Trevisol, NESS Liason	Ongoing	
3	3. Teacher induction and the NESS program will provide ongoing support to new teachers.	Maryna Trevisol, NESS Liason	Ongoing	
4	4. One on one meetings will be held with all teachers and their supervising administrator to maintain positive rapport and to align goals.	All assistant Principals	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
N/A	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
113	2.7%(3)	29.2%(33)	39.8%(45)	28.3%(32)	43.4%(49)	100.9% (114)	9.7%(11)	9.7%(11)	19.5%(22)

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
Carolyn Flanagan	Ashley Santy	common discipline area	Monthly NESS meetings - assist with learning the database systems such as Virtual Counselor, Starbucks and Pinnacle.
Alison Cantu	Alberto Gomez	more readily available - mentor not classroom based	Monthly NESS Meetings - assist with learning the database systems such as Virtual Counselor, Starbucks and Pinnacle.
Tavia Handoga	Gilles Lamarche	classroom proximity	Monthly NESS meetings - assist with learning the database systems such as Virtual Counselor, Starbucks and Pinnacle.
Maryna Trevisol	Sarah Coffman	more readily available - mentor not classroom based	Monthly NESS meetings - assist with learning the database systems such as Virtual Counselor, Starbucks and Pinnacle.
Rebecca Johnson	Michael Handler	more readily available - mentor not classroom based	Monthly NESS meetings - assist with learning the database systems such as Virtual Counselor, Starbucks and Pinnacle.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

The Deerfield Beach High School (DBHS) English Language Learners (ELL) program, facilitated by Pam Haley, is coordinated and integrated in collaboration with the Broward County School District's Multicultural and English for Speakers of Other Languages (ESOL) Program Services Department. Through ELL district meetings and collaboration with the district's ELL resource teacher, the ELL contact gathers and distributes county, state, and federal ELL requirements to DBHS teachers, administrators, and guidance counselors and assists with student support. The district has also supported DBHS through Title III funding of ELL supplemental personnel and instructional materials. The district's resource teacher has supported the school

by coaching and mentoring instructional staff and administrators. The ELL contact also monitors both active (current) and inactive (former ELL students who are monitored for two years after exiting from the program) ELL students. Monitoring for active students includes annual individual student reviews with emphasis on student progress. The ELL committee, composed of the ELL contact, guidance counselors, administrators, teachers, and parents, recommends when students should continue or exit the ESOL program and if other interventions are needed. When a student enters DBHS and indicates on his/her registration form that another language is spoken in the home, the student is given a language proficiency test (IPT) which determines if the student is placed in sheltered or regular classes with ELL accommodations. Depending on English proficiency level progression, a student is then gradually placed in non-sheltered classes and eventually exited from the ELL Program when he/she demonstrates proficiency in both oral language development and reading and writing skills. Most students are ready to enter regular classes after two years of sheltered classes, although transition earlier or later depending on individual progress. ELL students are also placed in non-sheltered art and physical education classes. In addition to student incorporation explained above, all teachers who teach ELL students at DBHS are either ESOL endorsed or in the process of completing the ESOL training requirements.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Gwendolyn Clark - A.P.
Nancy Carter - Guidance Director
Randy Blatt - School Social Worker
Cindy O'Brien - 9th grade academy coordinator
Latori Fulton - A.P.
Keith Roberson - A.P.
Margaret Williamson, Paula Bailey, Tracy Cerra - Guidance Counselors
Michele Eade - Reading Coach
Michelle Scott - Support Facilitator

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 school based MTSS/RtI team meets biweekly with each meeting focusing on problem-solving collaboration through analysis of data collection, progress monitoring, and responses to interventions. The MTSS/rtI leadership team then aligns with the Child Study Team, Academic Coaches, and the Core Team to coordinate pertinent interventions both academically and/or behaviorally for students that are referred by parents, teachers, administrators, and guidance counselors. The Guidance Director serves as the organizer for the student data folders and communication with teachers. Assistant Principals and academic coaches assist the team with analysis of data for the decision making at Tier 1, Tier 2 and Tier 3. Michele Eade and Cindy O'Brien are charged with providing the assistance to all general education teachers with data chats and the interventions indicated for Tier 2 and Tier 3 students.

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 MTSS team will work collaboratively with the instructional coaches in the development and ongoing implementation of the School Improvement Plan. Using the Problem-solving process to assist in the development and implementation of the SIP, the MTSS team initially identifies problems in measurable terms comparing data from expected student level of performance and then peer level of performance. After assessing the data, the RtI team then moves to problem analysis identifying the problems and analyzing why the problems are happening either due to skill deficit, production deficit, or behavior deficit. Then from this analysis, the MTSS team designs and implements interventions through the school improvement plan. Finally, the MTSS team reviews and analyzes the data making further instructional/intervention decisions and recommended changes to the school improvement if needed.

MTSS Implementation

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

> The data sources used by the MTSS team for Tier 1 includes school-wide discipline, school-wide curriculum, Broward Assessment Test (BAT) for reading, mathematics, science and writing, and Florida Comprehensive Assessment Test (FCAT) for reading, mathematics, science and writing, and the FAIR assessment data. Tier 2 data sources include academic and behavioral observations, intervention data, gap analysis of academics and behavioral data, and academic and/or behavior concerns. Tier
> 3 data sources include FBA's, and individual progress monitoring data for academics and behavior. The data management systems used in the collection and access to data includes the school based data system called Starbucks, Pinnacle, Broward County's Data Warehouse, and RtI data graphs for intervention data.

Describe the plan to train staff on MTSS.

> Through Professional Developments, Professional Learning Communities, and direct individual support by Coaches or Administrators, the MTSS team will continuously be training and working with the staff on instructional/behavioral interventions using problem-solving approaches when responding and implementing interventions needed. Within the Professional Learning Communities, the staff will learn to recognize the different needs of students based in the three Tier Model and how to implement the proper strategies for interventions at each Tier.

Describe the plan to support MTSS.

> In order to support MTSS we will evaluate the program quarterly and analyze the data, support strategies, and interventions used for the students. We will continue to reassess the progress of MTSS and effectiveness.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Jon Marlow, Principal, Maria Formoso, Assistant Principal, Kenneth May, Assistant Principal Latori Fulton, Assistant Principal, Gwen Clark, Assistant Principal, Nancy Carter, Guidance Director, Michele Eade, Reading Coach, Cindy O'Brien, 9th grade coordinator, Jondria Thompson, Reading Team Leader, Maryna Trevisol, ESE Team Leader, James Scales, Social Studies Team Leader, Frank Pizzo, Vocational Arts Team Leader, Pam Haley, ESOL Coordinator, Jeffrey Romance, Magnet Coordinator, Judith Olivero, IB Coordinator, Janet Andrade, Math Dept. Rep., Alison Cantu, ESE Dept. Rep.

The above members were chosen to assist with the reading and writing process as a school wide initiative. A representative from each content area was selected as an expert teacher that could readily aid teachers with literacy in the classroom. Each member will be charged with developing strategies and professional development seminars to encourage reading/writing across the curricula.

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

The LLT will meet monthly with Ms. Formoso, Mr. Fulton and Mr. May who will facilitate the reading and writing process as a school wide initiative. The team will work collaboratively in order to develop this goal by establishing a writing program, evaluating data from BATs, mini-BATs, FCAT, ACT, and PSATs. This information will be disseminated monthly in LLT meetings and data stored in our school RtI database. It will be the primary function of the team to disaggregate data twice a month in order to analyze literacy strengths and weaknesses. In addition the team will create professional development seminars with the focus on content area literacy.

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

The major goals of the LLT for this year will be:

•Providing continuous training for teachers working towards the NGCAR-PD and reading endorsement.
•Using data to analyze effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs
•Monitoring and supporting the implementation of the Comprehensive Intervention Programs and scientifically based reading instruction with fidelity
•Leading and supporting Professional Learning Communities and Study Groups
•Creating and sharing a writing program to increase scores on the FCAT Writing assessment as well as preparing for the transition to Common Core Standards
•Encouraging informational literacy across the curricula
•Establishing the research process within the content area classes

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers will be trained in the NGSSS strategy of CIS during PLCs and training will continue throughout the year. The academic coaches will assist the content area teachers to incorporate reading strategies through modeling lessons, assisting with lesson planning and project based learning. Social studies and science teacher servicing the bulk of our bottom quartile students have been identified and are part of our RACC (Reading Across Content Class) and are being provided with additional modeling, team teaching and monitoring of reading strategies in the classroom. PLCs will be designed to foster collaboration of implementing reading strategies among the teachers in each department.

*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?

The school offers students elective courses in: ACT prep, art, business, career study, FCAT and college preparation, and technology.

A daily focus of the school is for teachers and students to ask each other "Why are we learning this?" to ensure that instruction is always relevant.

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?

Teachers are expected to create and implement lessons that are standards based and relevant. DBHS offers students elective courses in art, business, career study, and technology. Many of these courses focus on job skills and offer students internships. In addition to DECA, DBHS offers Fashion Design, Medical Skills and Culinary. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum. The course progression charts are utilized in scheduling. Counselors meet face-to-face with each child to assist in course selection. After the course selection fair, students meet one-on-one with a counselor for informational meetings to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. We use FACTS.org for academic and career planning with students. Students are required to reevaluate their ePEP beginning with this year's 9th graders. We implement the AGP to focus on academic and career planning. We provide ACT and SAT after school tutoring classes. All 11th and 12th graders on FRL are guided in acquiring ACT, SAT and college application waivers and registration. PSAT is administered to all 10th grade students and is offered to 11th grade students as an option. Our 11th graders are given the opportunity to attend a local college fair. We also have an on-campus college FAIR for juniors and seniors. Our BRACE advisor provides assistance in post-secondary planning, scholarship, registration and applications.

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

Teachers have been trained during professional development on how to increase rigor within their courses across all content areas. NGCAR-PD will be provided for all teachers to aid in increasing the reading rigor within all classes. We are increasing the number of A.P. classes being offered for 2012-2013. More students are being encouraged to register for A.P. classes. We currently have 7 teachers trained in Princeton Review/ ACT. We are offering ACT prep classes after school and on Saturdays to assist our students in preparing for the ACT test. We are incorporating the College Board Spring Board program into all of our 9th and 10th grade classes. We are also utilizing PERT test results to determine college readiness and/or remediation for our seniors.

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:	Our reading goal for the 2012-2013 school year is to increase the level proficiency (level 3) to 23%.In order to accomplish this we will implement the county IFC's and the Edge curriculum with fidelity. Will also offer after school and Saturday school tutoring to enhance the regular curriculum. We will increase the reading rigor in all CAR-PD and NGCAR-PD classes. We will provide NGCAR-PD training for all interested content area teachers. We will attempt to establish communication early with parents to enlist their help in encouraging their child to reduce absenteeism and attend tutoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (205)	23% (261)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the Straight 7 Schedule	Provide all teachers with training on the new schedule and how to plan for the 50 min. period	All administrators	Classroom Walk-Through, data chats, BASIS data reports	Teacher obsevations, end-of-year standarized test results.
2	Lack of content area reading strategies.	Provide all teachers with CIS training to incorporate more in depth, meaningful reading into content classes	All administrators	CWTs, data chats	Teacher observations, end-of-year test results
3	Lack of higher level vocabulary skills necessary for advanced academic rigors.	Teachers will utilize various vocabulary development strategies, incorporate interactive Word Walls, and daily vocabulary direct instruction.	All reading, English and content area teachers, administrators and reading coach	CWTs, Quarterly Data Chats with administrator and teacher/coach conferences.	Mini BAT data, BAT data and 2013 reading FCAT
4	Student Engagement and motivation.	The Edge curriculum will be used with fidelity in all 9th and 10th grade intensive reading classes. Differentiated instruction will be used to meet the needs of every child. Monitoring of interventions will be done int he RtI data base.	Classroom teachers, reading coach Eade, Kenneth May, A.P. over reading	Monitoring of county IFC's, classroom walk-throughs, quartely data chats, reduction of incidents in the RtI data base.	Pinnacle reports of student grades and teacher lesson plans, Virtual Counselor discipline reports
5	Lack of practice taking computer based tests.	Each class will be scheduled time to to do online reading test practice for several weeks leading up to the FCAT	Kenneth May, A.P. over reading, Michele Eade, reading coach	Increased time on task and test results.	2013 FCAT Reading 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Given a short story read aloud, with picture cues and teacher prompting, the students will score at or above level 4,5 and 6 on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(5)	32%(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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Insufficient differentiation with appropriate level of reading passage.	PLCs designed to increase the differentiation within the SVE classrooms	SVE classroom teacher, Gwen Clark, A.P. over ESE Dept.	CTWs, Data chats, observations	2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The goal at DBHS is increase the number students achieving levels 4 and 5 on the 2013 FCAT in reading to 32%. To achieve this we will increase the rigor in the honors English classes, incorporate high level reading and questioning in the content area classes and expand our ACT and SAT preparation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (308)	32% (364)

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	Testing fatigue	Incorporating more FCAT practice into the weekly lessons rather an intense FCAT Crunch for the six weeks prior to the FCAT test. Providing meaningful assessments that will emulate higher level test such as A.P exams rather than FCAT.	All reading and English teachers,English Team Leader, reading coaches and Kenneth May, A.P. over reading	Classroom Walk Throughs done on a weekly basis, informal post-walk-though conferences are held between the teacher, reading coach or assistant principal, formal Data Chats, Coach/Teacher conferences	BAT tests, mini assessments, mock AP, PSAT and ACT tests 2013 FCAT reading results, BASIS data reports
2	Reading stamina	Collaboration of all curriculum areas to increase the reading stamina by gradually increasing the amount and of reading and the reading level of material	Team leaders, academic coaches, all administrators	Classroom Walk Throughs, Data Chats, Coach/Teacher conferences	Teacher created assessments, BAT tests, mini assessments, 2013 FCAT reading results

		used in all classes throughout the year.			

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:	Given a reading passage read aloud, with picture cues and teacher prompting, the students will score at or above level 7 on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (14)	73%(16)

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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Receiving more higher order questioning	PLCs working to develop higher order questions appropriate for the SVE population. Teacher modeling and/or observations of SVE teachers	SVE teachers, Gwen Clark, A.P. over ESE Dept.	CTWs, observations, data chats	2013 FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	We plan to increase the percent of students making learning gains for next year to 65%. To achieve this we plan to change some teaching assignments to better meet the needs to of the students, provide modeling and coach/teacher teaming to assist the classroom teachers with differentiation of instruction, provide after school and Saturday school tutoring to enhance the regular curriculum and provide ongoing progress monitoring based on FAIR test data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (670)	65% (704)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effective reading strategies incorporated into lessons.	Model classrooms will be established and time provided for teachers to visit and observe quality reading strategies being	All department heads and A.P.s over reading, English, social studies, science	CWTs, observations, data chats	2013 FCAT 2.0 reading test, BASIS data reports

		taught that can be utilized in any subject.	and electives		
2	Student engagement and motivation.	Increase motivation through project based learning in all reading curriculum with fidelity. Provide differentiated instruction to meet the needs of all students. An extensive progress incentive program has been developed in collaboration with our school business partners.	All reading and English teachers, reading coach Eade, Kenneth May, A.P. over reading	Weekly Classroom Walk throughs, quarterly data chats, Teacher/coach conferences	2013 FCAT reading results.
3	Students with English language problems	Implementing ESOL strategies with fidelity, differentiated instruction and reciprocal teaching. Providing ESOL para-professionals to assist with language issues in the classrooms.	All reading and English teachers, reading coaches,ESOL para-professionals, Kenneth May, A.P. over reading	Monitoring implementation of county IFC's, classroom walk throughs,quarterly data chats, teacher/coach conferences	2013 FCAT reading results, 2013 ESOL testing (CELLA etc.)
4	Students reading significantly below grade level	After school tutoring, Saturday tutoring, differentiated instruction and increased personalization between the teachers and students.	Reading and English teachers, reading coaches, Kenneth May, A.P. over reading	Carefully planned and monitored individualized curriculum for after school and Sat. school tutoring.	2013 FCAT reading results
5	Attendance issues	Attendance will be closely monitored and the necessary communication will be made to parents through administration, guidance counselors, school social workers and SRO	All teachers, administrators, and guidance couselors	Attendance records at the end of each quarter, incident reports in the RtI data base.	20123 FCAT reading results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Given a 5 sentence short story with picture cues and teacher prompting, the students will show learning gains in reading on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (12)	71%(15)

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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Lack of higher order questioning within the SVE classrooms.	Incorporate more higher level questioning appropriate to the SVE students	SVE teachers, Gwen Clark, A.P. over ESE Dept.	CWTs, data chats, observations	2013 FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Attendance and language barriers are two factors that will be addressed in an effort to increase the number of students making learning gains to 68% for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(186)	68% (193)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation and not taking the tests seriously	Provide a year-long incentive and monitoring program to encourage the students to work toward improvement	Kenneth May, A.P. Michele Eade, Reading coach	Analyze student progress from BAT and from one mock test to the next.	BAT , mini BATs, mock FCATs
2	Attendance issues	Closer monitoring of daily attendance and tardies, increased communication with parents pertaining to their child's attendance.	Classroom teachers, administrators and guidance counselors	Quarterly attendance records, ongoing progress monitoring based on FAIR data	2013 reading FCAT
3	Language barriers	Provide sheltered ESOL and Wilson classes for specific ELL students, Provide an ESOL para-professional to assist in the sheltered classrooms and differentiated instruction to accommodate the language specific of each child.	Classroom teachers, Pam Haley, ESOL coordinator, Michele Eade, reading coach, Kenneth May, A.P. over reading	Ongoing formal and informal language assessments, FAIR, teacher created assessments.	CELLA, 2013 reading FCAT
4	Student engagement and motivation.	Increase student motivation through differentiated instruction, teacher /coach collaboration to increase rigor in the classroom, assisitance for students provided by the ESOL para-professional and the ESE support facilitaors.	classroom teacher, Michele Eade, reading coach, Kenneth May, A.P. over reading	Student grades, FAIR test data	2013 reading FCAT

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 # Continue with the Reading and Reading Across the Curriculum plans with a focus on the common core standards. Ensure proper reading placement for all students by following the Reading Placement Charts. Teach all county reading 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	White students did make AYP. Black and Hispanic subgroups did not meet the requirement for proficiency in reading. Our goal is meet AYP in all sub-groups. To achieve this we will provide differentiated instruction in all classroom, coach/teacher collaboration to provide extra support for teachers and students, ongoing progress monitoring based on FAIR test results, after school and Saturday tutoring to enhance the regular curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31%(76) Black: 74%(382) Hispanic: 52%(148) Asian: 12%(6) American Indian: 40%(2)	White: 28%(69) Black: 71%(392) Hispanic: 50%(142) Asian: 9%(5) American Indian: 37%(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	Home-School communication	Monitor student progress and call home as needed. Provide various parent involvement nights to keep parents informed. Provide translators for parent/teacher conferences	All teachers, administrators and guidance counselors	Sign-in sheets from parent involvement nights, 2013 FCAT and EOCs	Learning gains on the 2013 FCAT test
2	Attendance	Careful monitoring of attendance by all teachers, coaches and administrators. Verify correctness of phone numbers to parents the first 2 weeks of school. Phone calls to parents with follow-up by school social workers and SRO if necessary.	All teachers, administrators,and guidance counselors.	Attendance reports at the end of each quarter	2013 reading FCAT
3	Language barriers	Provide translators to communicate with parents in their native language. Provide after school and Saturday school tutoring for students who desire to improve their English skills. Teach the sheltered ELL classes with fidelity in the Wilson reading curriculum. ESOL para-professionals will be scheduled to assist int sheltered classrooms.	Classroom teachers, ESOL para-professionals, Pam Haley, ESOL coordinator, Kenneth May, A.P. over reading and Michele Eade reading coach	Ongoing language proficiency testing in the classroom. Informal language assessments .	2013 reading FCAT

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 ELL students tend to socialize mainly with their peers who speak the same language. They listen to music and watch t.v in their native language. There will be more effort made to integrate the ELL students with students of other languages. More effort will be made to encourage the ELL students to attend after school and Saturday tutoring. We will reach out to parents early to enlist assistance in getting the students to attend tutoring, ongoing progress monitoring based on FAIR test results.
2012 Current Level of Performance:	2013 Expected Level of Performance:

99%(73)		94%(70)		

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 barriers with parent.	Provide translators for meetings, send out communications in the parents' native language	Pam Haley, ESOL coordinator and Latori Fulton, A.P.	Positive response in attendance to meetings, sign-in sheets	2013 FCAT and EOCs
2	Transportation for tutoring	Provide bus passes for the activity bus so they will be able to stay for after school tutoring.	Pam Haley (ESOL coordinator), reading coaches and Kenneth May,A.P. over reading Keith Roberson, A.P.over transportation	Attendance records for tutoring, ongoing language assessments both formal and informal.	2013 reading FCAT
3	Language barriers	Provide sheltered ELL classrooms that create a comfortable environment for practicing English, provide ample opportunities to practice written and spoken English.ESOL para-professional scheduled into the sheltered classrooms to assist the students.	Classroom teachers, reading coaches, Kenneth May, A.P. over reading, Pam Haley, ESOL coordinator, ESOL para=professionals	Ongoing language assessments, both formal and informal, ongoing progress monitoring based on FAIR test results	CELLA, 2013 reading FCAT

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:	Expanding differentiated instruction within the reading classrooms is one of our major goals for this year. This will allow teachers to more closely monitor the SWD students and be able to recommend higher levels of intervention when a child isn't making sufficient progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(71)	69%(66)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation and test preparation.	Provide incentives for improvement, after school and Satuday school tutoring.	All a.p.s and teachers.	Learning gains on the 2013 FCAT and EOCs	2013 FCAT and EOCs
2	Teachers getting overwhelmed by the differentiation process	Professional development ongoing throughout the year. Reading coaches assisting in the classrooms with modeling and of differentiation techniques. Reading coaches doing push-in and pull-outs to assist with differentiation. Expansion of and thorough implementation of RtI process.	Michele Eade, reading coach, Kenneth May, A.P. over reading, RtI team	FAIR, mini-assessments, ongoing progress monitoring	2013 reading FCAT

3	Student motivation	Provide differentiated instruction to meet the students' needs and increase motivation, provide after school and Saturday tutoring. Support facilitators will assist in keeping students motivated by providing strategies to be successful in the classrooms.	Classroom teachers, Michele Eade, reading coach, Maryna Trevisol, ESE coordinator, ESE support facilitators, Kenneth May, A.P.over reading, Gwen Clark, A.P. over ESE	FAIR, mini-assessments, ongoing progress monitoring, classroom formal and informal assessments.	2013 reading FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Attendance is always an issue for the FRL students because of responsibilities at home. Many of them hold part-time jobs and are the only one employed in their family. These students cannot attend after school tutoring regularly for the same reasons. The FRL students are frequently tardy or very tired in school because of working late. Their nutritional habits are compounding the lethargy they often exhibit in school. Increased parental involvement will be emphasized.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(500)	59%(451)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation, attendance issues and test preparation	Provide after school and Saturday tutoring. Carefully monitoring of attendance and making the necessary parent communication	All teachers, A.P.s and guidance counselors	Sign-in sheets for attendance at after-school tutoring.	Learning gains as determined by the 2013 FCAT and EOCs
2	Communication with parents due to language barriers, wrong phone number or no phone. Poor nutritional habits. Lack of attendance at free tutoring.	Establish contact with parents early in the year and verify phone number. Encourage the students to eat breakfast and lunch from the cafeteria rather than the vending machines. Recruit students to attend free tutoring by providing bus passes to get home	Michele Eade, reading coach, Kenneth May, A.P. over reading	Attendance records for tutoring, record of parental communication	2013 reading FCAT
3	Attendance issues	Provide incentives to students for improving attendance, constant communication with parents when attendance issues occur.	classroom teachers, administrators, guidance couselors	Quarterly attendance records in Pinnacle	Annual attendance records, 2013 reading FCAT

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
FAIR Training	9-12 reading teachers, Eng. I & II teachers	Michele Eade, reading coach	All language arts teachers with any level 1, 2 or 3 readers.	Early release, common planning	FAIR reports, CTWs while FAIR testing is going on	Kenneth May, A.P. over reading, Latori Fulton, A.P. over Eng. Dept., Michele Eade, reading coach
CIS Training	9-12 all subjects	Cindy O'brien, in-service trainer, Michele Eade, reading coach	School-wide	Block Buddies	Trainers and A.P. will monitor through CWTs, observations	Latori Fulton, A.P. over training, Cindy O'brien, trainer, Michele Eade, reading coach
OPM	9-12 reading teachers, Eng. I & II teachers	Michele Eade, reading coach	All language arts teachers with any level 1, 2 or 3 readers.	Early release, common planning	FAIR reports, CTWs, monitoring of reading test data	Kenneth May, A.P. over reading, Latori Fulton, A.P. over Eng. Dept., Michele Eade, 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:	The majority of the ELL students do not speak English in social settings and rely heavily on friends to translate for them in class.
2012 Current Percent of Students Proficient in listening/speaking:	

37% (73)

	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 using home language in social situations. Inability to communicate with parent because of incorrect or no phone access.	DLAE teachers will teach 15 minute activities using oral practice. Weekly practice using Rosetta Stone language program.	Pam Haley; Latori Fulton	Dictation practice; Oral reading; oral response	Dictation tests; oral response tests; IPT 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:	Increasing self confidence for the ELLs attempting to speak and read English will be a major focus. Once they have more confidence they will be more productive and achievement will increase.

2012 Current Percent of Students Proficient in reading:

6% (11)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to complete reading assignments. Inability to communicate with parent because of incorrect or no phone access.	Teachers will assign various reading assignments on nightly basis.	Pam Haley, ESOL coordinator, Latori Fulton, A.P. over ESOL	Oral and silent reading exercises	Benchmark testing; classroom assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	Daily written practice will occur in all ELL classes for both formal (academic) and informal (pleasure or social) type of writing.

2012 Current Percent of Students Proficient in writing:

9% (20)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of student motivation to complete writing assignments.	Teacher will assign appropriate level writing assignments	Pam Haley, ESOL coordinator, Latori Fulton, A.P.	Language level appropriate writing exercises	CELLA

	1	Inability to communicate with parent because of incorrect or no phone access.	on weekly basis.	over ESOL		

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:	Given word problems requiring addition and subtraction with picture cues and teacher assistance, the students will score in levels 4,5 or 6 of FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(8)	54%(12)

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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Lack of hands on activities with math centered manipulatives	Provide training for use and lesson planning with math manipulatives.	SVE teachers, Gwen Clark, A.P. over ESE Dept.	CWTs, data chats, observations	2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Given word problems requiring addition with regrouping and subtraction with borrowing with picture cues and teacher assistance, the students will score in levels 7 of FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(10)	54%(12)

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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Effectively modeling the use of math manipulatives for	PLCs focused on developing lessons to incorporate math	SVE teachers, Gwen Clark, A.P. over ESE Dept.	CWTs, data chats, observations	2013 FAA

	borrowing and regrouping.	manipulatives.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Given word problems requiring addition and subtraction focusing on real world application, with picture cues and teacher assistance, the students will show learning gains on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(12)	66%(14)

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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Lack of real world experiences to practice the math skills needed for daily living.	Provide opportunities such as banking and shopping	SVE teachers, Gwen Clark, A.P. over ESE Dept.	CWTs, observations, data chats	2013 FAA

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Level 3 students in Algebra will be enrolled in Algebra 1a/Algebra 1b, Algebra 1, Algebra 1b/Informal Geometry, Geometry, for a full year to provide reinforcement of the Next Generation Math Sunshine State Standards (NGSSS) benchmarks, according to the county matrix.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(216)	49% (238)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the Straight 7 Schedule	Provide all teachers with training on the new schedule and how to plan for the 50 min. period	All administrators	Classroom Walk-Through, data chats, BASIS data reports	Teacher obsevations, end-of-year standarized test results.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Barriers include student attitudes and teacher expectations	Extra tutoring will be provided after school or on Saturdays for the FCAT, ACT, and SAT and math content	Keith Roberson,A.P over after-school tutoring, Maria Formoso, A.P.over math, Math Tutors	Tutors will monitor student progress	All students student enrolled in Algebra 1, Algebra 1H, Algebra 1B, will take the 2013 End of Course Exam in Algebra. Use of BASIS data reports
3	Barriers include lack of student preparedness for the upcoming EOCs in algebra and geometry.	Each student enrolled in Algebra 1, Algebra 1H, Algebra 1B, will employ an EOC checklist for the next generation standards based on the curriculum for the enrolled course	Administration, Math Teachers, Parents, and Math Team Leader. Maria Formoso, A.P. over math	Students will be administered mini assessments based on the course curriculum using EOC Standards.	All students student enrolled in Algebra 1, Algebra 1H, Algebra 1B, will take the 2013 End of Course Exam in 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 group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Level 4 and 5 students will be enrolled in Algebra 1, Honors Algebra 1, Geometry, and/or Honors Geometry, to provide reinforcement on the MathNext Generation Sunshine State Standards (NGSSS)
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (62)	18% (87)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include lack of student preparedness for the upcoming EOCs.	Each student enrolled inAlgebra 1, Algebra 1H, Algebra 1B, employ an EOC checklist for the next generation standards based on the curriculum for the enrolled course	Maria Formoso, A.P. over math Math Teachers, Parents, and Math Team Leader.	Students will be administered mini-assessments based on the course curriculum using EOC Standards	2013 End of Course Exam in Algebra. Geometry
2	Barriers include student attitudes and teacher expectations	Extra tutoring will be provided after school or on Saturdays for the FCAT, ACT, and SAT and math content	Maria Formoso, A.P. over math Math Tutors	Tutors will monitor student progress through regular mini-assessments	2013 End of Course Exam in either Algebra or Geometry

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 # Continue with the appropriate math curriculum path for graduation requirements. Provide reinforcement of the Math Next Generation Sunshine State Standards (NGSSS) benchmarks. Teacher recommendations will be revised for any 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
	All 9th and 10th grade Level 1 students and students

	3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	previously unsuccessful will be enrolled Algebra 1a, Algebra 1a/Algebra 1b, or Algebra 1b/Informal Geometry, double block to allow for more math teacher contact time and instruction. White students were the only sub group that made satifactory progress. The goal is to have all students make satifactory progress. DBHS will continue to offer relevant and rigorous staff development to our educators with a focus on lesson study groups and professional learning communities that will target ethnic subgroups. We will also provide after school and Saturday tutoring to all students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 30%(26) Black: 53%(134) Hispanic: 36%(41) Asian: 13%(2) American Indian: NA	White:25% (22) Black:48% (122) Hispanic:31% (35) Asian:8% (1) American Indian:NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: attendance Black: attendance, language Hispanic: attendance, language Asian: none American Indian: none	Attendance will be monitored through Pinnacle. Parent contact will be made and the county-wide attendance policies will be adhered to. Check for accurate phone numbers and have them updated so the parents receive the Robot attendance call	Administration, Math Teachers, guidance counselors and behavior specialists	Improvement of attendance over the previous marking period.Reduced number of attendance referrals in the RtI system.	Data pulled from Pinnacle system
2	Barriers include lack of sufficient time in class for in depth skill building.	Extra tutoring will be provided after school or on Saturdays for the FCAT, ACT, and SAT and math content	Maria Formoso, A.P. over math and master schedule, Math Tutors	Tutors will monitor student progress	All students student enrolled in Algebra 1B will take the 2013 End of Course Exam in Algebra. and/or the 2013 FCAT Math Retake Test for grades 12. Students will also take a course curriculum final exam.
3	Barriers include student attitudes and lack of basic skills to be successful on the FCAT retake test.	12th grade students who have not met the math test requirement for graduation will be placed in a math class and clustered with other FCAT retakers when possible. Retake students will do the 40 day count down to FCAT leading up to the October retake test	Maria Formoso, A.P.over math	Teachers will monitor student progress through periodic miniassessments and skill building activities.	12th grade students who have not met the math test requirement for graduation will Take the FCAT retake test and be encouraged to take the ACT and SAT.

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:	ELL students face various challenges. We will offer sheltered mathematics courses for ELL students. The teacher will implement various strategies to improve student achievement and will be proactive by calling parents. Parent nights will also take place to reinforce the importance of education. Students will be encouraged to attend after school and Saturday tutoring

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	79%(38)			74% (36)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include English language deficiencies	Students in ESOL classes will receive language support from school para-professionals	Administration, ESOL Coordinator, Paraprofessionals	ESOL Coordinators will review ESOL Testing results with teachers for better use of ESOL strategies with the new curriculum.	All students student enrolled in Algebra 1B will take the 2013 End of Course Exam in Algebra. and/or the 2013 FCAT Math Retake Test for grades 12. Students will also take a course curriculum final exam.
2	Home-School communication	Monitor student progress and call home as needed. Provide various parent involvement nights to keep parents informed. Provide translators for parent/teacher conferences	All teachers, administrators and guidance counselors	Sign-in sheets from parent involvement nights, 2013 FCAT and EOCs	Learning gains on the 2013 FCAT test
3	Barriers include student attitudes, teacher expectations, family involvement, and school culture	Students will use Dinah Zinh's notetaking methods to learn math vocabulary with prefixes, roots, and suffixes.	Classroom teachers	Students will turn in Vocabulary notes for classroom review and/or grade.	Teachers will use a roster checklist to record student progress

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:	Mathematics courses will be offered specifically for ESE students. In these courses, the educator will be able to differentiate instruction based on the student's needs. The educator will provide services in line with the student's IEP and will monitor progress. Students will be encouraged to attend Saturday and after school tutoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(28)	52% (25)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation and test preparation	Provide incentives for improvement, after school and Saturday school tutoring. Students in ESE classes will receive behavioral	All a.p.s and teachers. ESE support facilitators	Learning gains on the 2013 FCAT and EOCs ESE Coordinators will use checklists to determine adequate progress and review	2013 FCAT and EOCs

		support and math assistance from the duel certified ESE and Math support facilitator.		learning strategies with teachers as needed.	
2	Barriers include student attitudes, teacher expectations, family involvement, and school culture.	Weekly visits to the computer lab or use of the carts with course curriculum if the technology is available	Classroom ESE teachers	Standards based questions in chapter tests and/or mini-BATS	Checklist for Course Standards
3	Barriers include student attitudes, teacher expectations, family involvement, and school culture.	Students will demonstrate the correct use of calculators using readworld word problems	Classroom ESE teachers	Evaluation of Chapter Tests with real-world word problems	Tests and Checklist for Course Standards

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:	Students will be encouraged to attend Saturday school and after school tutoring sessions. Students will also be identified as not having filled out free lunch forms and will be encouraged to do so.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(156)	40% (139)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation, attendance issues and test preparation	Provide after school and Saturday tutoring. Carefully monitoring of attendance and making the necessary parent communication	All teachers, A.P.s and guidance counselors	Sign-in sheets for attendance at afterschool tutoring.	Learning gains as determined by the 2013 FCAT and EOC

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:	Level 3 students in Algebra will be enrolled in Algebra 1a/Algebra 1b, Algebra 1, Algebra 1b/Informal Geometry, Geometry, for a full year to provide reinforcement of the Next Generation Math Sunshine State Standards (NGSSS) benchmarks, according to the county matrix.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(101)	36% (117)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the Straight 7 Schedule	Provide all teachers with training on the new schedule and how to plan for the 50 min. period	All administrators	Classroom Walk-Through, data chats, BASIS data reports	Teacher obsevations, end-of-year standarized test results.
2	Barriers include student attitudes and teacher expectations and student preparedness.	Extra tutoring will be provided after school or on Saturdays for the FCAT, ACT, and SAT and math content. Due diligence will be used to ensure proper placement of students according to the county matrix.	Keith Roberson,A.P over after-school tutoring, Maria Formoso, A.P. over math, Math Tutors, guidance department.	Tutors will monitor students progress, guidance will adjust schedules of students who were incorrectly placed.	All students enrolled in Geometry, or Geometry Honors will take the 2013 End of Course Exam in Geometry. Use of BASIS data reports
3	Barriers include lack of student preparedness for the upcoming EOCs in geometry	Each student enrolled in Geometry, or Geometry Honors will employ an EOC checklist for the next generation standards based on the curriculum for the enrolled course	Administration, Math Teachers, Parents, and Math Team Leader. Maria Formoso, A.P. over math	Students will be administered mini assessments based on the course curriculum using EOC Standards.	All students enrolled in Geometry, or Geometry Honors will take the 2013 End of Course Exam in Geometry

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:	Level 4 and 5 students who have successfully completed Algebra 1 or Honors Algebra 1, will be enrolled in Geometry or Honors Geometry, to provide reinforcement on the Math Next Generation Sunshine State Standards (NGSSS) benchmarks, according to the county math matrix.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(84)	31% (100)

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	Barriers include lack of student preparedness for the upcoming EOCs.	Each student enrolled in Geometry, or Geometry Honors will employ an EOC checklist for the next generation standards based on the curriculum for the enrolled course	Maria Formoso, A.P. over math, Math Teachers, Parents, and Math Team Leader	Students will be administered mini assessments based on the course curriculum using EOC Standards.	2013 End of Course Exam in Geometry
2	Barriers include students' attitudes and teacher expectations.	Extra tutoring will be provided at after school or on Saturdays for the FCAT, ACT, and SAT and math content	Maria Formoso, A.P. over math Math Tutors	Tutors will monitor students' progress through regular mini-assessments	2013 End of Course Exam in Geometry

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	Geometry Goal # Continue with the appropriate math curriculum path for graduation requirements. Provide reinforcement of the Math Next Generation Sunshine State Standards (NGSSS)

50%.

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	White students were the only sub group that made satifactory progress. The goal is to have all students make satifactory progress. DBHS will continue to offer relevant and rigorous staff development to our educators with a focus on lesson study groups and professional learning communities that will target ethnic subgroups. We will also provide after school and Saturday tutoring to all students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:28%(19) Black:54%(97) Hispanic:33%(20) Asian:10%(10) American Indian:50%(1)	White:23%(13) Black:49%(88) Hispanic:28%(17) Asian:7% (7) American Indian:NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: attendance Black: attendance, language Hispanic: attendance, language Asian: none American Indian: none	Attendance will be monitored through Pinnacle. Parent contact will be made and the county-wide attendance policies will be adhered to. Check for accurate phone numbers and have them updated so the parents receive the Robot attendance call	Administration, Math Teachers, guidance counselors and behavior specialists	Improvement of attendance over the previous marking period.Reduced number of attendance referrals in the RtI system.	Data pulled from Pinnacle system
2	Barriers include lack of sufficient time in class for in depth skill building.	Extra tutoring will be provided after school or on Saturdays for the FCAT, ACT, and SAT and math content	Maria Formoso, A.P. over math and master schedule, Math Tutors	Tutors will monitor student progress	All students student enrolled in Geomtry will take the 2013 End of Course Exam in Geomtry. and/or the 2013 FCAT Math Retake Test for grades 12. Students will also take a course curriculum final exam.
3	Barriers include student attitudes and lack of basic skills to be successful on the FCAT retake test.	12th grade students who have not met the math test requirement for graduation will be placed in a math class and clustered with other FCAT retakers when possible. Retake students will do the 40 day count down to FCAT	Maria Formoso, A.P.over math	Teachers will monitor student progress through skill building activities.	12th grade students who have not met the math test requirement for graduation will take the FCAT retake test and be encouraged to take the ACT and SAT.

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:	ELL students face various challenges. We will offer sheltered mathematics courses for ELL students. The teacher will implement various strategies to improve student achievement and will be proactive by calling parents. Parent nights will also take place to reinforce the importance of education. Students will be encouraged to attend after school and Saturday tutoring
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(29)	60% (26)

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	Barriers include English language deficiencies	Students in ESOL classes will receive language support from school para-professionals	Administration, ESOL Coordinator, Para-professionals	ESOL Coordinators will review ESOL Testing results with teachers for better use of ESOL strategies with the new curriculum.	All students student enrolled in Geometry will take the 2013 End of Course Exam in Geomtry. and/or the 2013 FCAT Math Retake Test for grades 12. Students will also take a course curriculum final exam.
2	Home-School communication	Monitor student progress and call home as needed. Provide various parent involvement nights to keep parents informed. Provide translators for parent/teacher conferences	All teachers, administrators and guidance counselors	Sign-in sheets from parent involvement nights, 2013 FCAT and EOCs	Learning gains on the 2013 FCAT test and EOCs.
3	Barriers include student attitudes, teacher expectations, family involvement, and school culture	Students will use Dinah Zinh's notetaking methods to learn math vocabulary with prefixes, roots, and suffixes.	Administration and classroom teachers	Students will turn in Vocabulary notes for classroom review and/or grade.	Teachers will use a roster checklist to record student progress

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:	Mathematics courses will be offered specifically for ESE students. In these courses, the educator will be able to differentiate instruction based on the student's needs. The educator will provide services in line with the student's IEP and will monitor progress. Students will be encouraged to attend Saturday and after school tutoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(15)	55%(14)

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	Lack of motivation and test preparation	Provide incentives for improvement, after school and Saturday school tutoring. Students in ESE classes will receive behavioral support and math assistance from the duel certified ESE and Math support facilitator	All a.p.s and teachers. ESE support facilitators.	Learning gains on the 2013 FCAT and EOCs ESE Coordinators will use checklists to determine adequate progress and review learning strategies with teachers as needed.	2013 FCAT and EOCs
2	Barriers include student attitudes, teacher expectations, family involvement, and school culture.	Weekly visits to the computer lab or use of the carts with course curriculum if the technology is available	Classroom ESE teachers	Standards based questions in chapter tests and/or mini-BATS	Checklist for Course Standards
3	Barriers include student attitudes, teacher expectations, family involvement, and school culture.	Students will demonstrate the correct use of calculators using realworld word problems.	Classroom ESE teachers, ESE support facilitators	Evaluation of Chapter Tests with real-world word problems	Tests and Checklist for Course Standards

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:	Students will be encouraged to attend Saturday school and after school tutoring sessions. Students will also be identified as not having filled out free lunch forms and will be encouraged to do so.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(112)	43%(100)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation, attendance issues and test preparation	Provide after school and Saturday tutoring. Carefully monitoring of attendance and making the necessary parent communication.	All teachers,A.P.s and guidance counselors	Sign-in sheets for attendance at after-school tutoring.	Learning gains as determined by the 2013 FCAT and EOCs.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Algebra EOC	Algebra 1 Algebra 1H Algebra 1B	Team leader	Teachers of Algebra 1 Algebra 1H Algebra 1B	Pre-Planning days, once per month	Lesson plans and data chats	Maria Formoso, Math administrator
Geometry EOC	Geometry Geometry H	Team leader	Teachers of Geometry Geometry Honors	Pre-Planning days, once per month	Lesson plans and data chats	Lesson plans and data chats

Mathematics Budget:

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Given basic scientific concept questions with picture cues and teacher assistance, the students will score at levels 4,5 and 6 on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(9)	64%(12)

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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA

2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Given basic scientific concept questions with picture cues and teacher assistance, the students will score at level 7 on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(5)	41%(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	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
2	Regression common to students with moderate to severe intellectual disabilities	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Given instruction based on the NGSSS, 28% of students will score at level three or above on the 2013 EOC Biology exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (125)	30% (150)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the Straight 7 Schedule	Provide all teachers with training on the new schedule and how to plan for the 50 min. period	All administrators	Classroom Walk-Through, data chats, BASIS data reports	Teacher obsevations, end-of-year standarized test results.
	Lack of content area reading strategies.	Provide all teachers with CIS training to	All administrators	CWTs, data chats	Teacher observations,

2		incorporate more in depth, meaningful reading into content classes			end-of-year test results
3	Student mastery of core content standards and annually assessed benchmarks	Utilize county Instructional Focus Calendars which align to adopted textbooks and NGSSS benchmarks	Principal, Assistant Principal and Science Team Leader and teachers	Administration and Science Coach will conduct classroom walk-through observations to collect and analyze data on learning objectives and instructional practices	Improvement on the science mini-assessments and BAT assessments
4	Student mastery of scientific processes and scientific thinking	All students will complete hands-on lab activities weekly using scientific inquiry.	Principal, Assistant Principal and Science Team Leader, and teachers	Review results of common biology assessment data every three weeks to determine progress toward benchmarks (75% on common assessment)	2013 EOC
5	Student apathy and attendance	Increase student motivation through differentiated instruction, teacher collaboration to increase rigor in the classroom	Principal, Assistant Principal Science Team Leader, and Biology Teachers	Quarterly attendance records, ongoing progress, student grades, RtI and/or BASIS database	2013 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Given instruction based on the NGSSS, 33% of students will score at level four or five above on the 2013 EOC Biology exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (150)	33% (165)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student performance mastery in higher order questions	Incorporation of higher order questions during core content area instructional practices, formative assessments, and summative assessments.	Principal, Assistant Principal Science Team Leader, and Biology Teachers	Administration and team leader will conduct classroom walkthrough observations to collect and analyze data on learning objectives and instructional practices. Teachers will analyze data through professional learning community.	Improvement on the science mini-assessments and BAT assessments.
2	Student apathy and attendance	Increase student motivation through differentiated instruction, teacher collaboration to increase rigor in the classroom	Principal, Assistant Principal Science Team Leader, and Biology Teachers	Quarterly attendance records, ongoing progress, student grades, RtI and/or BASIS database	2013 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
Data Interpretation	9-12/ science	Cindy O'Brien	Science Teachers-Biology, Chemistry, Earth	Monthly PLC meetings	Completion of Lesson Study cycle	Principal, Assistant Principal, Keith Roberson, Science Team Leader, Cindy O'brien

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	All subgroups in 10th grade will meet Adequate Yearly Progress for the 2012-2013 school year by achieving the state standards on the Florida Comprehensive Assessment Test (FCAT Writing Assessment Test).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(434)	89%(449)

	Problem-Solving Process to Increase Student Achievement				
1	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must be proficient in using proper conventions (punctuation, spelling, capitalization, subject verb agreement, pronoun- antecedent agreement correct verb usage, correct modifiers, and word choice.	Teachers will implement daily grammar mini lessons.	Latori Fulton, A.P. over writing, and Department Head	CWTs, quarterly data chats with administrators, student progress as shown on the 3,6,9 week writing assessments.	Six Trait Rubric FCAT Writing Rubric, 2013 Writing FCAT
2	Students must be proficient in sentence structure.	Students will be given writing activities that require them to edit, revise, and improve sentence structure through sentence variety and elaboration.	Assistant principal and Department Head	CWTs, quarterly data chats with administrators, student progress as shown on the 3,6,9 weekly writing assessments.	Six Trait Rubric FCAT Writing Rubric, 2013 Writing FCAT
3	Students must be proficient in Vocabulary usage	Teachers will devise various strategies to improve students' vocabulary usage (ie. replacing ordinary words with more specific and explicit word choice and understanding connotation and denotation of words.), utilization of interactive word walls, journal writing and response to literature.	Assistant principal, Writing Coach, and Department Head	Students will be given various opportunities to enhance their diction, syntax, and word choice, CWTs, quarterly data chats with administrators, student progress as shown on the 3,6,9 weekly writing assessments.	Six Trait Rubric FCAT Writing Rubric
4	Students lack prior knowledge of sufficient grammar conventions for career and college readiness writing	Daily grammar warm-ups focusing on grammar usage and mechanics	Classroom teachers and Assistant principal over writing	Pre-assessment to determine need, mid-year and end of year grammar test. Integration within the six week writing assessments.	Grammar assessments and Six Traits Grammar Conventions Rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Given word cards and with teacher assistance, students will compose a grammatically correct sentences scoring at level 4 or higher on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (10)	88% (11)

	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	Regression common to students with moderate to severe intellectual	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA

	disabilities				
2	Medical/behavioral issues common to the SVE students	Daily reading drills using Unique Curriculum with fidelity.	SVE classroom teachers	Monthly progress monitoring through the Unique Curriculum	2013 FAA
3	Grammatical issues pertaining to verb tenses	Teacher will provide weekly examples and non-examples of correct grammar usage.	SVE teachers, Gwen Clark A.P. over ESE Dept.	CWTs, data chats, observations, student work	2013 FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits	9-10 Language Arts Courses	Latori Fulton, A.P. over writing, Cindy O'brien, training coordinator	Language arts, reading and social studies teachers	Early release and common planning	School-wide CWTs, monthly writing assessments	Administrative Team
Advance Level Grammar Skills/RhetoricalGrammar	9-10 Language Arts Courses	Latori Fulton, A.P. over writing, Cindy O'brien, training coordinator	Language arts, reading and social studies teachers	Early release and common planning	Grammar Book Project/portfolios, classroom walk-throughs	Administrative Team
Vocabulary Across the Curriculum	9-10 Language Arts Courses	Latori Fulton, A.P. over writing, Cindy O'brien, training coordinator	Language arts, reading and social studies teachers	Early release and common planning	Grammar Book Project/portfolios, classroom walk-throughs	Administrative Team
Navigating and Integrating Common Core State Standards ELA and Writing through Lesson Study and implementing Comprehension Instruction Sequence (CIS)	9-12 All Subjects	PLC Leader based on discipline/ Mr. Fulton Assistant Principal/Department Head	School-wide all disciplines	Early Release Days and Teacher Planning Days	Portfolio and lesson plan check	Latori Fulton, A.P. over English Dept.

Writing Budget:

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

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Classes will work to improve reference and research skills and content area writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data	75% (182)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the Straight 7 Schedule	Provide all teachers with training on the new schedule and how to plan for the 50 min. period	All administrators	Classroom Walk-Through, data chats, BASIS data reports	Teacher obsevations, end-of-year standarized test results.
2	Lack of content area reading strategies.	Provide all teachers with CIS training to incorporate more in depth, meaningful reading into content classes	All administrators	CWTs, data chats	Teacher observations, end-of-year test results
3	Historically, reference and research has been a weakness for students. 65% of EOC will consist of reference and research items.	Increasing the use of reference and research items in the classroom especially as daily bellringer activities.	Jim Scales – Social Studies Department Head Keith Roberson – A.P. for Social Studies	Use County EOC midterm exam and U.S. History EOC judge effectiveness of instruction. This would also require ongoing monitoring by the classroom teacher.	County EOC midterm exam. U.S. History EOC Classroom assessment.
4	Lack of retention of informational text. Ability to properly interpret test items.	Active Reading activities in all Social Studies classes.	Jim Scales – Social Studies Department Head Keith Roberson – A.P. for Social Studies Michele Eade – DBHS Reading Coach	Use County EOC midterm exam and U.S. History EOC judge effectiveness of instruction. This would also require ongoing monitoring by the classroom teacher	In class formal assessments. County EOC midterm exam. U.S. History EOC
	Become familiar with	Access to laptops and	Jim Scales –	Administrative	County EOC

| 5 | testing procedure. | computer lab. Review of item specs. | Social Studies Department Head Keith Roberson – A.P. for Social Studies | monitoring. | midterm exam. U.S. History EOC |

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	To provide strategies to help students better understand and remember informational text.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	75%(263)

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 struggle to retain information over extended periods of time.	Model and use a variety of active reading activities	Jim Scales – Social Studies Department Head Keith Roberson – A.P. for Social Studies Michele Eade – DBHS Reading Coach	Ongoing classroom observation by classroom teacher. In class assessment. Administrative Observation/CWTs	County EOC midterm exam. U.S. History EOC
2	Decoding subject specific vocabulary.	Vocabulary Improvement Strategy and the use of Word Walls.	Jim Scales – Social Studies Department Head Keith Roberson – A.P. for Social Studies Michele Eade – DBHS Reading Coach	Ongoing classroom observation by classroom teacher. In class assessment. Administrative Observation/CWTs	County EOC midterm exam. U.S. History 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
CIS Strategy Lesson Study	9/12 Social Studies	Cindy O'brien, inservice facilitator, Jim Scales, S.S. Dept. Chair	School-wide	2012-2013 school year. Using early release days and planning days.	Delivery of developed lesson in PLC. Administrative observation/CWTs	Keith Roberson – A.P. Social Studies, Jim Scales S.S. Sept. Chair

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 goal of Deerfield Beach High is to increase attendance by 5% for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.2% (2253)	96.2% (2299)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
14% (357)	13% (996)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5% (118)	3% (72)

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	Wrong addresses	Monitor student addresses through classroom teachers and through Student	Assistant Principals	Addresses will be monitored on a quarterly basis or as needed.	County Reports, BASIS data reports

		Emergency Contact Form and through Guidance.			
2	Wrong phone numbers	Monitor phone numbers through Student Emergency Contact Form and Parent Link.	Assistant Principal	Addresses will be monitored on a quarterly basis or as needed	County Reports, BASIS data reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	Suspension Goal #1:

Suspension Goal #1:	By June, 2013, Deerfield Beach High will reduce suspension rate by 10% in total number of In-School and Out of-school suspsensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
27% (677)	20%(500)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
48% (1210)	40%(1000)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
15% (385)	12% (300)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
21% (526)	20% (500)

	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	Getting the behavior report cards completed and filled out and turned in by the student along with having parental participation and review in a timely manner – 2 days.	Block out time to meet with students on behavior report cards and contact teachers, parents, and students on the progress. Meet weekly with students to contact parents and insert intervention on L27 panel.	PBS Team, RtI Team Guidance Counselor Behavior Specialist School Psychologist	Maintain logs and data on L27 panel to ensure meeting with students and support facilitators. Chart the intensity of behavior after personalized meetings. Administrators will utilize "Student Success Plans" to insure students are receiving adequate interventions.	Classroom/Team Rating Forms, Classroom Walk throughs, pinnacle and discipline student data management monthly
2	Teachers reluctant to follow and buy in to Discipline Plan for school	Discussion of discipline plan during team meetings with feedback from teachers. PLC's focusing on positive behavior improvement strategies during instruction within our lesson study groups.	Administrators, behavior specialist, and team leaders	Surveys, discussions, mentoring groups	Discipline Matrix System, BASIS data reports
3	Inconsistent Classroom Management	Provide trainings on effective discipline strategies and proper referral procedures/Champs strategies	Administrator	Classroom walkthroughs, observations, data chats	Discipline Matrix Systems

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
Referral Writing using the DMS system	9-12 All subjects	Administrators	Teachers All subjects new to the district	Preplanning	Classroom Walkthroughs/Observations	Administrators, Team Leaders, Leadership Team
IObservation strategies from Marzano for teacher evaluation (Adherence to Rules and Procedures) Domain 1	9-12 All subjects	Administrators	Teachers All subjects new to the district and Afterschool Marzano PLC	Ongoing once a week throughout the year every month afterschool	Classroom Walkthroughs/Observations	Administrators, Team Leaders, Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal is to decrease the number of students dropping out of school by providing them with the skills and strategies necessary to be successful. We will also increase parental involvement to elicit assistance from the parents in combating this problem.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
21.2% of students did not graduate from Deerfield Beach High School in 2012.	The goal is to decrease the percentage of non-graduates by 5%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
78.8% of seniors graduated	The goal is to graduate 83.8% of seniors.

	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	Attendance	Parent/Student Conference conducted after 3rd Abs. The School's Social Worker makes a home visit after 4th abs and administration and guidance counselors notified. Referral to the Response to Intervention Team	Keith Roberson	Pinnacle Attendance Reports	End of term attendance reports, BASIS data reports
2	Low G.P.A/Credits	Parent and student conference outline different Extended Learning Opportunities offered to students. Differentiated Instruction for struggling students. Alternative placement. Response to Intervention Team	Keith Roberson	Student Interim Report	End of term attendance reports. Student Report Card, BASIS data reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
High School Graduation Rate Classroom Intervention PLC	9-12 All Subjects/Guidance Department	Nancy Carter, Guidance Director	School-Wide All Disciplines/Guidance Department	monthly	Failure List, Interventions documented, Lesson Plans, Classroom Walk-through	Latori Fulton, A.P. over drop-out prevention
	Credit Recovery/Improvement PLC	Nancy Carter, Guidance Director	Guidance department	Teacher Planning/Early Release/Professional Study Days	Students' schedule, Recovery intervention folder	Latori Fulton, A.P. over drop-out prevention

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The goal is to offer various parent nights with topics that addresses various needs. Topics to be addressed are as follows: Preparation for FCAT, Literacy Parent Night, Technology, ESOL parent night and freshmen academy night. We plan to increase parental involvement by 20% for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20%(494)	40%(956)

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	Parents are unable to attend because English is not their primary language.	Employ ESOL paraprofessionals to be of assistance to those parents who need translation. Additionally, create announcement flyers in different languages.	Latori Fulton	The number of parents who attend the events will be used to determine the effectiveness of the activity. Additionally, parents will be given the opportunity to complete a Parental Involvement Survey.	2011-2012 Parental Involvement Survey
	Parents are unable to	Employ ESOL	Latori Fulton	The number of parents	2010-2011

2	attend because they have their younger children who need to be supervised in the home.	paraprofessionals to babysit the younger children.		who attend the events will be used to determine the effectiveness of the activity. Additionally, parents will be given the opportunity to complete	Parental Involvement Survey
3	Parents are unable to attend because they do not have a flexible work schedule	Provide different times for parent nights in order to get more involvement.	Latori Fulton	Sign-in sheets	. 2012-2013 Parent Involvement Survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Our goal is to expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.

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	Enrollment of students for enrollment of advanced coursework	Promote course offerings for all potential students through course selection process, teachers, guidance counselors	Principal, Assistant Principal	Virtual Counselor course selection	Course registration
2	Lack of interest toward scientific research and project based learning	Encourage students to participate in School Science Fair through core science classes with the opportunity to proceed to Broward County Science Fair	Principal, Assistant Principal, Science Team Leader, Activity Sponsors	Class grade and teacher evaluation	Data determined by the level of participation in the Science Fair
3	Participation in extended learning opportunities though clubs, events, and competitions	Provide multiple pathways to involve students through after school programs as well as during school hours	Principal, Assistant Principal, Science Team Leader, Activity Sponsors	Sign-in sheets for after school activities related to science technology and math	Course registration

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our CTE courses consist of highly qualified teachers, among our Prostart, HOSA, Fashion Design, Web Design and Marketing Education programs, each consisting of at least three sequential classes. Of these five instructors, four are CAR-PD certified and one is Reading Endorsed. Our first goal would be to assist the other four teachers in becoming Reading Endorsed by the end of the school year. Secondly, Prostart and HOSA instructors are Industry Certified and are CAPE Academies, we would seek to obtain industry certifications for the other three teachers. Finally, we would seek to ensure our five programs are meeting the needs of our students by being well equipped with the best available hands-on activities and innovative technology, with appropriate student/teacher ratios to maintain a safe environment.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the straight 7 Schedule, teachers may not have available time to enroll and complete the necessary reading workshops.	Provide all teachers with training on the new schedule and how to plan for the 50 min. period, thus allowing extra time to enroll and complete reading workshops	Mr. Fulton	Classroom Walk-Through, Data Chats, Administrator Conference, Team Leader Conference	Teacher Observations by Administrator and Team Leader, Lesson Study, Team Teaching opportunities
2	Unforeseen changes at the FL DOE which change Industrial Certification regulations for the school year.	Work closely with District School board to develop opportunities for current program who match similar certification opportunities	Mr. Fulton	Classroom Walk-Through, Data Chats, Administrator Conference, Team Leader Conference	Teacher Observations by Administrator and Team Leader, Lesson Study, Team Teaching opportunities
3	Barriers include non-functioning equipment or out dated technology. Lack of sufficient time in class for in depth skill building due to cooperative learning activities.	Review technology needs and repairs with administrator and on-site Tech Facilitator. Provide all teachers with training on the new schedule and how to plan for the 50 min. period.	Mr. Fulton	Classroom Walk-Through, Data Chats, Administrator Conference, Team Leader Conference	Teacher Observations by Administrator and Team Leader, Lesson Study, Team Teaching opportunities

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
We plan to increase reading in the CTE classes through training on the NGCAR-PD strategy of CIS	9-12	Cindy O'brien, inservice trainer, Michele Eade, reading coach	school-wide	Monthly during Block Buddies	Team teaching with facilitators, CWTs, observations, data chats.	Cindy O'brien, Michele Eade, all assistant principals

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

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Monitor the SIP, make recommendation for changes to the SIP, organize and execute our Athletics and Academics Symposium, monitor monthly the progress being made toward full implementation of the Common Core Standards, make recommendations for continuing our PSD Waiver, address any safety and maintenance issues that are brought to the committee.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
DEERFIELD BEACH HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	71%	83%	34%	231	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	46%	73%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	68% (YES)			115	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					465	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
DEERFIELD BEACH HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	72%	88%	33%	234	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	46%	74%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	65% (YES)			105	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					469	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested