FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MARJORY STONEMAN DOUGLAS HIGH SCHOOL

District Name: Broward

Principal: Mr. Washington B. Collado

SAC Chair: Ms. Kimberly Y. Johnson /Ms. Lisa C. Gray

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12-4-2012

Last Modified on: 10/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Washington B. Collado	BS Spanish MS Foreign Languages MS Ed leadership K-12 Ed.S Curriculum Leadership	1	10	11/12 Pending 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 72% (Read);72% (Math);94% (Writ); 45% (Sci) % of Students Making Learning Gains: 65% (Read); 69% (Math) Adequate Progress of Lowest 25% in the School? 67%(YES) (Read); 63% (YES) (Math) 09/10 B,% Meeting High Standards (FCAT Level 3 and Above): 72% (Read);70% (Math);91% (Writ); 49% (Sci) % of Students Making Learning Gains: 62% (Read); 65% (Math) Adequate Progress of Lowest 25% in the School? 55%(YES) (Read); 55% (YES) (Math) 08/09 A, % Meeting High Standards (FCAT Level 3 and Above): 72% (Read);72% (Math);94% (Writ); 47% (Sci) % of Students Making Learning Gains: 71% (Read); 70% (Math) Adequate Progress of Lowest 25% in the School? 73%(YES) (Read); 62% (YES)

					(Math)
Assis Principal	Lucille Flynn	BS Biology MS Instructional Leadership 6-12 Biology K-12 Educational Leadership ESOL Endorsement 5-9 General Science K-12 Health	6	6	11/12 Pending 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read); 90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read); 90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read); 88% (Math); 92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)
Assis Principal	Maximo Rosario	BA Political Science w/minors in History and Secondary Education MA Bilingual Secondary Education Specialist Degree in Administration and Supervision K-12 Educational Leadership 6-12 Social Science Math endorsement	5	5	11/12 Pending 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read); 90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read); 90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read); 88% (Math); 92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)
Assis Principal	Delania Cunningham	BS English MS Educational Leadership K-12 Educational Leadership ESOL Endorsement 6-12 English	7	7	11/12 Pending 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read); 90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read); 90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read); 88% (Math); 92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)
Assis Principal	Ty Thompson	BS Political Science MS Social Science Specialist Degree in Educational Leadership K-12 School Principal 6-12 Social	3	11	11/12 Pending, 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read); 90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read); 90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math)

		Science			08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 51% (Read); 82% (Math); 89% (Writ); 40% (Sci) % of Students Making Learning Gains: 54% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 69% (YES) (Math)
Assis Principal	Denise Reed	BA Psychology, MEd in Educational Leadership, Educational Leadership, Elementary Education, ESOL endorsement, Reading endorsement	2	2	11/12 Pending, 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read); 90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (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 School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lynn Saffer-Domino	BA History M. Ed Reading Education Certification in Elementary Education, Reading Education, and Social Sciences	7		11/12 Pending Grade 10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read); 90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read); 90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read); 88% (Math); 92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (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.In-house teacher support system for teachers new to the profession and new to-the-school veteran teachers. 2.The school provides a peer teaching and peer buddy experience to give teachers additional instructional strategies. 3.Professional development support is provided for all teachers. 4.Non-evaluative administrative support through data obtained through Informal iObservation.	Administration Carla Verba-NESS Coordinator	Ongoing Date	

Non-Highly Effective Instructors

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

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

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

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
138	2.9%(4)	13.8%(19)	31.2%(43)	52.2%(72)	51.4%(71)	97.1%(134)	8.0%(11)	19.6%(27)	87.0%(120)

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
Carla Verba	As Needed	Mentor/mentees are paired within department and subject when possible to assist in lesson preparation and pacing. When this is not possible, mentor/mentee pairing occurs within the grade level to assist the new teacher in classroom management and pacing of general lessons.	1. Agenda is set at the beginning of the year. 2. The agenda is determined after a needs assessment is completed by mentees. 4. Mentors and mentees are notified that they are included in the mentoring plan. 3. Mentors collaborate in determining the schedule, working on known areas of improvement and reinforcing known strengths.
Teresita M. Chipi/Carla Verba	All teachers new to the school	Mentor/mentees are paired within department and subject when possible to assist in lesson preparation and pacing. When this is not possible, mentor/mentee pairing occurs within the grade level to assist the new teacher in classroom management and pacing of general	1. Teachers are greeted with a "New to the Nest" packet. 2. Teachers are given a tour of the facilities. 3. Mentors and mentees are assigned as needed and are notified that they are included in the teacher induction/support plan. 4. Mentors collaborate in determining the schedule, working on known areas of improvement and reinforcing known strengths.

	lessons.	

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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.

Washington B. Collado - Principal
Ty Thompson- Intern Principal
Denise Reed- Assistant Principal
Stacy Fenton - ESE Specialist
Lisa Tekula - Guidance Director
Audrey Wong - School Psychologist
Marianne Dubin - Social Worker
Lynn Saffer-Domino- Literacy Coach
Joan Paula-Special Programs Liaison
Classroom Teacher- Per Case/Individual

Denise Reed is the coordinator and facilitator of the meetings. Joan Paula is the case manager for the Collaborative Problem Solving Team (CPST) at Marjory Stoneman Douglas.

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?

All instructional staff will attend RtI and BASIS Staff development. Discussion will include Tier I & II strategies. The success of Tier I strategies will be determined by a positive change in the student's behavior or improvement in the student's academic performance. A student evaluation checklist will be completed and monitored for at least one quarter to determine if a student is making sufficient progress at the Tier I level before implementing Tier II and Tier III strategies.

Collaborative Problem Solving Team (CPST)/ Core Team follows a process which includes communication with administrators, classroom teachers, and parents/guardians. All human and curriculum resources are organized for optimum support. The team is used as a support for the general education teachers. There is a standard operating procedure that guides data collection and analysis, development of interventions, and monitoring of student progress. Teachers work with administrators to implement Tier I and Tier II intervention and enter information into the district's database/BASIS.

The team will meet twice a month. The Tier II and III data will be kept in the district's database/BASIS. The database will be reviewed bi-monthly.

Interventions depend on which goal the teacher needs to address with the students. If it's an academic goal, the teacher utilizes one-on-one teaching aides, study guides, positive reinforcement, and small group learning activities. If it's a behavioral goal, a referral will be submitted to guidance, the social worker and /or administration.

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?

Interventions will be devised for each tier of the RtI process. Once the strategies are identified by the CPST, the support strategies will be implemented and revised as needed to effectively serve the students. Teachers, counselors, administrators, and the Literacy Coach will suggest appropriate interventions for students on Tier I or Tier II.

The role of the CPST on the SIP will be to report on the status of At-Risk students and the action steps that are taken to improve the academic progress of these students. The CPST will seek the input of the School Advisory Council (SAC) to help meet the academic needs (math, reading, science and writing as well as behavior) of the students in the subgroups.

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.

A database has been created to maintain all the interventions that are implemented for each student who is reviewed by the the CPST. Student scores will be entered from the DAR, FORF, FCAT 2.0, and EOC results. Interventions will be updated on a weekly basis in the database as part of the progress monitoring process.

The BASIS database has been created to track the student's behavioral and academic progress on a regular basis. Teachers complete the database as they implement and provide adequate support to help students become academically successful.

Both the database and notes from the meeting will be used as a means for tracking and recording student data.

Describe the plan to train staff on MTSS.

The staff will be trained on the RtI process during Professional Development (PD) days. As part of the training, teachers will learn the use of the RtI template created to facilitate student identification and intervention steps. The template includes multiple strategies and steps to assist the teacher in implementing the RtI process.

The RtI training will be focused on improving the academic achievement of low performing students who have not made adequate yearly progress (AYP) for several years according to the academic trends and data as per the FL DOE.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Washington B. Collado
Literacy Coach/Reading Department Chair - Lynn Saffer-Domino
Guidance Director- Lisa Tekula
Assistant Principal - Denise Reed
ESE Specialist-Stacy Fenton
Social Studies- Lisa Chauvin
Media Specialist-Jan Pryczynski
Math- James Gard
Fine Arts-Lauren Rosa
Language Arts-Donna Amelkin
Career Tech-Eric Garner
Science-Annette Traverso
World Languages - Alicia Blonde
Physical Education-Randy Miller
ESE-Sheryl Hendrix

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

The Literacy Leadership Team (LLT) will meet quarterly.

The purpose of the LLT is to introduce concepts of the Core Curriculum State Standards (CCSS) and to strategize how they will be embedded into daily lesson plans and curricular guides in order to provide students' common understanding of what knowledge, skills, and abilities will prepare them for college and career readiness.

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

In order to embed the reading and writing connection, Professional Development will be held to ensure mastery of multiple techniques that will be infused into the daily curriculum such as Writing Response Groups, Double Entry Journals, Free Writing, and Close Readings.

The students will be given access to their data from Virtual Counselor and record their DAR, Fluency and SSS Math and Reading scores on a data chat agreement form. Parents must sign the form and return it to the classroom teacher. The Literacy Coach, along with Administration will determine the type of service that needs to be provided for each individual student. Some may need pull-out tutoring during the school day and/or after-school tutoring. Once the services are determined, Administrator(s) and the Literacy Coach will call down each student individually in the lower quartile to discuss their needs. The students will hear the same information from their teacher, the Literacy Coach, their parents and their Administrator. A database will be used to track the services that are being provided for each student, their attendance and any changes in their performance.

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.

Teachers will be trained in applying strategies to assist in content area reading during Professional Development through Professional Learning Communities (PLCs). In applying the strategies, teachers will provide a variety of non-fiction, informational text, content specific reading sources and allow students to read a minimum of 30 minutes per week in each class. Strategies are aligned with the Common Core State Standards, the Next Generation State Standards, and the district's instructional focus calendar (IFC). Suggestions for assessments will be given during the training sessions.

Teachers will be observed through iObservation to validate that reading strategies are being taught in all content areas.

*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?

Our school has a cohort of courses that are available to students in order to help them see the relationships between subjects and relevance to their future. The school's cohort of courses includes the Academy of Finance, American Government and Economics, English IV, and Financial Planning. Students are also given the opportunity to be involved in technical dual enrollment programs. The curricula for all Career Technology Education courses are aligned with post-secondary institutions.

A robust articulation process with the middle schools is in place.

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?

Marjory Stoneman Douglas implements the Annual Guidance Plan. As part of this, students are walked through the academic and career plan with guidance counselors as they complete their Electronic Personal Education Plan (online), as well as the utilization of FACTS.org. The school offers five career technical programs to all students (web design, technology education, finance, television production and business education). Students also have the opportunity to be involved in dual enrollment courses as well as to attend the annual career fair. Course progression charts are developed to ensure that students are scheduled in rigorous and appropriate coursework.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

The school offers Advanced Placement and dual enrollment courses as a method for transitioning from high school to college. The PSAT is administered, free of charge, to all 10th graders; 9th and 10th grade students have an opportunity to take the test for a minimal fee. The Post-secondary Education Readiness Test (PERT) is administered to juniors and select seniors. The school has a college adviser (BRACE) to assist students with the college admissions process. Students also have the opportunity to attend various college fairs hosted by the District and the PTSA.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring at achievement levels 3 in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (399)	29% (428)

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	Disengagement from the reading process which contributes to students' low performance on the FCAT 2.0 Reading, ACT, and SAT.	Students will be taught literacy strategies that will help them to become more actively engaged in the reading process. For example, students in all content area classes will be taught how to relate to their reading experiences by using the SoapSTONE strategy (Speaker, Occasion, Audience, Purpose, Subject, Tone). Students will engage in writing activities that encourage self-awareness and provide students with high interest reading materials to develop an appreciation for reading. All teachers will establish a classroom library to encourage students to become more actively engaged in the reading process to enhance their academic performance on the FCAT 2.0 Reading, ACT, and SAT.	Administration Literacy Coach Department Chairs	Teachers will observe students actively engaging in the reading process. Teachers will observe students effectively applying the reading process to content area course work.	Students' Daily Assignments Teacher Observations Quarterly Assessments
2	Students do not have standardized test scores due to enrolling from out-of-state schools or enrolling from private schools	Utilize the DAR, FORFS and previous grades to ensure appropriate placement of students	Administration/Literacy Coach	Student placement will be more accurate and teachers will be professionally prepared to meet the reading needs of student who do not qualify for the EDGE reading series.	BAT Testing FCAT 2.0 Scores Quarterly Grades
	9th grade students need support in various	The Social Studies/English teachers	Social Studies/English Department Chairs and	Analysis of informal assessments on an	BAT

3	subject area classes	will teach research strategies to students	Administrators	ongoing basis Analysis of formative assessments PLC meeting discussions Maintain or improve student scale score	Departmental tests FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of students scoring at levels 4, 5, and 6 in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1)	16% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intelectual, physical, cognitive in ability to perform at or above grade level.	Strategy will work on individual learning gains Students, when working on individual goals, with direct support from teachers, may increase levels on FAA one level exam	ESE Specialist SVE Teachers PASS Teachers	FAA Scores Mastery of IEP Goals	The FAA TEST

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring at at or above Achievement Level 4 in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(662)	47% (691)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students do not actively engage in the learning process to improve reading comprehension after taking the FCAT 2.0 in ninth grade. Students lack the ability to comprehend content area textbooks.	Content area teachers will utilize Common Core State Standards (CCSS) and incorporate the reading of textbook into their weekly lesson plans in order to increase skills such as comprehension, recognizing text	Literacy Coach/Department Chairs	Monthly Departmental Tests Reader's Theater Rubric progress Classroom Walkthrough	Mini-Assessment

1		structure and synthesizing. Teachers will use the text features that are evident in textbooks, such as title, headings, pictures, captions, charts, etc. to engage the students in the reading process.			
2	High level reading skills such as gathering, evaluating and synthesizing skills need to be increased across the curriculum.	Train teachers in the use of project based learning in all classes. Teachers will use rubrics that include CCSS, for example, primary sources, gathering and evaluating information, and synthesizing information.	Literacy Coach	iObservation Individual student projects	Teacher-created Rubrics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of students scoring at or above Achievement Level 7 in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4)	59% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intelectual, physical, cognitive in ability to perform at or above grade level.	Students will work on individual learning gains Students , when working on individual goals, with direct support from teachers, will increase levels on FAA by one level	ESE Specialist SVE Teachers PASS Teachers	FAA Scores Mastering IEP Goals	The FAA TEST

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (1016)	76% (1058)

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	Additionally, focused assistance is needed as evidenced by 9th Grade students reported level in Informational Text and Research Process on the 2011 FCAT 2.0 Reading.	All departments will engage the students in critical thinking skills by incorporating project-based learning into the curriculum. One reading/writing project will be assigned per quarter. The students will be encouraged to include several non-text sources, such as videos, photos, maps, paintings, etc., along with literary non-fiction (e.g., memoirs, diaries, personal journals, travel journals, essays, speeches etc.).	Literacy Coach Department Chair	Analysis of mini-assessments on a quarterly basis Analysis of ongoing formative assessments PLC meeting discussions Maintain and/or improved student scale scores	BAT Departmental Tests FCAT 2.0
2	Students are not prepared for text-based questions that require textual evidence in their responses.	Teachers will continue to use more than one source of information and increase sources as appropriate (e.g., video clips, literary nonfiction, photographs, paintings, poetry, etc.). Teachers will use strategies, such as Close Reads (students closely and analytically read the text), CIS (Comprehension Instructional Sequence, a purpose is set for reading, the teacher demonstrates fluent reading and students interact with complex text in order to think deeply and critically) and DBQ (Document Based Questions). Students pull information from preferably more than one document in order to make inferences and answer critical questions; documents may include photos, artwork, artifact, etc. Students will be required to cite textual evidence during collaboratively learning experiences and on tests and exams.	Literacy Coach Department Chairs	Teachers will observe students effectively applying the reading process to content area course work	Daily Classroom Assignments Teacher Tests Midterm and Final Exams
3	9th/10th grade students need researched-based instructional practices in reading.	9th/10th grade Reading teachers will work collaboratively with the English and Social Studies teachers to use the before, during, and after reading strategies present in all newer textbooks to improve student reading comprehension and fluency.	Literacy Coach English Department/Content Area Department Heads Media Specialist	Teachers will implement the before, during, and after reading strategies by modeling these strategies through think-alouds, and teachers will then assess the student implementation of these strategies using content area texts.	FCAT 2.0 BAT Testing
	9th/10th grade students are reluctant to autonomously engage in	School will subscribe to high interest non-fiction reading materials for	Literacy Coach English Department/Content	Teachers will evaluate student answers to higher order questions	FCAT 2.0 BAT Testing

4	reading activities outside of school.	student consumption at home on a weekly basis. Students will exhibit mastery of articles by answering higher order questions on these materials. To promote school-wide independent reading outside the classroom by highlighting high interest adolescent literacy materials via school-wide announcements. Establish an after school book club using the Broward County reading list as well as high interest young adult reading materials to promote student reading outside of school.	Area Department Heads Media Specialist	generated from the high interest non- fiction independent reading that will enhance reading comprehension skills.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains in reading will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	22% (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	Intellectual, physical , cognitive, inability to perform at air above grade level.	Students will work on individual learning gains Students, when working on individual goals, with direct support from teachers , may increase levels on FAA one level	ESE Specialist SVE Teachers PASS Teachers	FAA Scores Mastering IEP goals	The FAA TEST

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (249)	72% (257)

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	Students in the lowest 25% are not reading independently due to poor vocabulary and the inability to comprehend what is read.	Establish weekly silent sustained reading activities will be to support and encourage students in the lowest 25% to read independently build reading fluency and vocabulary development.	Literacy Coach Administration	Reading teacher feedback of reading weekly logs will indicate if students are reading independently. Quarterly timed reading fluency assessments will suggest if students are developing their fluency.	Quarterly Timed Reading with comprehension questions. DAR Mini-assessments will be developed by the reading coach to be implemented in all content area courses.
2	Many of our Level 4 and 5 along with the Level 1 and 2 students become disengaged when teachers try to infuse reading strategies into the curriculum.	Incorporate more project based learning activities that will include reading strategies. Group Level 4 and 5 reading students with Level 1 and 2 reading students to completed project based learning activities with reading strategies, which will help Level 4 and 5 reading students maintain or improve their current reading status and help Level 1 and 2 improve their reading status.	Literacy Coach Administration	Career Tech teachers will conduct a lesson study activity to assess whether the project based learning activities that are infused with reading strategies are impacting student achievement for Level 4 and 5 and Level 1 and 2 reading students.	Student work samples Student grades FCAT Scores

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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:	The percentage of students NOT making Adequate Yearly Progress will DECREASE by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 22% (204); Black 55% (71); Hispanic 35% (93); Asian 19% (19); American Indian 33% (2)	White 20% (186);Black 53% (68); Hispanic 33% (87); Asian 17% (17); American Indian 31% (1)

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 are disengaged from the reading process which contributes to their low performance on the FCAT 2.0 Reading, ACT, and SAT.	Students will be taught literacy strategies that will help them to become more actively engaged in the reading process. For example, students in all content area classes will be taught how to relate to their reading experiences by using the- 1.text to text 2.text to self 3.text to world reading strategy process. Scholastic ID, a high interest reading and writing program, will be implemented in the reading classes	Literacy Coach Reading Department Chair Administration Staff Development Committee	Teachers will observe students'actively engaging in the reading process. Teachers will observe students effectively applying the reading process to content area course work.	FCAT 2.0 DAR Reading Fluency Assessments
2	Students are disengaged from the reading process which contributes to their low performance on the FCAT 2.0 Reading, ACT, and SAT.	Students will be taught literacy strategies that will help them to become more actively engaged in the reading process. For example, students in all content area classes will be taught how to relate to their reading experiences by using the- 1.text to text 2.text to self 3.text to world reading strategy process. Provide students with high interest reading materials to develop an appreciation for reading. All teachers will establish a classroom library to encourage students to become more actively engaged in the reading process to enhance their academic performance on the FCAT 2.0 Reading,ACT, and SAT.	Literacy Coach Reading Department Chair Administration Staff Development Committee	Teachers will observe students'actively engaging in the reading process. Teachers will observe students effectively applying the reading process to content area course work.	FCAT 2.0 DAR Reading Fluency Assessments
3	Students in the lowest 25% are not reading independently help improve their fluency and vocabulary development	Incorporate more project based learning activities that will include reading strategies. Group Level 4 and 5 reading students with Level 1 and 2 reading students to completed project based learning activities with reading strategies, which will help Level 4 and 5 reading students maintain or improve their current reading status and help Level 1 and 2 improve their reading status.	Literacy Coach Administration	Career Tech teachers will conduct a lesson study activity to assess whether the project based learning activities that are infused with reading strategies are impacting student achievement for Level 4 and 5 and Level 1 and 2 reading students.	Student work samples Student grades FCAT Scores

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.	The percentage of ELL students NOT making Adequate Yearly

	Reading Goal #5C:	Progress will DECREASE by at least 2%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	67% (18)	65% (17)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Monitoring the academic progress of an ELL student becomes challenging due to time constraints placed upon the ELL teacher and the facilitator.	Administrator will conduct data chats with teachers to discuss learning opportunities for this subgroup. Teachers will use time on early release days for data research to discuss ELL students' math performance.	Administration Department Chair	Evaluation of acquired ELL reading data from data-warehouse for discuss with administration.	Data chats with Administrator in charge of Reading. Sign in sheets
2	Creating staff development for teachers with ELL students can pose a challenge	ELL Specialist, and Literacy Coache will develop reading activities to support ELL Reading strategies will be used to work with students in Learning Strategies classes on testing, study skills. Small group instruction through reading classes through direct instruction and multisensory learning	ELL coordinator/teacher Literacy Coach Administration	Quarterly Assessments Department Tests Cella	FCAT 2.0 BAT Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with disabilities NOT making Adequate Yearly Progress in reading will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (69)	54% (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	Students with disabilities (SWD) are reluctant to participate in a variety of activities due to their perceived ability	ESE Teachers,ESE Specialist, and Literacy Coach will develop reading activities to support SWD.	ESE Specialist ESE Support Faciltator Reading Teachers Speech/Language Pathologist	Monthly Assessments of students' work samples	FCAT 2.0 BAT Testing
	Lesson content which	Staff Development for	Literacy Coach	Quarterly Assessments	FCAT 2.0

2	utilizes higher order thinking can be difficult for SWD students to grasp	teachers of students with SWD will be held to instruct teachers on how to infuse higher order thinking into ther curriculum	Reading Teachers Content Area Teachers	Teacher-created assessments	BAT Testing

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of economically disadvantaged students NOT making Adequate Yearly Progress will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (115)	44% (110)

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	Economically Disadvantaged students lack the academic support structure to be successful	An after school reading support program will be held for students Monday-Thursday in NHS.Small Learning Communities (SLC's) are created to enhance instruction Conduct quarterly fluency tests for students in reading.	Literacy Coach Administration SLC Academy Teachers	Teachers will assess departmental Test Scores to see if student are progressing towards reading proficiency.	FCAT 2.0 Scores Timed Readings
2	High rigor on the End of Course exams and standardized tests can cause Economically Disadvantaged students to struggle	Students who receive free and reduced lunch are eligible to receive a voucher for two free ACT and two free SAT tests a year. Teachers will make students aware of this opportunity. We are adding EOC, SAT and ACT to the Saturday academic camps.	Guidance Counselor Administrator	ACT, EOC and SAT camp enrollment.	Student ACT and SAT test scores. Keep a data base of student enrollment in the Saturday SAT, EOC and ACT camps.

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
New Generation Standards/ Introduction to PARCC	9-12	Lynn -Saffer Domino	Reading PLC 9-12	Departmental meeting Monthly Meetings Quarterly Meetings	Evaluate student work and tests to make changes in order to make instructional stratgeies using	Literacy coach Administrators

Exam					common core.	
Instructional Focus Calendar	9-12	Lynn-Safer Domino	Academic school year, Reading process-Main idea-reading Comprehension strategies	Departmental meeting Monthly Meetings Quarterly Meetings	Evaluate the focus of classroom instruction, and monitor progress	Literacy 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:	Increase 45% of the beginning students (A1-A2) from a range of 610 through 760 in listening and speaking. Increase 65% of the intermediate students (B1-B2) from a range of 760 through 780 listening and speaking.

2012 Current Percent of Students Proficient in listening/speaking:

Beginning -- 9th grade 25%(6) 10th grade 20%(5) 11th grade 6%(1) 12th grade 13%(2)

Low Intermediate-- 9th grade 21%(6) 10th grade 32%(8) 11th grade 33%(6) 12th grade 19%(3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The barrier in Listening/speaking depend on the LY level A1 & A2 very limited	Most texts are modeled, introduced with audio support so that students can	ESOL teacher	Oral questions, (all types)	Daily Evaluations Tests

					CELLA Oral/ listening portion
2	B1 & B2 somewhat limited (intermediate level)	Audio input continues but with less chunking Students are more independent in the active reading.	ESOL teacher	A combination of oral and written questions based on the listening material	Daily Evaluations Tests CELLA Oral/ listening portion

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:	Increase 40% of the beginning students (A1-A2) from a range of 610 through 760 in reading. Increase 60% of the intermediate students (B1-B2) from a range of 760 through 780 in reading.

2012 Current Percent of Students Proficient in reading:

Beginning -- 9th grade 17%(4) 10th grade 20%(5) 11th grade 11%(2) 12th grade 13%(2)

Low Intermediate-- 9th grade 25%(6) 10th grade 8%(2) 11th grade 22%(4) 12th grade 25%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	B1 & B2 somewhat limited (intermediate level)	Audio input continues but with less chunking Students are more independent in the active reading.	ESOL teacher	A combination of oral and written questions based on the listening material	Daily evaluations Tests CELLA Reading
2	The barrier in Listening/speaking depend on the LY level A1 & A2 very limited (beginning level)	Most texts are modeled, introduced with audio support so that students can establish a sound-to-graph correspondence.	ESOL teacher	Oral questions, (all types)	Daily evaluations Tests CELLA Reading

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase 40% of the beginning students (A1-A2) from a range of 610 into 760 in writing. Increase 60% of the intermediate students (B1-B2) from a range of 760 into 780 in writing.

2012 Current Percent of Students Proficient in writing:

Beginning-- 9th grade 17%(4) 10th grade 17%(4) 11th grade 11%(2) 12th grade 6%(1)

Intermediate-- 9th grade 25%(6) 10th grade 8%(2) 11th grade 11%(2) 12th grade 38%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The barrier in Listening/Speaking depend on the LY level A1 & A2 very limited (beginning level)	Most texts are modeled as to reading/ writing procedures. "English Now" series is used as a combination of both skills	ESOL teacher	Active reading in groups, including oral reading and individual silent reading. Short written answers to simple questions included.	Daily Evaluations Tests CELLA Writing portions

| 2 | B1 & B2 somewhat limited (intermediate level) | "English Now" series is used as a combination of both skills, combined with Grammar and Vocabulary & Composition | ESOL teacher | Active silent individual reading is practiced. Long & essay answers to complex prompts are included | Daily Evaluations

Test

CELLA Writing portions |

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The percentage of students scoring at levels 4, 5, and 6 in mathematics will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	40% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual, Physical, Cognitive inability to perform at or above grade level.	Students will work on individual learning gains Students, when working on individual goals, with direct support from teachers, may increase levels on FAA test one level	ESE specialist SVE Teachers PASS Teachers	FAA scores Mastering IEP goals	The FAA Scores

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The percentage of students scoring at or above level 7 in mathematics will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4)	52% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intelectual, physical, cognitive, inability to perform at or above grade level	Students will work on individual learning gains Students, when working on individual goals, with direct support from teachers, may increase FAA levels by one	ESE Specialist SVE Teachers PASS teachers	FAA Scores Mastering IEP Goal	The FAA Scores

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

3. Florida Alternate Assessment: Percent of students

making learning gains in mathematics.

Mathematics Goal #3:

The percentage of students making learning gains in mathematics will increase by at least 2%.				

2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (3)	64% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual, Physical ,Cognitive Inability to perform at or above grade	Students will work on individual learning gains Students , when working on individual goals, with direct support from teachers, may increase levels on FAA one level	ESE Specialist SVE Teachers PASS Teachers	FAA scores Mastering IEP goals	The FAA test scores

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:	Students scoring at achievement level 3 will be transitioning into EOC exams for 2012-13. We will meet or exceed the state average percentage for this baseline-year exam.

2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (274)	47% (286)

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	Maintaining and surpassing the current level of performance on the Algebra 1 EOC for the current school year.	Implementation of results driven math instructional strategies.	Administration Teachers Department Chair	Teacher made quizzes and tests	Algebra 1 EOC Exam Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above achievement level 4 will be transitioning into EOC exams for 2012-13. We will meet or exceed the state average percentage for this baseline-year exam.

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

37% (225)	39% (237)

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	EOC exam given in April... not at the end of the school year.	Creating and modifying the curriculum to accommodate for this.	Algebra Teachers Department Chair	Collaborative efforts to cover the material that will be on the EOC before EOC	Algebra 1 EOC Exam Results
2	Higher achieving student apathy toward reaching higher goals for success in math.	Teachers will: 1. Hold students accountable for skill sets required for success by in class formative assessments	Mathematics Department Chair, Administrator	Monitoring of weekly assessment results, and ongoing formative assessments.	Algebra 1 EOC Exam Result
3	Retention and maintenance of general math skills.	Teachers will: 1. Encourage level 4 and 5 students to conduct tutoring services for lower level students.	Mathematics Department Chair, Administrator	Monitoring participation of students in Math Honor Society and Math	Team. Rosters Sign-in sheets Based

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # ⬆ 3A : ⬇				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
☐	☐	☐	☐	☐	☐	☐

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The number of subgroups by ethnicity (...) NOT making satisfactory progress in Algebra will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
WHITE 14% (52) BLACK 48% (28) HISPANIC 26% (32) ASIAN 6% (2) INDIAN 25% (1)	WHITE 12% (45) BLACK 46% (27) HISPANIC 24% (30) ASIAN 4% (1) INDIAN 23% (0)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers with limited time to evaluate data at the beginning of the school year to help identify student subgroups not	Administrator will conduct data chats with teachers to determine areas of learning opportunities for the various	Administrator	Development of student and subgroup data base. Data evaluation chats.	Virtual Counselor Data chats Eagle Eye

1	making AYP. Teachers' limited time for the proper identification of students who need intervention for Algebra EOC	subgroups. Administrators will ask teachers to identify the students and their subgroups not making AYP in their classes.			
2	Decreasing the amount of African-American students not making satisfactory progress in Algebra.	Provide Saturday tutoring and Math club tutoring to target African –American students not making	Administration Department Chair Teachers	Teacher made tests and quizzes.	Algebra EOC Exam results.
3	Decreasing the amount of Hispanic students not making satisfactory progress in Algebra.	Provide Saturday tutoring and Math club tutoring to target Hispanic students not making progress in Algebra. Also, provide students with supplemental material in Spanish.	Administration Department Chair Teachers	Teacher made tests and quizzes	Algebra EOC Exam results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The number of English Language Learners (ELL) NOT making satisfactory progress in Algebra will DECREASE by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (5)	36% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decreasing the amount of ELL students not making satisfactory progress in Algebra.	Provide Saturday tutoring and Math club tutoring to target ELL students not making progress in Algebra. Also, provide students with supplemental material in their language (if applicable	Administration Department Chair Teachers	Teacher made tests and quizzes	Algebra EOC Exam results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The number of Students with Disabilities (SWD) NOT making satisfactory progress in Algebra will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (23)	42% (22)

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	Decreasing the amount of SWD students not making satisfactory progress in Algebra	Provide extended learning opportunities, Saturday tutoring and Math club tutoring to target SWD students not making progress in Algebra	Administration Department Chair Teachers	Teacher made tests and quizzes.	Algebra EOC Exam results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The number of Economically Disadvantaged Students (FRL) NOT making satisfactory progress in Algebra will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (34)	30% (32)

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	Decreasing the amount students on (FRL) not making satisfactory progress in Algebra.	Provide Saturday tutoring and Math club tutoring to target (FRL) students not making progress in Algebra.	Administration Department Chair Teachers	Teacher made tests and quizzes	Algebra EOC Exam results.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The number of students scoring at achievement level 3 on the Geometry EOC exams for 2012-13 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (150)	29% (167)

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					
	Maintaining and surpassing the current	Implementation of results driven math	Administration	Quizzes	Geometry EOC Exams Results

2	level of performance on the Geometry EOC for the current school year.	instructional strategies.	Teachers Department Chair	Teacher-Made Tests
3	EOC exam given in April...not at the end of the school year.	Creating and modifying the curriculum to accommodate for this.	Geometry Teachers Department Chair	Collaborative efforts to cover the material that will be on the EOC before EOC	Geometry EOC Exam Results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The number of students scoring at or above achievement level 4 on the Geometry EOC exams for 2012-13 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (393)	71% (410)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td>Maintaining and surpassing the current level of performance on the Geometry EOC for the current school year.</td><td>Implementation of results driven instructional strategies.</td><td>Administration

Teachers

Department Chair</td><td>Quizzes

Teacher-Made Tests</td><td>Geometry EOC Exams Results</td></tr>
<tr><td>3</td><td>EOC exam given in April...not at the end of the school year.</td><td>Creating and modifying the curriculum to accommodate for this.</td><td>Geometry Teachers Department Chair</td><td>Collaborative efforts to cover the material that will be on the EOC before EOC</td><td>Geometry EOC Exam Results</td></tr>
</table>

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

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:	The number of subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) NOT making satisfactory progress in Geometry will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

WHITE 5% (20)
BLACK 10% (4)
HISPANIC 7% (8)
ASIAN 3% (1)
INDIAN 0% (0)

WHITE 3% (11)
BLACK 8% (3)
HISPANIC 5% (6)
ASIAN 1% (0)
INDIAN 0% (0)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers with limited time to evaluate data at the beginning of the school year to help identify student subgroups not making AYP. Teachers' limited time for the proper identification of students who need intervention for Geometry EOC	Administrator will conduct data chats with teachers to determine areas of learning opportunities for the various subgroups. Administrators will ask teachers to identify the students and their subgroups not making AYP in their classes	Administrator	Development of student and subgroup data base. Data evaluation chats.	Virtual Counselor Data chats Eagle Eye
2	Decreasing the amount African-American Students not making satisfactory progress in Geometry.	Provide Saturday school and additional tutoring to target African-American Students not making progress in Geometry.	Administration Department Chair Teachers	Teacher Made Tests Quizzes	Geometry (EOC) Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The number of English Language Learners (ELL) NOT making satisfactory progress in Geometry will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (4)	23% (3)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decreasing the amount of ELL students not making satisfactory progress in Geometry.	Provide Saturday school and additional tutoring to target ELL students not making progress in Geometry.	Administration Department Chair Teachers	Teacher Made Tests Quizzes	Geometry (EOC) Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The number of Students with Disabilities (SWD) NOT making satisfactory progress in Geometry will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	11% (5)		9% (4)		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decreasing the amount of students with disabilities (SWD) not making satisfactory progress in Geometry.	Provide extended learning school and additional tutoring to target SWD students not making progress in Geometry.	Administration Department Chair	Teacher Made Test Quizzes Geometry	Geometry (EOC) Results

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	The number of Economically Disadvantaged students (ED) NOT making satisfactory progress in Geometry will DECREASE by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	5% (4)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Decreasing the amount of students on(FRL) not making satisfactory progress in Geometry.	Provide extended learning opportunities and additional tutoring to target (FRL) students not making progress in Geometry.	Administration Department Chair Teachers	Teacher Made Test Quizzes	Geometry (EOC) Results

End of Geometry EOC Goals

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

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

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

Differentiated Instruction Integration of technology	9-12/ All subjects	Individual PLC/PD Leaders	Faculty and Staff	Planning Dates Early Release	(I) observation	Math Department Chair Administration

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:	The percentage of student scoring at levels 4, 5, and 6 on the FL Alternate Assessment will increase by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	14% (1)

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 will work on individual learning gains	students, when working on individual goals, with direct support from teachers, may increase levels on	ESE Specialist SVE Teachers PASS teachers	FAA Scores mastering IEP goals	FAA Scores

	FAA one level			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The percentage of students scoring at level 7 or above on the FL Alternate Assessment will be maintained and or improved by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (6)	100% (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	Students will work on individual learning gains	students, when working on individual goals , with direct support from teachers , may increase levels on FAA one level	ESE Specialist SVE Teachers PASS teachers	FAA scores Mastering IEP goals	FAA Scores

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The number of students scoring at achievement level 3 on the Biology EOC exam for 2012-13 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (132)	37% (144)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher comprehension, mastery, and ability to embed the New Generation Sunshine State Standards (NGSSS) into daily lesson plans	Teachers will meet in PLCs to discuss instructional focus calendars, common class assessments and rubrics,and embedding of the NGSSS and CCSS into daily lesson plans.	School Administrator over Science, Science Department Chair	Data Chats with Administrator, iObservation, Lesson plan review by Administrator	Biology EOC

2	Underdeveloped processing skills that prevent students in the transfer and application of science concepts.	Teachers will use technology and meaningful projects/activities to link science skills to the real world: -use of computer carts for virtual labs/projects -performing hands-on lab investigations -assigning and monitoring science projects	Science Department Chair Administrator	Monitoring teachers' use of technology and department-wide science projects/activities/labs	iObservation, Teachers' Lesson Plans
3	Reduction of class/instructional time affecting the in-depth exploration of science concepts.	Extended learning opportunities will be provided before and after school through: -teacher directed tutoring -peer tutoring provided by the Science National Honor Society (SNHS) -student involvement in SNHS, science clubs, science competions	Science Department Chair Administrator	Disaggregation and analysis of data between the 8th grade Science FCAT 2.0 and the 9th/10th grade Biology 1 EOC Exam, as well as monitoring progress in-class assessments	Biology EOC Exam Formative Assessments
4	Adoption of the new biology standards and the new Biology EOC Exam	Biology teachers will attend PD opportunities to familiarize themselves with the new standards. Biology teachers will attend PD opportunities to familiarize themselves with the new test's content and format. District will provide PD assistance and opportunities.	Science Department Chair Administrator	Subject area discussions of NGSSS Data Chats with Administrator	Lesson plans Department discussion minutes
5	Upcoming adoption of the new chemistry standards and the upcoming Chemistry EOC Exam	Chemistry teachers will attend PD opportunities to familiarize themselves with the new standards. Chemistry teachers will attend PD opportunities to familiarize themselves with the upcoming test's content and format. District will provide PD assistance and opportunities.	Science Department Chair Administrator	Subject area discussions of NGSSS Data Chats with Administrator	Lesson plans Department discussion minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The number of students scoring at or above a level 4 on the Biology EOC exams for 2012-13 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (188)	51% (196)

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	Reduction of class/instructional time affecting the in-depth exploration of science concepts.	Extended learning opportunities will be provided before and after school through: -teacher directed tutoring -peer tutoring provided by the Science National Honor Society (SNHS) -student involvement in SNHS, science clubs, science competitions	Science Department Chair Administrator	Disaggregation and analysis of data between the 8th grade Science FCAT 2.0 and the 9th/10th grade Biology EOC Exam, as well as monitoring progress on in-class assessments	Biology EOC Exam Formative Assessments

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
Biology EOC exam	9th-10th	Science Department Chair	Biology teachers; 9th and 10th grade, and AP levels	Early release days, and weekly throughout the school year	Analysis of the Biology EOC Exam results, as well as monitoring progress on in-class assessments	Science Department Chair, Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Biology EOC	Science strand workshop books	PTSA	$3,500.00
		Subtotal: $3,500.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: $3,500.00	

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring a 3 or higher in writing will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (720)	98% (735)

	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 are not effectively applying the six traits writing model when completing written essays.	Students will be provided with instructional activities that include each of the six trait writing components using current events, real world facts, real world experiences and narrative writings.	English Department Chair Administration	Monthly Writing Prompts including BAT Testing Quarterly Departmental Writing Assessment for the PARCC Exams	FCAT 2.0 Writing Results 6 Traits Rubrics FCAT 2.0 for the year 2013 Writing Results
2	Students continue to have difficulty in determining proper attribution when completing research papers.	All students taking English will be taught how to correctly use turnitin.com. All English teachers will instruct students on writing academic papers that use proper documentation as well as MLA prescribed format. All English teachers will instruct students on how to write academic papers with proper documentation using the MLA format.	English Department Chair All English Teachers Turnitin.com Administrator for school	Research Papers Essay Prompts	Turnitin.com Teacher Reports Turnitin.com reports generated by administrator quarterly for school year
3	Students are deficient in relating new vocabulary words in context and usage.	1. Teachers will enhance or increase student vocabulary usage and application to real life, and SAT and ACT standardized tests. a. Teachers will assign relevant vocabulary words and authentic work that enables students to use and recall them. b. Students will define terms. c. Students will write context clue sentences	DepartmentChair Dept Chair Dept Administrator All English teachers Administrator	Inspect student samples Assess teacher lesson plans: 3 Units Vocabulary per quarter	Vocabulary Workshop Template CWT's Lesson Plans Vocabulary Work Samples

		to apply yhe newly learned definitions..			
4	Students are deficient in applying grammar skills to their own writing as well as transferring them to standardized tests such as the SAT and/or ACT	English teachers will do a daily warm up of either SAT or ACT grammar question, or a Daily Oral Language sentence and review it- 1. Teachers will enhance grammar skills in speaking and writing by using little mini lessons daily. 2. Teachers in 11th and 12th grade will assess skills by using authentic SAT and ACT passages. 9th and 10th grade teachers will support the upper grades by using real examples of correct grammar from Springboard, Mc Dougal Littell etc.	English Dept Chair English Dept Administrator All English teachers	Asses teacher lesson plans Inspect Student samples Warm Up Quizzes SAT/ACT Passages	SAT/ACT scores for school
5	Across all of the heterogenous grade levels in the Career Tech Department, many of the students struggle with open-ended written reponses due to insufficient background knowledge regarding current events, facts, and real-world experiences which prohibits them from being able to respond to higher order written reponses in a sufficient manner.	Include writing as essential parts of all Career Tech assignments. Create projects that incorporate writing activities that focus on current events, facts,and real-world experiences.	DepartmentChair Administration	Teacher observation of student improvement based on various evaluation tools.	Teacher Observation of daily work Teacher Assessments Student Journals Student Projects Rubrics

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of students scoring a 4 or higher in writing will be maintained for the 2012-2013 Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(1)	1%(1)

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 are not effectively applying the six traits writing model when completing written essays.	Students will be provided with instructional activities that include each of the six trait writing components using current events, real	Person Responsible: English Dept Chair English Dept Administrator	Monthly writing prompts including BAT testing Quarterly Department Writing Assessment in preparation for the PARCC Exams	Quarterly Departmental Writing Assessment FCAT 2.0 Writing Results

		world facts, real world experiences and narrative writings.			6 Traits Writings Strategies

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits Next Generation Sunshine State Standards preparation Use of Strategies: Graphic Organizers Expousive/Persuausive/informational/real world Prompts Curriculum Alignment Reading Strategies	9-12 English	Donna Amelkin	English Department Reading Department	August-May 2012-2013 Early release Monthly departmental retreats	Writing prompts Instructional Focus Calendars Curriculum Maps	Administration Reading Coach/ English /Reading Department Chairs Administration

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Six Traits Writing Model	English District support personnel	Cost-nuetral	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Turnitin.com	Web-based software	SAC	$2,500.00
			Subtotal: $2,500.00
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: $2,500.00

End of Writing Goals

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

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:	Forty percent of students will score a level three on the U.S. History EOC Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Underdeveloped high level reading skills such as gathering, evaluating and synthesizing	Train teachers in the use of primary source documents in project based learning	Literacy Coach Department Chair	iObservation Individual/Group student projects	Project Rubric
2	Teachers are unfamiliar with new U.S. History EOC exam	U.S. History teachers will attend professional development opportunities to familiarize themselves with the format of the U.S History EOC Exam	District Administrator Administration Department Chair	Data Chats with Administrator	Lesson Plans Department Discussions iObservation

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:	Ten percent of students will score at or above achievement level four on the U.S. History EOC Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Full understanding and implementation of the NGSSS and Common Core Standards	The need for teacher understanding of the NGSSS and Common Core Standards specific to their subject area will be discussed at department meetings. Social Studies departments will work in horizontal teams to attend professional development opportunities.	Literacy Coach Department Chair	Unwrapping the NGSSS and the Common Core.	Department meeting minutes Horizontal team meeting minutes Teacher lesson plans
	Teachers are unfamiliar with new U.S. History	U.S. History teachers will attend professional	District Administrator	Data Chats with Administrator	Lesson Plans

| 2 | EOC exam | development opportunities to familiarize themselves with the format of the U.S History EOC Exam | Administration Department Chair | | | Department Discussions Classroom Walk through |

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	The average daily attendance will increase by 10%. The current number of students with excessive absences (10 or more)will decrease by 10%.

Attendance Goal #1:	The current number of students with excessive tardies (10 or more)will decrease by 15%.
	The current number of students with excessive intraday absences (5 or more per quarter) will decrease by 15%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (506154)	95% (511216)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
267	240
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
118	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	Communication with parents to reinforce the district's and school's attendance policies, procedures and expectations.	Administrators will reinforce importance of daily attendance and how this affects grades via parent link, in-house television broadcasts and various orientations, including at parent meetings. Teachers will also reinforce attendance policies in reference to projects and daily assignments.	Assistant Principals

Attendance Designee | Increase in daily attendance | Daily Attendance Summary |
| 2 | Students that are habitually absent/tardy. | Habitually absent/tardy students will be referred when absentees equal 5 days out of class to the proper administrator for personal contact with parent or guardian. | Assistant Principals

Attendance Designee | Increase in attendance by students labeled as habitually absent. | Attendance rate of students labeled as habitually absentees. |
| 3 | High rate of student absenteeism the day prior to holidays/long weekends. | Personal phone calls made by staff to homes in reference to attendance for all days at school | Assistant Principals Teachers Staff Members | No fluctuation between a 'normal' school day and days before holidays/long weekends. | Comparison using the Daily Attendance Summary |
| 4 | Current Number of Students with Excessive Intraday Absences (5 or more per quarter) needs to be decreased. | Administrators will monitor the number of intraday absences.

Contact parents to discuss the number of intraday absences. | Principal

Assistant Principals

Attendance Designee | The number of excessive intraday absences will decrease as a result of parent contact and administrative assessment of the situation on a quarterly basis. | Quarterly reviews of the intraday attendance to evaluate if the strategy is reducing the number of intraday absences. |
| | Chronic accumulation of intraday absences (5 or more per quarter). | As per the District Attendance Policy 5.5 requiring the | Assistant Principals and Staff Members. | Attendance Record Reviews. | Quarterly review of records and comparing data |

5		appropriate documentation. If necessary referral to the collaborative problem solving team.			to previous years.

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
Administration, Support Staff, Teachers,and Community Members will have a community forum to discuss attendance concerns.	9-12	N/A	School-Wide	Quarterly Meetings	Reduction in tardies,early dismissal, and habitual absences by students.	MSD Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

of improvement:

1. Suspension Suspension Goal #1:	Decrease overall number of suspended students by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1386	1247
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
420	378
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
77	69
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
70	63

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 are not in compliance with rules and attendance policies and Code of conduct policies.	Behavioral program to reward students who are in compliance with school rules and attendance policies. Creating a reward system that is applicable to the various age groups.	Administration	Data collected through the discipline incident summary.	Overall rate of suspensions
2	Student acceptance that drug usage is negatively impacting their academic success and personal responsibility to change this trend.	Peer counselor mediation and instruction on alternatives to drug usage.	Peer Counselor Instructor Administration	Decrease in suspensions of students' using/possessing illegal drugs on campus.	Critical Incidents Report
3	Student acceptance that tobacco usage is negatively impacting their academic success and personal responsibility to change this trend.	Counselor driven program to assist students in not using tobacco products.	Administration Counselor	Decrease in suspensions of students' using/possessing tobacco products on campus.	Critical Incidents Report

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Maintain dropout rate at zero and increase the graduation rate by 1%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0%	0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

	95%		96%		

	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 relevance between school course work and real life experiences	Provide additional vocational and career technology opportunities to help obtain post-secondary employment. Institute Career Day.	Guidance Director Guidance Counselors	Offering of a broad selection of practical art, and vocational electives.	Graduation and drop-out prevention rate data.

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

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

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

Dropout Prevention Budget:

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

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.*	To increase the percentage of parental involvement at MSDHS in the Parent Teacher Student Association (PTSA), School Advisory Forum and School Advisory Council by 5%. To increase the number of parents signed up via the website to receive information Increase the 2012 Level by 50%. To increase parental involvement in educational activities that help raise student achievement by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20%(400)	25% (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	Inability to contact all parents to create awareness.	Assistant Principal in charge of community relations Principal Parent representative Teacher representative	Assistant Principal in charge of community relations Principal Parent representative Teacher representative	Attendance increase as marked between the initial meeting and following meetings. Also, membership rate increase.	Attendance Rate and Membership rate.
2	SAC/SAF meetings are held at 3:15 pm when working parents are not available.	To post minutes and agenda's on the website. Use marquee to publicize meetings. To hold one joint meeting per semester in the evening.	Assistant Principal in charge of community relations Principal SAC Chairs, SAF Chairs, Teacher representative.	Increase average attendance of new members between the first semester and second semester.	Attendance rate.
3	Attracting parents and stakeholders of diverse backgrounds to MSD SAC.	Develop partnerships with stakeholders from diverse backgrounds.	Administration SAC Co-Chairs	Increase attendance of parents and students from diverse ethnic backgrounds at SAC meetings	Increased school involvement from stakeholders from diverse backgrounds.
4	Student aversion to joining a "parent" organization.	PTSA along w/ SGA, Peer Counseling will run a campaign to get students involved in the organization.	Assistant Principal over community relations Student Government Instructor.	An increase from the first of the year to the last part of the year in the percentage of students joining the PTSA.	Percentage of students registering .
5	Attracting parents and stakeholders of diverse backgrounds to MSD SAC/SAF.	Develop partnerships with stakeholders from diverse backgrounds.	Administration SAC Co-Chairs SAF Chair PTSA President	Increase attendance of parents and students from diverse ethnic backgrounds at SAC/SAF meetings.	Increased school involvement from stakeholders from diverse backgrounds.
6	Awareness of how parents can help increase student achievement on academic assessments. (i.e.: EOC's, FCAT, etc.	Parents will receive school communication of different activities of what the school is doing to increase student achievement	Assistant Principal in charge of community relations Principal Parent	Parent and Staff feedback, teacher conferences, guidance conferences, school Town Hall meetings.	Parent Survey

		such as FCAT Camps, EOC Camps, Saturday Student Learning Communities	representative Teacher representative.		

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
SAC (School Advisory Council) will allocate budget funds for school improvement	SAT, Saturday and ECO school (extended Learning) opportunities	SAC fund	$14,000.00
			Subtotal: $14,000.00
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: $14,000.00

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:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

1. CTE	
CTE Goal #1:	60 percent of students will score at or above 80% on their industry certification test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers unfamiliar with new certification test	Teachers will attend professional development opportunities to familiarize themselves with the format of their industry certification exam	District Administrator Administration Department Chair	Data Chats with administrator	Lesson Plans Department discussions Certification test
2	High level reading skills such as gathering, evaluating and synthesizing skills need to be increased across the curriculum	Train teachers in the use of primary source documents in project based learning	Literacy Coach Department Chair	I-Observation Informal Individual/Group student projects	Project Rubric
3	Teachers need to fully understand and implement Common Core Standards	The need for teacher understanding of the Common Core Standards specific to their subject area will be discussed at department meetings. Meetings will include methods for implementation.	Literacy Coach Department Chair	Common Core Lesson Plans	Certification test

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

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

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

CTE Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

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

Other

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Biology EOC	Science strand workshop books	PTSA	$3,500.00
Writing	Six Traits Writing Model	English District support personnel	Cost-nuetral	$0.00
Parent Involvement	SAC (School Advisory Council) will allocate budget funds for school improvement	SAT, Saturday and ECO school (extended Learning) opportunities	SAC fund	$14,000.00
				Subtotal: $17,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Turnitin.com	Web-based software	SAC	$2,500.00
				Subtotal: $2,500.00

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: $20,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

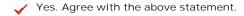| ᶨⁿ Priority	ᶨⁿ Focus	ᶨⁿ Prevent	ᶨⁿ NA

Are you a reward school: ᶨⁿ Yes ᶨⁿ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The majority of school accountability funds will be used for extended learning opportunities.	$14,000.00

SAC will be focusing on the academic needs of all students at Marjory Stoneman Douglas High. As the school year progresses SAC will explore and implement evidenced based academic and instructional strategies that will ensure the academic progress of all students in grades 9 through 12.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	90%	90%	63%	311	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	65%	75%			140	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?	54% (YES)	71% (YES)			125	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					586	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	90%	95%	55%	309	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	62%	83%			145	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)	73% (YES)			120	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					584	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested