FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COCONUT CREEK HIGH SCHOOL

District Name: Broward

Principal: Scott Fiske

SAC Chair: Shota Lomidze

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Scott Fiske	Degrees:M. Ed. Educational Leadership Certification: -B.S. Civil Engineering/ - MG Math (5-9)	2	14	Western High School 2010-2011 Grade Pending Reading Mastery 58% Math Mastery 82% Science Mastery 46% Writing Mastery 86% Western High School 2009-2010 Grade A Reading Mastery 62 % Math Mastery 86% Science Mastery 50 % Writing Mastery 92% Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD Western High School 2008-2009 C Reading Mastery 57 % Math Mastery 84% Science Mastery 46 %

		School Principal K-12			Writing Mastery 89% Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD -ELL Western High School 2007-2008 A Reading Mastery 61 % Math Mastery 85% Science Mastery 49 % Writing Mastery 88% Did not make AYP: Reading -Hispanic -SWD -Eco- disadvantaged Did not make AYP: Math -SWD
Assis Principal	Judith Segesta	Degrees: Elementary Education Masters degree in Reading (K-12) Certification: Education Leadership (all levels)	5	5	>2011-12 Grade Pending >2010-2011 Grade C Reading Mastery 23 % Math Mastery 53% Science Mastery 22 % Writing Mastery 82% > 2010 - 2011 78% of students scored 4.0 on Writing > 2009 - 2010 Moved Coconut Creek High School from D to C > 2008 – 2009 Moved Coconut Creek High School from F to D > 2008 – 2009 Increased school's graduation rate (NGA) 8% > 2008 – 2009 At Coconut Creek High School, students improved from 75% students meeting high standards in writing to 88% yielding a 13-point gain. Additionally, students improved in reading by 1%. 2% of the lowest 25% made learning gains in reading. > 2007 – 2008 At Deerfield Beach High School, 93% of students met high standards in writing
Assis Principal	Angel M. Gomez	Degrees: Bachelors of Science in Mathematics, Masters in Educational Leadership Certification: School Principal (all levels, Mathematics (6-12)	6	6	>2011-12 Grade Pending >2010-2011 Grade C Reading Mastery 23 % Math Mastery 53% Science Mastery 22 % Writing Mastery 82% > 2009 - 2010 Moved Coconut Creek High School from D to C > 2008 – 2009 Moved Coconut Creek High School from F to D > 2008 – 2009 Increased school's graduation rate (NGA) 8% > 2007 – 2008 Moved graduation rate for ELL students to 42%.
Assis Principal	Dr. Moira Sweeting	Degrees: Bachelor of Arts - Business Economics Master of Business Administration Ph.D. - Leadership and Education Certifications: Business (6-12) Economics (6-12), Educational Leadership (all levels)	3	9	> >2010-2011 Grade C Reading Mastery 23% Math Mastery 53% Science Mastery 22 % Writing Mastery 82% 78% of students scored 4.0 on Writing 2009 - 2010 - Reading Mastery 47%, Math Mastery 77%, Writing Mastery 92%, Science Mastery 31%. > 2008 - 2009 - Reading Mastery 44%, Math Mastery 80%, Writing Mastery 84%, Science Mastery 33%. Whites, Blacks, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Blacks, Economically Disadvantaged, and English Language Learners did not make AYP in Math.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Adrienne Nelson	Degrees: Master of Arts, Educational Technology Certification: Biology (6-12) Guidance and Counseling (K-12) Middle Grades Science (5-9)	1	4	>2011-2012 Grade Pending >2010-2011 Grade C Reading Mastery 23% Math Mastery 53% Science Mastery 22 % Writing Mastery 82% > 2009 - 2010 Moved Coconut Creek High School from D to C > 2008 - 2009 Coral Glades High School maintained A
Mathematics	Marjorie Johnson	Degrees: Masters of Science in Mathematics Certification: Education Mathematics 5-9	13	4	>2011-2012 Grade Pending >2010-2011 Grade C Reading Mastery 23 % Math Mastery 53% Science Mastery 22 % Writing Mastery 82% > 2009 - 2010 Moved Coconut Creek High School from D to C > 2008 – 2009 As classroom teacher, 65% Learning gains > 2007 – 2008 As classroom teacher, did not teach any FCAT test students > 2006 – 2007 As classroom teacher, 88% Learning gains
Reading	Alicia Olsen	Degrees: Masters of Science in Physical Education and Recreation. Certification: Physical Education and Reading (K-12), ESOL and Reading Endorsed.	5	8	>2011-2012 Grade Pending >2010-2011 Grade C Reading Mastery 23 % Math Mastery 53% Science Mastery 22 % Writing Mastery 82% > 2009 - 2010 Moved Coconut Creek from D to C > 2008 – 2009 Increased school's graduation rate (NGA) 8% > 2008 – 2009 Moved Coconut Creek High School from F to D > 2007 – 2008 Moved Coral Glades High School from C to an A

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. Teacher support through conferencing	Administration	Ongoing	
2	2. New Educator Support System (NESS) – Instructional coaches serve as mentors to teachers new to the profession and district. Monthly support meetings are conducted to address the needs/concerns and to share best practices.	NESS Coach	June 2013	
3	3. Buddy System for new teachers with veteran teachers	Designated veteran teachers	June 2013	
4	4. Common Planning	Departmental	June 2013	
5	5. Cougar Collegiality – Monthly	Assistant Principal	June 2013	
6	6. Cougar Connection Instructional Newsletter	Angel Gomez/Judy Segesta	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data 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
80	3.8%(3)	32.5%(26)	43.8%(35)	20.0%(16)	66.3%(53)	98.8%(79)	11.3%(9)	6.3%(5)	25.0%(20)

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
Carol Johnson-Coote Elizabeth Marshall Max Ruback Marjorie Johnson Marjorie Johnson Gofus A. Nelson Gary Clayton	Jessica Reeves Rebecca Rice Chandler Sanzari Israel D. Harrypersad Barbara Frorath Kerron. Wilson Taeisha Morgan	A coach is paired with a mentor because of his or her content-based expertise, commitment to professional growth, skills necessary to be a strong mentor, ability ot build trust and working relationship with a mentee, and must also be a strong instructional leader. the pairing will be subject-based.	Coach will provide the new educator with coaching assistance on how to be an effective teacher using critical thinking strategies. Coach will also provide information concerning the processes of CCHS.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team consist of:
Social Worker: Victor Wallen
School Psychologist: Meleca Brown
Behavior Specialist: Robert P. Hurley
ESE Specialist: Susan P. Bennett
Graduation Coach: April Johnson-Bynes
Reading Coach: Alicia A. Olsen
Math Coach: Marjorie Johnson
Assistant Principal Moira Sweeting-Miller
*Teacher of the referred student
*Parent of the referred student

**In some cases, the referred student

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

The purpose of the RtI team in our school is to ensure high quality instruction and intervention matched to student needs, using performance level and learning rate over time to make data-based decisions to guide instruction.

The RtI team reviews school wide data to address the progress and needs of low performing students, as well as determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long term personal/academic outcomes (behavior, attendance, etc.) The team will use the Problem Solving Model and all decisions will be guided by the review and analysis of student data, both summative and formative. The school psychologist, family counselor, will bring their respective areas of expertise to the RtI team discussions.

The RtI team will meet monthly to review the school wide data and make decisions based on the information. the team will oversee the multi-layered model of service delivery and recommend, coordinate and implement supplemental services. The team will also work with other school teams to organize and coordinate RtI efforts.

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

The RtI Leadership Team assists in developing and implementing the School Improvement Plan through the analysis of data based on the given standardized assessments, teacher input, CPS process, discipline referrals, social worker referrals, and attendance referrals. The School Improvement Plan is the working document that guides the work of the team.

The Behavior Specialist is the facilitator of the RtI meetings. He is responsible for running the meeting and coordinating the efforts of each team member. The team uses the problem solving process, problem identification, problem analysis, intervention design, and implementation and evaluation to develop and test hypotheses about why school and student problems are occurring.

MTSS Implementation

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

The RtI Leadership Team utilizes the data to monitor progress of all students, and implement needed strategies with special emphasis on our Tier 2 and 3 students.
The role of the RtI team in SIP is to take the tier 1 aggregate data and inspect in the areas of Reading, Writing, Math, Science, and Behavior. This data is used to make considerations on how the core curriculum and school-wide approach to behavior management is conducted in the school-specifically the modifications required to be successful.

For Tier 2 and 3 students the data sources are the intervention records and progress monitoring graphs are generated for individual students.

Data Warehouse, District Assessments, Virtual Counselor, as examples, will be used to pull, manage, and maintain the flow of data on students referred to the RtI team.

Describe the plan to train staff on MTSS.

The staff will be trained on the Multi Tiered System of Student Support, data cluster, strands for data chats, and modification of instructing during the first semester of the 2011-2012 school year. The Behavior Specialist will coordinate the school information session on how to appropriately implement the RtI process and protocol. He will also be available as needed by individual teachers and administration for help in the active protocol and process of RtI. Follow-up trainings will be offered at the end of the 2nd 9 weeks and continued training will be offered for the remainder of the year. District Area and State Area personnel will be contacted to help conduct RtI trainings as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach/Department Head: Alicia Olsen
Language Arts Department Head: Elizabeth Marshall
Physical Education Department Head: Ed Rokos
Social Studies Department Head: Robert Carradine
Mathematics Department Head: Marjorie Johnson
Science Department Head: Shota Lomidze
Science Coach: Adrienne Nelson
World Languages Department Head: Ann Siwiak
Fine Arts Department Head: Robert Steiner
Assistant Principal: Judy Segesta
Assistant Principal: Angel Gomez
Assistant Principal: Dr. Moira Sweeting-Miller
Principal: Scott Fiske

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

We work as a team and look at the plans that are in place at the school, analyze data, and make modifications to our plans based on the results. Information is disseminated to all teachers through departmental meetings in the school, and input is always welcome. The information is disseminated to stakeholders through department meetings, leadership meetings, open forums, and SAC meetings with committees. The LLT is also in charge of developing annual goals for the year. These goals are discussed and planned out in a time line order of events through the leadership committee under the auspices of the administration with the curriculum goal in mind focusing on literacy. Then, the information is disseminated through department meetings and designed through the department meeting sot give proper feedback from the faculty and staff from the goals decided previously by the LLT and leadership team. This follows the FCIM as the LLT evaluates the solicited information to drive learning into what direction of need is necessary. The LLT final function is to help build a culture of reading as the foundation aspects of the curriculum. This is done with the support of the staff, collaboration of the departments, problem solving the RtI, and the implementation of thought through learning and teaching better Literacy based strategies such as though the usage of CRISS, SpringBoard, and McRel. The LLT will meet bi-monthly after school.

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

The major initiatives will be to focus on transitioning to the CCSS. A book in every student's hands will continue to be initiative. Interactive Word Walls will be incorporated in classroom instruction. In addition to lesson construction.
To help implement the initiatives of the LLT, the highly qualified staff members in the reading department (reading endorsed and certified) will help guide non-reading teachers in the proper utilization and assimilation of these initiatives in core classroom practices.
Furthermore, following the FCIM format designed to show growth through the year through all aspects, the data collected through the LLT is designed to help analyze the needs tot he students and their particular learning aptitudes. This gives way to differentiated instruction based upon individual needs of the students which makes the redesigned curriculum more in line with the needs of the students. Then the implementations occur and data is collected again to help reassess the aspects needed for differentiation and what was done best for the learning environment. Lastly, resources will be used to help differentiated the reassessed aspects identified from evidence such as data and will be corrected through such literacy, reading methods that ares scientifically proven such as CRISS training and other comparable promotions of literacy. This information can be disseminated through the PLCs and other study groups designed by the action research done by the LLT.

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.

Reading strategies are incorporated in daily classroom instruction. Regular walk throughs are conducted by the Literacy Leadership Team, using the CWT rubric. CRISS classes are offered on campus to teachers yearly. Over 70% of the entire faculty is CRISS and/or McRel trained. Bi-monthly Cougar Connection Newslatter will include several of the reading strategies that can be incorporated in all content areas. The instructional coaches model reading strategies in all content areas to ensure that the reading strategies are being used correctly. Each content area subject incorporates reading strategies into their daily lessons.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Teachers are encouraged to integrate real-world experiences into their curriculum, thus bridging the understanding between the classroom and the future plans of the students. The school is working to expand vocational offerings for students interested in entering the work force upon graduation.

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?

All students meet individually with their counselor to discuss postsecondary plans. Students are encouraged to select elective courses in a field they might be interested in pursuing in the future. A number of vocational programs have been added to the curriculum for the 2010-2011 school year.

Students use Virtual Counselor to select their courses in the spring for the following year. They have access to FACTS.org and ePEP. Advanced Placement and Dual Enrollment opportunities are offered to allow students early college credit towards their chosen field of study. The guidance department follows the yearly guidance plan to provide a full range of student services to meet the needs of all students.

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

(No New Data Yet) Based on trend data from 2005-2008, 38% of our students were enrolled in a state postsecondary institute in 2008, a drop from 45.6% in 2005. With the addition of private and out-of-state colleges, the percentage drops from 49.95% to 48.62%. The school is making a concerted effort to increase all college enrollment opportunities through early scheduled college nights, early registration for the SAT, and frequent monitoring of the application process.

The percentage of students successfully completing an entry-level math course in 2008 was 55.5%, well below the district average of 63.4%. Students successfully completing Freshman Composition I or II was 80.3%, just below the district average of 82.0%. All students are scheduled in English classes for all 4 years and math classes for at least 4 years. Co-enrolled courses are offered on campus (after school) for the whole year. A scheduled credit recovery program is scheduled for 4 periods a day for students to gain much needed skills.

In 2009-2010 Coconut Creek implemented a mentoring program for incoming 9th graders. 9th grade students were paired with 12th grade students to provide a smooth transition into high school. Also, we had a New Cougar Orientation at night for parents and students so that they can receive valuable information to be successful in high school.

Our Awards Nights, both underclass and for seniors only, foster academic success. Field trips are offered to the district college fair in November, as well as offering a fair on campus the same week. Students meeting criteria are offered a fee waiver for SAT and ACT placement exams. All 10th grade students are administered the PSAT to better prepare them for the SAT. CPT is offered on campus to provide for more students to take the assessment. SAT/ACT Prep courses are offered after school on campus. Our BRACE adviser provides information, encouragement and the registration assistance needed to fully meet students needs.

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:	Increase total percentage of level 3 students proficient in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(97/609 tested) of students achieved proficiency (levels 3) in reading.	20%(168/840 tested) of students achieved proficiency (levels 3) in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Correct Student Placement and Scheduling	1.1 Student placement data will be Reviewed to ensure that all students are correctly placed in core classes that best meets their needs. Scheduling Standards of Practice documents, and District Progression Charts for more information will be utilized in this process.	1.1 Guidance Counselors per grade level, Master Scheduler, Reading Coach	1.1 Schedule Change Request Form, Aligned Master Schedule, Student Class Performance	1.1 FCAT, BAT, FAIR, Mini BATS, Guidance Review Student Portfolios
2	1.2 Lack of rigor in core content and elective classes.	1.2 Depth of knowledge needs to increase by offering training in higher level questions and DBQs, followed by modeling	1.2 Assistant Principals Instructional Coaches	1.2 Weekly observations will be conducted focusing on teacher use of literacy strategies. Debriefings with the Instructional Coaches will follow observations wherein individual plans will be created based on data collected.	1.2 FAIR BAT FCAT Student Portfolios Observations Common Teacher Assessments
3	1.3 Lack of consistent focused instruction following the principles outlined the Marzano Framework.	1.3 Assistant Principals will conduct focused observations using the Marzano Framework as a guide. Post observation conferences and feedback will be provided in face-to-face and/or electronic format. A bi-weekly instructional newsletter will be distributed electronically outlining.	1.3 Assistant Principals	1.3 Classroom Observation and conferencing sessions	1.3 iObservation
4	1.4 Lack of core instructional time	1.4 Coconut Creek will extend its school day by 30 to allow for core	1.4 Assistant Principals	1.4 Summative assessments	1.4 BAT FCAT

		enrichment activities.			

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:	Increase the percentage of students scoring at level 4, 5, or 6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(4/14 tested) of students scored at levels 4, 5, or 6 on the FAA.	40% (7/18) of students will score at levels 4, 5, or 6 on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Student behaviors detracting from time on task of student exhibiting behavior as well as others	1.1 Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff assigned to classroom.	1.1 Classroom Teacher ESE Specialist	1.1 Classroom Observation Updates on individual student goals at IEP meetings	1.1 IEP Goals Observations
2	1.2 Students demonstrate difficulty attending to task for extended periods of time.	1.2 Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	1.2 Classroom Teacher ESE Specialist	1.2 Classroom Observation Updates on individual student goals at IEP meetings	1.2 IEP Goals Observations

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:	Increase the percentage of students scoring above level 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(74/609 tested) of students scored above level 4 in reading.	15%(126/840 tested) of students will score above level 4 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1 Students in AP, Honors classes are not sufficiently involved in	2.1 AP teachers will be given release time to develop appropriate rigorous	2.1 Assistant Principals	2.1 Classroom observations will be conducted focusing on teacher use	2.1 Chapter Tests AP Exams

1	answering rigorous higher-level questions and using critical thinking to support their answers.	instructional materials and assessments Administrators, instructional coaches, and teachers will conference to dicuss and plan the implementation of strategies designed to increase rigor.		of High Order Thinking Questions. Post observation conferencing with Administrators will follow observations wherein individual plans will be created based on data collected. Bimonthly PLCs will be conducted to review implementation. Minutes from the meetings will be part of the monitoring process.	BATs (if level 4 & 5 students are required to take it Observations
2	2.2. Delivery of content instruction does not embed reading standards across the curriculum.	2.2. Instructional Coaches will model and co-teach NG-CARPD reading strategies in content and elective classes.	2.2. Assistant Principal Instructional Coaches	2.2. Weekly obsrevations will be conducted focusing on teacher use of literacy strategies. Debriefings with the Reading Coach will follow onservations wherein individual plans will be created based on data collected.	2.2. BAT FCAT Student Portfolio Observations
3	2.3. Lack of text complexity embedded in core and elective classes.	2.3. Train teachers in text complexity and Common CORE standards.	2.3. Instructional Coaches Assistant Principals	2.3. Weekly observations will be conducted focusing on level of complexity used in class and on student tests. Common department planning and data chats with APs will follow so individual lesson plans may be adjusted.	2.3. Observations Student Portfolio Chapter Tests
4	2.4 Lack of core instructional time	2.4 Coconut Creek will extend its school day by 30 minutes to provide core enrichment activities.	2.4 Assistant Principals	2.4 Classroom Observation and summative assessment results.	2.4 BAT FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Increase the percentage of students scoring at or above level 7 in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (2/14) students scored at or above level 7 on the FAA.	22% (4/18) students will score at or above level 7 on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Student behaviors detracting from time on task of student exhibiting behavior as well as others	2.1 Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff	2.1 Classroom Teacher ESE Specialist	2.1 Classroom Observation Updates on individual student goals at IEP meetings	2.1 IEP Goals Observations

		assigned to classroom.			
2	2.2 Students demonstrate difficulty attending to task for extended periods of time.	2.2 Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	2.2 Classroom Teacher ESE Specialist	2.2 Classroom Observation Updates on individual student goals at IEP meetings	2.2 IEP Goals Observations

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:	To increase the percentage of students making learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(319/565 tested) of students achieved learning gains in Reading.	60% (504/840 tested) will achieve learning in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Teachers have a limited understanding of the NGSSS/Test Specs which results in students having limited knowledge of the NGSSS/Test Specs.	3.1. Teachers will attend a Professional development on the NGSSS/Test Specs at the beginning of the school year. Each department will be trained in an area of FCAT 2.0 that applies directly to their content. Core Curriculum has been contacted to set up trainings for this endeavor. An instructional focus calendar will be developed and implemented in all classes on a daily basis. Coaches will model and co-teach lessons using the NGSSS/Test Specs bi-weekly. Students have opportunities to attend an after school program (ELO) to receive additional help in	3.1. Assistant Principals Instructional Coaches	3.1. Weekly CWTs Teachers will post-conference with the Reading Coach to develop individual plans based on data collected. Bimonthly PLCs will be conducted to review implementation. Minutes from the meetings will be part of the monitoring process.	3.1. Mini BATS, FAIR, BAT, FCAT Student Portfolios, CWTs

		becoming successful with NGSSS/Test Specs four days each week.			
2	3.2. Minimum utilization of district resources: United Streaming, district benchmarks, FAIR tool kit, and data from Mini Assessments	3.2. Teachers will attend a Professional Development training on BEEP and Promethian Boards at our summer symposium. A flexible training (with teacher choice) will be made available on a planning day. In house people will be giving the Professional Development.	3.2. Assistant Principal, Reading Coaches, Science Coach	3.2. CWTs, Observations, Lesson Plans	3.2. Observations, Chapter Tests Mini BATs, BATs and FCAT, Student Portfolio
3	3.3. Lack of rigor	3.3. Teachers will attend “Lesson Studies” Professional Development to increase the rigor in the instruction. Teachers will form lesson study groups and implement lesson study process. Upon completion of lesson study observations, teachers will reconvene in order to improve the lesson presented.	3.3. Assistant Principals	3.3 Assistant principals and instructional coaches will monitor lesson study meetings and planning sessions as well as lesson domonstration and feedback.	3.3. Observations
4	3.4. Lack of proficiency in content specific vocabulary.	3.4. Teachers will be trained in the beginning of the school year on how to create and infuse an interactive word walls into the their classrooms. Infuse lessons on prefixes and suffixes in all classes on a weekly basis. Provide training for I-PAD for vocabulary apps at the beginning of the year. Teachers will then check out I-PAD carts to infuse into their daily instruction.	3.4. Instructional Coaches Assistant Principals	3.4. CWTs Observations Lesson Plans	3.4. Chapter Tests, CWT Pattern and trends Report, Student Portfolio

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:	Improve the percentage of students making reading learning gains on the FAA my 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2/13) made learning gains in reading on the FAA	34% (4/13) will make learning gains in rading on the FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Student behaviors detracting from time on task of student exhibiting behavior as well as others	3.1 Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff assigned to classroom.	3.1 Classroom Teacher ESE Specialist	3.1 Classroom Observation Updates on individual student goals at IEP meetings	3.1 IEP Goals Observations
2	3.2 Students demonstrate difficulty attending to task for extended periods of time.	3.2 Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	3.2 Classroom Teacher ESE Specialist	3.2 Classroom Observation Updates on individual student goals at IEP meetings	3.2 IEP Goals Observations

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:	Increase the percentage of students making learning gains in the lowest quartile by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(114/217 tested) of students in lowest quartile made learning gains in Reading.	55%(120/217 tested) of students in lowest quartile will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Teachers have a limited understanding of the NGSSS/Test Specs, which results in students having limited knowledge of the NGSSS/Test Specs.	4.1. At the begining of school year, teachers will attend a Professional development on the NGSSS/Test Specs. Coaches will model and co-teach lessons on a weekly basis using the NGSSS/Test Specs. Students will have opportunities to attend an after school program (ELO) to receive additional help in	4.1. Reading Coaches Assistant Principals	4.1. Weekly CWTs will be conducted focusing on teacher use of NGSSS/Test Specs. Debriefings with the Reading Coach will follow CWTs wherein individual plans will be created based on data collected. Bimonthly PLCs will be conducted to review implementation. Minutes from the meetings will be part of the monitoring process.	4.1. Chapter Tests, Mini BATs, BATs FAIR and FCAT, Student Portfolio

		becoming successful with NGSSS/Test Specs four days a week. Students will receive additional assistance through a push-in/pullout program after the results of FAIR AP1.			
2	4.2. Lack of Differentiated Instruction to meet the needs of individual students.	4.2. Teachers will attend a Professional Development on Differentiated Instruction. Reading Coach and teachers will engage in a reciprocal teaching approach to increase the understanding of and the comfort level in using Differentiated Instruction.	4.2. Coaches, Assistant Principals,	4.2. Weekly CWTs will be conducted focusing on teacher use of Differentiated Instruction. Debriefings with the Reading Coach will follow CWT's wherein individual plans will be created based on data collected. Bimonthly PLCs will be conducted to review implementation. Minutes from the meetings will be part of the monitoring process.	4.2. Chapter Tests, Mini BAT's, BAT's, FAIR and FCAT, Student Portfolio CWTs
3	4.3. Inconsistent use of Differentiated Instructional Strategies in Reading classes.	4.3. Provide staff development on how to implement the effective use of differentiated instruction. Training will take place during the 1st nine weeks. Model and co-teach differentiated instruction techniques/strategies weekly by Reading coach. A weekly Reading PLC will be used to share best practices during the provided Reading Common Planning. Increase use of technology during the daily instruction and the daily presentation of curriculum such as FCAT Explorer, Read 3000, and Florida Achieves.	4.3. Assistant Principals Reading Coach,	4.3. CWTs: At least twice weekly for each teacher Focus will be on teachers' effectiveness with infusing data in lesson planning and delivery. Information will be shared at department meetings and strategies will be developed to address deficiencies. The results from the data chat forms will be used to determine Instructional strategies The review of the data chat form will be used to determine the effectiveness of the instructional strategies Observation data and feedback from the ,PLCs recorded minutes	4.3. Mini BATs, FAIR, DAR and Fluency Tests CWT Form

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 : Reduce the percentage of non-proficient students in reading by 38% per year over the next six years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	34	40	46	52	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase proficiency among all ethnicity groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 17% (101/593), Hispanic: 25% (44/174), ED: 21% (139/667), ELL: 6% (6/108), SWD: 20% (23/114)	Black: 26% (154/593), Hispanic: 33% (58/174), ED: 29% (193/667), ELL: 16% (17/108), SWD: 28% (32/114)

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	5A.1. Lack of direct and explicit instruction to deliver curriculum.	5A.1. Teachers will assist each other through lesson study modeling and debriefing. During their PLC, teachers will meet weekly in small learning community to discuss effective implementation of DI model.	5A.1. Assistant Principal Reading Coach ESOL Reading Coach	5A.1. CWT – Evidence of DI model used daily Recorded minutes of PLC.	5A.1. Mini Assessments FAIR results BAT 1/BAT 2
2	5A.2. Limited use of modeling higher order thinking skills when presenting content.	5A.2. Provide training for teachers on how to incorporate higher thinking skills in lesson planning, through common planning throughout the year Identify/ prepare higher-level questions cards for reading and content area teachers. From Edupress Flip chart/Webb's. Share best questioning techniques through common planning throughout the year. Model higher level questioning strategies along with prompting and probing techniques	5A.2. Assistant Principal Reading Coach ESOL Reading Coach	5A.2. CWT – Evidence of daily use. Teacher/reading coach data chats	5A.2. Mini Assessments FAIR results BAT 1/BAT 2
	5A.3. Inconsistent use of data to drive /differentiate instruction.	5A.3. Provide additional training on Small Group Instruction at the beginning of the school year. Use FAIR data to assist teachers in forming differentiated groups. Reading coach will assist teachers in the delivery of differentiated	5A.3. Assistant Principal Reading Coach ESOL Reading Coach	5A.3. Reflective feedback on the delivery of differentiated instruction.	5A.3. BAT 1/BAT 2 FAIR results Mini Assessments

3		instructions. Use DART model to analyze data. Prioritize main student weaknesses that need to be addressed. Develop an instructional focus calendar to meet the needs of those identified students. A data chat with students and teachers will be held quarterly to establish update goals. We will use the FCIM process to realign instruction according to the new data collected.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2012, English Language Learners (ELL) students will increase proficiency by 10 percentage points to a final proficiency of 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (6 out of 108 tested).	16% (17 out of 108 tested).

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	5B.1 Inappropriate placement of ELL students.	5B.1 Use data to ensure ELL's are place in appropriate classes. Monitor schedule changes. Highly qualified or experienced teacher delivers Curriculum/instruction to ELL population. Usage of Secondary Struggling Reader's Plan and K-12 ESOL Plan and or ESOL Course progression Chart and ESOL scheduling Cheat Sheet.	5B.1 Administrators responsible for master schedule and ESOL. Reading Coach ESOL Contact Guidance ESOL Reading Coach	5B.1 Administration and use of Reading Placement Chart/ESOL to schedule students.	5B.1 Master schedule and student schedule
	5B.2 Teachers have partial understanding of students' language and educational profile/background	5B.2 Provide ESOL/Multicultural PD refresher such as Meeting the Needs of ELL II, Academic Achievement for ELL, ELL	5B.2 Reading Coach Administrators responsible for ESOL students	5B.2 CWTs Recorded minutes of ELL PLC's Peer Observations.	5B.2 CELLA IPT FAIR results

2		Grading Guide Lines at the beginning of the school year. ELL PLC will meet bi-monthly to discuss barriers and best ESOL strategies.	ESOL Reading Coach		
3	5B.3 Teachers' inconsistent use of ESOL Instructional Strategies Matrix.	5B.3 Provide ESOL Instructional Strategies Matrix support throughout the year through coaching/modeling.	5B.3 Reading Coach ESOL Reading Coach	5B.3 CWT's Reflective Feedback Lesson Plans	5B.3 IPT CELLA FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of SWD making AYP in Reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (23/114) of SWD students are proficient in Reading.	28% (32/114) of SWD students will be proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Lack of direct instructional time and focus in core classes for SWD students.	5C.1. Learning Strategies classes were created by grade level for all SWD students (according to the IEP). Support Facilitators will be available on a daily basis to assist students in Learning Strategies class so specific support can be offered in core classes. Core teachers will provide direction to Support Facilitators based on student performance in class.	5C.1. Assistant Principal over ESE Assistant Principal over Scheduling ESE Specialist Support Facilitators	5C.1. Student peformance on tests in core classes.	5C.1. Student Tests BAT Mini BATS FAIR FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase proficiency among economically disadvantaged students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (139/667) of ED students were proficient in Reading.	29% (193/667) of ED students will be proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Lack consistent and productive attendance in school.	5D.1. Review and follow school procedure for identifying truant students at the start of the school year. Receive training during Cougar Collegiality on Cooperative Learning	5D.1. Administrators responsible for each grade. Guidance	5D.1. Attendance records Recorded minutes of PLC's. Lower referral rates	5D.1. Mini Assessments BAT FAIR FCAT
2	5D.2 Inconsistent classroom environment/management that is not conducive to teaching and learning.	5D.2 Provide training at the beginning of the school year on RtI model. Provide training and PLC to meet bimonthly on CHAMPS.	5D.2 Administrators responsible for each grade. Guidance	5D.2 Attendance records Recorded minutes of PLC's. Lower referral rates	5D.2 Mini Assessments BAT FAIR FCAT

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Springboard and Common Core	9-10	Curriculum AP Department Head	English I and II teachers	Common Planning at least once a week	Collegial conversation Classroom Observation	Curriculum AP

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study and Collaborative Planning.	Substitutes for Release time	Accountability Funds	$1,200.00
			Subtotal: $1,200.00
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: $1,200.00

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 the percentage of students proficient in Listening/Speaking on the CELLA by 5%
2012 Current Percent of Students Proficient in listening/speaking:	
47% of students are proficient in Listening/Speaking on CELLA.	

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	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
2	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
	Multiple levels of English language proficiency in the same classroom requiring effective use	Teachers will use ESOL strategies to differentiate instruction and give testing	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis	CELLA

3	of differentiation of instruction.	accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.		of Student data with Student data chats	
4	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
5	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
6	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
7	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
8	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA

		support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.			
9	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA
10	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA

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 the percent of students scoring proficient in reading on CELLA
2012 Current Percent of Students Proficient in reading:	
31% of students scored proficient in reading on CELLA.	

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	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA

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 percentage of students scoring proficient in writing on the CELLA by 5 %

2012 Current Percent of Students Proficient in writing:

41% of students scored proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator.	Curriculum AP	Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	CELLA

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Increase the percentage of students scoring at levels 4, 5, or 6 in mathematics on the FAA by 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6/19) of students scored at levels 4, 5, or 6 in mathematics on the FAA	48% (9/19)of students will score at level 4, 5, or 6 in mathematics on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behaviors detracting from time on task of student exhibiting behavior as well as others.	Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff assigned to classroom.	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations
2	Students demonstrate difficulty attending to task for extended periods of time.	Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations

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:	Increase the percentage of students scoring at level 7 on the FAA in mathematics by 16%
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (3/19) of students scored at or above level 7 in mathematics on the FAA in mathematics	32% (6/19) of the students will score at or above level 7 in mathematics on the FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behaviors detracting from time on task of student exhibiting behavior as well as others.	Implement and monitor PBIPs and FBA for students in need. Provide necessary	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations

		training to all staff assigned to classroom.			
2	Students demonstrate difficulty attending to task for extended periods of time.	Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations

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:	Increase the percentage of students making learning gains in reading on the FAA by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (3/18) of students made learning gains in mathematics on the FAA	34% (6/18) of students will make learning gains in math on the FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behaviors detracting from time on task of student exhibiting behavior as well as others.	Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff assigned to classroom.	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations
2	Students demonstrate difficulty attending to task for extended periods of time.	Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations

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:	Increase total percentage of students proficient in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(103/393 tested) of students achieved proficiency (levels 3) in Mathematics.	27%(106/393 tested) of students achieved proficiency (levels 3) in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Inconsistent use of Differentiated Instructional Strategies in Core Content Classes and Elective Classes.	1.1. Model and co-teach differentiated instruction techniques/strategies weekly by Math coach. A Math PLC will be used to share best practices during the provided Math Common Planning (Weekly). Increase use of technology during the daily instruction and the daily presentation of curriculum.	1.1. Assistant Principals, Math Coach, Department Head	1.1. CWTs: At least twice weekly for each teacher Focus will be on teachers' effectiveness with infusing data in lesson planning and delivery. Information will be shared at department meetings and strategies will be developed to address deficiencies. The results from the data chat forms will be used to determine Instructional strategies The review of the data chat form will be used to determine the effectiveness of the instructional strategies Observation data and feedback from the ,PLCs recorded minutes	1.1. Mini BATs, , Algebra and Geometry EOC Tests CWT Form section 5
2	1.2. Inadequate use of data and its interpretation	1.2. Use updated data results to steer curriculum and instruction daily. Refer to Virtual Counselor after each assessment for student data. Collaboration during the weekly Math Professional Learning Community meetings held during common planning. Increase the number of data chats with students to one every 9 weeks.	1.2. Assistant Principals, Math Coach, Department Head.	1.2. CWTs; Focus-measurable learning objectives twice weekly. Feedback: During weekly department meetings Action Plan: Data taken from CWT tool.	1.2. Lesson Plans CWT tool- Section 1.

3	1.3. Insufficient direct and explicit instruction when delivering mathematics content	1.3. Teachers will attend 2011 summer workshops. Focus will be on Algebra 1 EOC and Geometry EOC. Participating in District online courses: Item Specs Algebra 1 EOC throughout the year. During departmental meetings -collaborate and create specific common lesson plans according to their respective course assignments,bimonthly	1.3. Assistant Principals, Math Coach, Department Head, Model Teachers	1.3. CWTs twice weekly Focus: Direct and explicit instruction Feedback during weekly department meeting Action Plan: Data collected on CWT tool Observation data collected from, Teacher data chats	1.3. Lesson Plans CWT tool-Section 2
4	1.4. Inconsistent use of rigorous higher order questioning strategies	1.4. Attend summer staff development on strategies for creating and effectively using higher order thinking strategies. Department meetings- Using Webb's levels of complexity/ Depth of Knowledge as a guide, teachers will create HOT questions to be used with each unit of study	1.4. Assistant Principals, Math Coach,	1.4. CWT tool and observation feedback - Weekly	1.4. Mini BAT results from Algebra 1 and Geometry EOC CWT tool - section 3

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:	Increase total percentage of students proficient in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(106/393 tested) of students achieved proficiency (levels 4 & 5) in Mathematics.	28%(112/393 tested) of students achieved proficiency (levels 4 & 5) in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Inconsistent use of rigorous higher order questioning strategies.	2.1. Teacher will participate in a summer staff development on how to effective create and implement higher order teaching strategies. Teachers will collaborate on the creation of effective high order thinking strategies during weekly Common Planning.	2.1. Assistant Principals, Math Coach	2.1. CWT Tool twice weekly, Common Planning minutes.	2.1. Lesson Plans NGSSS - Levels of Complexity Designations.

		HOTS will be the focus of monthly PLCs during the beginning months of the school year.			
2	2.2. Unfamiliarity with the platform of the new Geometry EOC	2.2. District support Extend Learning Opportunities for students taking the Geometry EOC test. Class openers for students taking the Geometry EOC test. Weekly scheduled computer practice to familiarize students with online tools.	2.2. Assistant Principals Math Coach Department Head	2.2. CWTs, Observations, PLC's recorded minutes	2.2. Florida Achieves End of Course Exam
3	2.3. Need to use more technology while implementing lessons in classroom.	2.3. In-house Professional Development facilitated by teachers who attended the district workshop for technology training with Promethean Board and GeoGebra. PLCs- teacher collaboration.	2.3. Math Coach Assistant Principal	2.3. Observations, Sharing Best Practices, Lesson Study - Quarterly	2.3. Technology-based lesson activities Electronic Student Portfolio

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
	39	44	49	54	59	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2012, the percentage of non-proficiency in Mathematics will decrease by 10% in both the Black and Hispanic AYP subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black:44% (134/305 tested) Hispanic: 56% (48/86 tested)	Black:50% (156/305 tested) Hispanic: 61% (53/86 tested)

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	5A.1. Inadequate use of data and its interpretation	5A.1. Teachers will become intimately familiar with their student test data and use data results to steer curriculum and instruction Collaboration during Professional Learning Community meetings Increase the number of data chats with students	5A.1. Assistant Principal, Math coach,	5A.1. Bi-weekly CWTs with the focus on adequate use of data to drive instruction Department meetings' recorded minutes	5A.1. Mini BATS, BAT, Algebra and Geometry EOC Tests. Tiered assignments.
2	5A.2. Inconsistent use of rigorous higher order questioning strategies	5A.2. Adhere to the guidelines of Webb's Levels of Complexity when creating assessments as well as those of Bloom's Taxonomy when instructing students Common planning Professional Learning Communities	5A.2. Assistant Principal, Math coach,	5A.2. CWT twice weekly to determine the frequency of higher order questioning strategies. Department meetings' recorded minutes	5A.2. Mini BATS, BAT, Common Assessment results Algebra and Geometry EOC Tests.
3	5A.3. Unfamiliarity with the platform of the new End of Course test	5A.3. District support Extended Learning Opportunities for students taking the End of Course test Class openers for students taking the End of Course Test	5A.3. Assistant Principal, Math coach, Department Head	5A.3. CWTs twice weekly Department meetings' recorded minutes	5A.3. Mini-BATS BAT 1 and 2 Common Assessments End of course Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The percentage of students in the ELL AYP subgroup will increase in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(19/58)	40% (23/58)

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	5B.1. Inconsistent use of Differentiated Instructional Strategies	5B.1. Increase use of technology during instruction Implementation of CRISS strategies for mathematics	5B.1. Assistant Principal, Math coach, ESOL Guidance	5B.1. CWT - weekly, PLC's recorded minutes or Lesson observation notes	5B.1. Mini BATS, BAT 1 and 2, Common Assessments

		Demonstrate the effective use of cooperative grouping			Alternative Assessments Algebra and Geometry End of Course tests.
2	5B.2. Inconsistent use of ESOL Instructional Strategies Matrix to scaffold instruction	5B.2. Vocabulary acquisition through student-created word walls Problem Solving strategies posted and frequently used In-service teachers on updated ESOL strategies with guidance from the ESOL department PLCs to address ELL objectives	5B.2. Assistant Principal, Math coach, ESOL Guidance	5B.2. CWT's, Observations, ESOL PLC's Recorded minutes Analyze results of evaluation tools	5B.2. Mini BATS, BAT 1 and 2, Alternative Assessments Algebra and Geometry End of Course tests.
3	5B.3. Inconsistent use of rigorous higher order questioning strategies	5B.3. Use ESOL strategies to assist in scaffolding and building students' confidence Integrate technology, such as Promethean Board, Active Votes, Document Camera, Inspire, Active Slate, Web Design to assist students in making personal connections to help with high order thinking	5B.3. Assistant Principal, Math coach, ESOL	5B.3. CWT - weekly PLC's recorded minutes	5B.3. Mini BATS, BAT 1-2, Common Assessments Algebra I and Geometry End of Course tests.
4	5B.4. Being able to identify Performance Indicators and Understand stages of Language Development	5B.4. ELL Training sessions offered by the District ELL training sessions as part of school collegiality ELL identification training through PLCs ESOL Endorsement for all teachers Data Chats	5B.4. ESOL Reading Coach ESOL Support Staff	5B.4. ESOL Support Staff Review, ESOL Coordinator assessment, ESOL PLCs, Math Department Meetings with a focus on ELL.	5B.4. Lesson Plans with ESOL Strategies identified Alternative assessments for ELL students Lesson plans with identified ELLs
5	5B.5. Lack of direct and explicit instruction to deliver curriculum	5B.5. In-service teachers on updated ESOL strategies Expand classroom libraries Use literature to show real-world mathematical concepts Secondary Math IFC to include ESOL strategies (SIOP Strategies)	5B.5. Assistant Principals, Math Coach,	5B.5. CWTs twice weekly, Focus: Use of ESOL /Literacy strategies Feedback during weekly department meeting Action Plan: Data collected from CWT tool Observation data and feedback from department meetings recorded minutes	5B.5. Lesson Plans Student grouped by ELL Level within classroom.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Inconsistent use of Differentiated Instructional Strategies	5B.1. Increase use of technology during instruction Implementation of CRISS strategies for mathematics Demonstrate the effective use of cooperative grouping	5B.1. Assistant Principal, Math coach, ESe Guidance	5B.1. CWT - weekly, PLC's recorded minutes or Lesson observation notes	5B.1. Mini BATS, BAT 1 and 2, Common Assessments Alternative Assessments Algebra and Geometry End of Course tests.
2	5B.2. Inconsistent use of ESe Instructional Strategies Matrix to scaffold instruction	5B.2. Vocabulary acquisition through student-created word walls Problem Solving strategies posted and frequently used In-service teachers on updated ESE strategies with guidance from the ESE department PLCs to address ESE objectives	5B.2. Assistant Principal, Math coach, ESE Guidance	5B.2. CWT's, Observations, ESE PLC's Recorded minutes Analyze results of evaluation tools	5B.2. Mini BATS, BAT 1 and 2, Alternative Assessments Algebra and Geometry End of Course tests.
3	5B.3. Inconsistent use of rigorous higher order questioning strategies	5B.3. Use ESE strategies to assist in scaffolding and building students' confidence Integrate technology, such as Promethean Board, Active Votes, Document Camera, Inspire, Active Slate, Web Design to assist students in making personal connections to help with high order thinking	5B.3. Assistant Principal, Math coach, ESE Support Staff	5B.3. CWT - weekly PLC's recorded minutes	5B.3. Mini BATS, BAT 1-2, Common Assessments Algebra I and Geometry End of Course tests.
	5B.4. Being able to identify Performance Indicators and Understand stages of	5B.4. ESE Training sessions offered by the District	5B.4. ESE Reading Coach ESE Support Staff	5B.4. ESE Support Staff Review, ESE Coordinator assessment, ESE PLCs,	5B.4. Lesson Plans with ESE Strategies identified

4	Language Development	ESE training sessions as part of school collegiality ESE identification training through PLCs ESE Endorsement for all teachers Data Chats		Math Department Meetings with a focus on ESE.	Alternative assessments for ESE students Lesson plans with identified ESEs
5	5B.5. Lack of direct and explicit instruction to deliver curriculum	5B.5. In-service teachers on updated ESE strategies Expand classroom libraries Use literature to show real-world mathematical concepts Secondary Math IFC to include ESE strategies	5B.5. Assistant Principals, Math Coach,	5B.5. CWTs twice weekly, Focus: Use of ESE /Literacy strategies Feedback during weekly department meeting Action Plan: Data collected from CWT tool Observation data and feedback from department meetings recorded minutes	5B.5. Lesson Plans Student grouped by ESE Level within classroom.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Students in the Economically Disadvantaged subgroup will increase in Math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (156/325)	54% (176/325)

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	5D.1. Lack of adequate foundational skills in mathematics concepts	5D.1. Scaffolding instruction with an emphasis on prerequisite skills and problem solving strategies Provide extended learning opportunities before and after school	5D.1. Assistant Principal, Math coach,	5D.1. CWT - weekly PLC's recorded minutes and/or Lesson Study observation notes	5D.1. Mini BATS, BAT 1 and 2, Common Assessments End of Course Assessments
2	5D.2. Insufficient availability to access computer based learning	5D.2. Increase computer use during lesson execution Provide opportunities for students who are excelling to access extended course activities	5D.2. Assistant Principal, Math coach,	5D.2. CWT's - Weekly PLC's recorded minutes Lesson Plans	5D.2. Mini BATS, BAT 1 and 2 results, Electronic Portfolios Common Assessment results EOC Assessment results

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:	Increase total perentage of students proficient in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(103/393 tested) of students achieved proficiency (levels 3) in Mathematics.	27%(106/393 tested) of students achieved proficiency (levels 3) in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Inconsistent use of Differentiated Instructional Strategies in Core Content Classes and Elective Classes.	1.1. Model and co-teach differentiated instruction techniques/strategies weekly by Math coach. A Math PLC will be used to share best practices during the provided Math Common Planning (Weekly). Increase use of technology during the daily instruction and the daily presentation of curriculum.	1.1. Assistant Principals, Math Coach, Department Head	1.1. CWTs: At least twice weekly for each teacher Focus will be on teachers' effectiveness with infusing data in lesson planning and delivery. Information will be shared at department meetings and strategies will be developed to address deficiencies. The results from the data chat forms will be used to determine Instructional strategies The review of the data chat form will be used to determine the effectiveness of the instructional strategies Observation data and feedback from the ,PLCs recorded minutes	1.1. Mini BATs, , Algebra and Geometry EOC Tests CWT Form section 5
2	1.2. Inadequate use of data and its interpretation	1.2. Use updated data results to steer curriculum and instruction daily. Refer to Virtual Counselor after each assessment for student data. Collaboration during the weekly Math Professional Learning Community meetings	1.2. Assistant Principals, Math Coach, Department Head.	1.2. CWTs; Focus-measurable learning objectives twice weekly. Feedback: During weekly department meetings Action Plan: Data taken from CWT tool.	1.2. Lesson Plans CWT tool- Section 1.

		held during common planning. Increase the number of data chats with students to one every 9 weeks.			
3	1.3. Insufficient direct and explicit instruction when delivering mathematics content	1.3. Teachers will attend 2011 summer workshops. Focus will be on Algebra 1 EOC and Geometry EOC. Participating in District online courses: Item Specs Algebra 1 EOC throughout the year. During departmental meetings -collaborate and create specific common lesson plans according to their respective course assignments,bimonthly.	1.3. Assistant Principals, Math Coach, Department Head, Model Teachers	1.3. CWTs twice weekly Focus: Direct and explicit instruction Feedback during weekly department meeting Action Plan: Data collected on CWT tool Observation data collected from, Teacher data chats	1.3. Lesson Plans CWT tool-Section 2
4	1.4. Inconsistent use of rigorous higher order questioning strategies	1.4. Attend summer staff development on strategies for creating and effectively using higher order thinking strategies. Department meetings- Using Webb's levels of complexity/ Depth of Knowledge as a guide, teachers will create HOT questions to be used with each unit of study	1.4. Assistant Principals, Math Coach,	1.4. CWT tool and observation feedback - Weekly	1.4. Mini BAT results from Algebra 1 and Geometry EOC CWT tool - section 3

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:	Increase total percentage of students proficient in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(106/393 tested) of students achieved proficiency (levels 4 & 5) in Mathematics.	28%(112/393 tested) of students achieved proficiency (levels 4 & 5) in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. Inconsistent use of rigorous higher order questioning strategies	2.1. Teacher will participate in a summer staff development on how to effective create and	2.1. Assistant Principals, Math Coach	2.1. CWT Tool twice weekly, Common Planning minutes.	2.1. Lesson Plans NGSSS - Levels of Complexity

1		implement higher order teaching strategies. Teachers will collaborate on the creation of effective high order thinking strategies during weekly Common Planning. HOTS will be the focus of monthly PLCs during the beginning months of the school year			Designations.
2	2.2. Unfamiliarity with the platform of the new Geometry EOC	2.2. District support Extend Learning Opportunities for students taking the Geometry EOC test. Class openers for students taking the Geometry EOC test. Weekly scheduled computer practice to familiarize students with online tools.	2.2. Assistant Principals Math Coach Department Head	2.2. CWTs, Observations, PLC's recorded	2.2. Florida Achieves End of Course Exam
3	2.3. Need to use more technology while implementing lessons in classroom.	2.3. In-house Professional Development facilitated by teachers who attended the district workshop for technology training with Promethean Board and GeoGebra. PLCs- teacher collaboration.	2.3. Math Coach Assistant Principal	2.3. Observations, Sharing Best Practices, Lesson Study - Quarterly	2.3. Technology-based lesson activities Electronic Student Portfolio

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
	56	60	64	68	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2012, the percentage of non-proficiency in Mathematics will decrease by 10% in both the Black and Hispanic AYP subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black:44% (134/305 tested) Hispanic: 56% (48/86 tested)	Black:50% (156/305 tested) Hispanic: 61% (53/86 tested)

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	5A.1. Inadequate use of data and its interpretation	5A.1. Teachers will become intimately familiar with their student test data and use data results to steer curriculum and instruction Collaboration during Professional Learning Community meetings Increase the number of data chats with students	5A.1. Assistant Principal, Math coach,	5A.1. Bi-weekly CWTs with the focus on adequate use of data to drive instruction Department meetings' recorded minutes	5A.1. Mini BATS, BAT, Algebra and Geometry EOC Tests. Tiered assignments.
2	5A.2. Inconsistent use of rigorous higher order questioning strategies	5A.2. Adhere to the guidelines of Webb's Levels of Complexity when creating assessments as well as those of Bloom's Taxonomy when instructing students Common planning Professional Learning Communities	5A.2. Assistant Principal, Math coach,	5A.2. CWT twice weekly to determine the frequency of higher order questioning strategies. Department meetings' recorded minutes	5A.2. Mini BATS, BAT, Common Assessment results Algebra and Geometry EOC Tests.
3	5A.3. Unfamiliarity with the platform of the new End of Course test	5A.3. District support Extended Learning Opportunities for students taking the End of Course test Class openers for students taking the End of Course Test	5A.3. Assistant Principal, Math coach, Department Hea	5A.3. CWTs twice weekly Department meetings' recorded minutes	5A.3. Mini-BATS BAT 1 and 2 Common Assessments End of course Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The percentage of students in the ELL AYP subgroup will increase in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(19/58)	40% (23/58) % (53/86 tested)

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	5B.1. Inconsistent use of Differentiated Instructional Strategies	5B.1. Increase use of technology during instruction Implementation of CRISS strategies for mathematics Demonstrate the effective use of cooperative grouping	5B.1. Assistant Principal, Math coach, ESOL Guidance	5B.1. CWT - weekly, PLC's recorded minutes or Lesson observation notes	5B.1. Mini BATS, BAT 1 and 2, Common Assessments Alternative Assessments Algebra and Geometry End of Course tests.
2	5B.2. Inconsistent use of ESOL Instructional Strategies Matrix to scaffold instruction	5B.2. Vocabulary acquisition through student-created word walls Problem Solving strategies posted and frequently used In-service teachers on updated ESOL strategies with guidance from the ESOL department PLCs to address ELL objectives	5B.2. Assistant Principal, Math coach, ESOL Guidance	5B.2. CWT's, Observations, ESOL PLC's Recorded minutes Analyze results of evaluation tools	5B.2. CWT's, Observations, ESOL PLC's Recorded minutes Analyze results of evaluation tools
3	5B.3. Inconsistent use of rigorous higher order questioning strategies	5B.3. Use ESOL strategies to assist in scaffolding and building students' confidence Integrate technology, such as Promethean Board, Active Votes, Document Camera, Inspire, Active Slate, Web Design to assist students in making personal connections to help with high order thinking	5B.3. Assistant Principal, Math coach, ESOL	5B.3. CWT - weekly PLC's recorded minutes	5B.3. Mini BATS, BAT 1-2, Common Assessments Algebra I and Geometry End of Course tests.
4	5B.4. Being able to identify Performance Indicators and Understand stages of Language Development	5B.4. ELL Training sessions offered by the District ELL training sessions as part of school collegiality ELL identification training through PLCs ESOL Endorsement for all teachers Data Chats	5B.4. ESOL Reading Coach ESOL Support Staff	5B.4. ESOL Support Staff Review, ESOL Coordinator assessment, ESOL PLCs, Math Department Meetings with a focus on ELL.	5B.4. ESOL Support Staff Review, ESOL Coordinator assessment, ESOL PLCs, Math Department Meetings with a focus on ELL.
	5B.5.	5B.5. In-service teachers on	5B.5. Assistant	5B.5. CWTs twice weekly,	5B.5. Lesson Plans

5	Lack of direct and explicit instruction to deliver curriculum	updated ESOL strategies Expand classroom libraries Use literature to show real-world mathematical concepts Secondary Math IFC to include ESOL strategies (SIOP Strategies)	Principals, Math Coach	Focus: Use of ESOL /Literacy strategies Feedback during weekly department meeting Action Plan: Data collected from CWT tool Observation data and feedback from department meetings recorded minutes	Student grouped by ELL Level within classroom.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Inconsistent use of Differentiated Instructional Strategies	5B.1. Increase use of technology during instruction Implementation of CRISS strategies for mathematics Demonstrate the effective use of cooperative grouping	5B.1. Assistant Principal, Math coach, ESE Guidance	5B.1. CWT - weekly, PLC's recorded minutes or Lesson observation notes	5B.1. Mini BATS, BAT 1 and 2, Common Assessments Alternative Assessments Algebra and Geometry End of Course tests.
2	5B.2. Inconsistent use of ESE Instructional Strategies Matrix to scaffold instruction	5B.2. Vocabulary acquisition through student-created word walls Problem Solving strategies posted and frequently used In-service teachers on updated ESE strategies with guidance from the ESE department PLCs to address ESE objectives	5B.2. Assistant Principal, Math coach, ESE Guidance	5B.2. CWT's, Observations, ESE PLC's Recorded minutes Analyze results of evaluation tools	5B.2. Mini BATS, BAT 1 and 2, Alternative Assessments Algebra and Geometry End of Course tests.
	5B.3. Inconsistent use of rigorous higher order	5B.3. Use ESE strategies to assist in scaffolding and	5B.3. Assistant Principal, Math	5B.3. CWT - weekly	5B.3. Mini BATS,

3	questioning strategies	building students' confidence Integrate technology, such as Promethean Board, Active Votes, Document Camera, Inspire, Active Slate, Web Design to assist students in making personal connections to help with high order thinking	coach, ESE	PLC's recorded minutes	BAT 1-2, Common Assessments Algebra I and Geometry End of Course tests.
4	5B.4. Being able to identify Performance Indicators and Understand stages of Language Development	5B.4. Lesson Plans with ESE Strategies identified Alternative assessments for ESE students Lesson plans with identified ESE students	5B.4. Assistant Principal, Math coach, ESE Guidance	5B.4. ESE Support Staff Review, ESE Coordinator assessment, ESE PLCs, Math Department Meetings with a focus on ESE.	5B.4. Lesson Plans with ESE Strategies identified Alternative assessments for ESE students Lesson plans with identified ESE
5	5B.5. Lack of direct and explicit instruction to deliver curriculum	5B.5. In-service teachers on updated ESE strategies Expand classroom libraries Use literature to show real-world mathematical concepts Secondary Math IFC to include ESE strategies (SIOP Strategies)	5B.5. Assistant Principals, Math Coach,	5B.5. CWTs twice weekly, Focus: Use of ESE /Literacy strategies Feedback during weekly department meeting Action Plan: Data collected from CWT tool Observation data and feedback from department meetings recorded minutes	5B.5. Lesson Plans Student grouped by ESE Level within classroom.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Students in the Economically Disadvantaged subgroup will increase in Math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (156/325)	54% (176/325)

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	5D.1. Lack of adequate foundational skills in mathematics concepts	5D.1. Scaffolding instruction with an emphasis on prerequisite skills and problem solving strategies Provide extended learning opportunities before and after school	5D.1. Assistant Principal, Math coach,	5D.1. CWT - weekly PLC's recorded minutes and/or Lesson Study observation notes	5D.1. Mini BATS, BAT 1 and 2, Common Assessments End of Course Assessments

2	5D.2. Insufficient availability to access computer based learning	5D.2. Increase computer use during lesson execution Provide opportunities for students who are excelling to access extended course activities	5D.2. Assistant Principal, Math coach,	5D.2. CWT's - Weekly PLC's recorded minutes Lesson Plans	5D.2. Mini BATS, BAT 1 and 2 results, Electronic Portfolios Common Assessment results EOC Assessment 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
Gradual Release Training	9-12	School Math Coach Curriculum Assistant Principals	Algebra and Geometry Teachers	Common Plan Periods Early Release Days	Snapshots Informal Observations iObservation Formal Observations iObservation	Administration
Common Assessment	9-12	School Math Coach and Curriculum Assistant Principals	Algebra and Geometry Teachers	Common Planning Period Early Release Days	Snapshots Informal Observations iObservation Formal Observations iObservation	Administration
Lesson Study	9-12	District Facilitator and School Math Coach	PLC	Early Release Days and Common Planning Periods	Snapshots Informal Observations iObservation Formal Observations iObservation	Administration
Marzano	9-12	Curriculum Assistant Principals	All Math Teachers / PLC	Early Release Days Common Plan Period	Snapshots Informal Observations iObservation Formal Observations iObservation	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Subs for release time	Accountability	$1,200.00
			Subtotal: $1,200.00

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: $1,200.00

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:	Increase the percent of students scoring at levels 4, 5, or 6 on the FAA in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2/9) of students scored at levels 4, 5, or 6 in science on te FAA	44% (4/9) of students will score at levels 4, 5, or 6 in science on te FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Student behaviors detracting from time on task of student exhibiting behavior as well as others	1.1 Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff assigned to classroom.	1.1 Classroom Teacher ESE Specialist	1.1 Classroom Observation Updates on individual student goals at IEP meetings	1.1 IEP Goals Observations

2	1.2 Students demonstrate difficulty attending to task for extended periods of time.	1.2 Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	1.2 Classroom Teacher ESE Specialist	1.2 Classroom Observation Updates on individual student goals at IEP meetings	1.2 IEP Goals Observations

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:	Increase the percentage of students scoring at level 7 on the FAA in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2/9) of students scored at level 7 in science on the FAA.	44% (4/9) of students will score at level 7 in science on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behaviors detracting from time on task of student exhibiting behavior as well as others.	Implement and monitor PBIPs and FBA for students in need. Provide necessary training to all staff assigned to classroom.	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations
2	Students demonstrate difficulty attending to task for extended periods of time.	Classroom staff will implement strategies identified in IEP and related documents. Classroom staff will be trained as needed	Classroom Teacher ESE Specialist	Classroom Observation Updates on individual student goals at IEP meetings	IEP Goals Observations

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:	Our goal is to increase the proficiency percentage of the Biology EOC to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (79/358) of the students that took the 11th grade FCAT Science test achieved proficiency.	In June 2012, 23% (82/358) of the students taking the Biology EOC will score proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack Biology background knowledge.	1.1. Teachers will consistently use USA Test Prep pre-test and post-test for every NGSSS they cover to identify student weaknesses and strengths. Weekly PLCs during common planning will be used to train teachers on how to infuse differentiated strategies in their lesson plans Monthly Data-Chats to review the progress of the implementation of the strategies.	1.1. Science Coach and Assistant Principal	1.1. Weekly CWTs focusing on assessment and data review comparing pre and post-tests. Weekly CWT will address effective implementation of differentiation strategies. Feedback will be done through weekly PLC and one on one conferences	1.1. District Designed Biology Mini-Assessments based on NGSSS item specifications, BAT, USA Test Prep Assessments and teacher developed assessment aligned with NGSSS. Weekly evaluation of data from assessments to monitor progress of using differentiation strategies. BATs and Mini BATs are aligned with the NGSSS
	1.2. Students' inability to effectively process and solve scientific problems using the scientific method	1.2. Teachers are consistently using the Webb's DOK in daily classroom instructions. Students will be exposed daily to inquiry-based instructions with emphasis on problem solving strategies.	1.2. Science Administrator, Science Coach	1.2. Weekly CWT to monitor effectiveness of instructional delivery of the Webb's DOK and inquiry based lesson plans by reviewing data and assessing progress. CWT will address effective implementation of Webb's DOK. Feedback will be done	1.2. BAT, Mini BAT, and teacher developed assessments will be used to assess the implementation of Webb's DOK. BAT and Mini BAT's aligned with the NGSSS.

2		Weekly PLC during common planning will be used to develop teachers ability to infuse inquiry-based strategies in their lesson plans. Monthly Data-Chats to review the progress of the implementation of the strategies Science classes will have a minimum of one inquiry-based lab bi-monthly.		through weekly PLC's and one on one conversations. Curriculum meetings to analyze and discuss data collected from the evaluation tools and make modifications to instructional strategies if necessary.	
3	1.3. Students' lack of mathematical and critical thinking skills to solve science problems.	1.3. Teachers will provide more hands-on practice using science problems that involve the utilization of specific mathematical and critical thinking skills. Monthly Data-Chats to review the progress of the implementation of the strategies.	1.3. Science Administrator, Science Coach	1.3. Through weekly CWT, the effectiveness of acquiring mathematical and critical thinking skill strategy is evaluated, and documented. CWT will address the effective implementation of using mathematical and critical thinking skills. Feedback will be done through weekly PLC's and one on one conversations. In weekly collaborative planning sessions (PLC), teachers will share and discuss the progress of the problem-solving strategies and will make appropriate modifications as needed	1.3. Focus on the learner classroom data report. BAT, Mini BAT, and teacher-developed assessments will be used to assess the implementation of mathematical and critical thinking skills. BAT and Mini BAT are aligned With the NGSSS.
4	1.4 Students' lack of effective usage of reading strategies of various science-related materials.	1.4. Students will consistently use CRISS or McRel reading strategies in all science classes. Weekly PLC during common planning will be used to identify the best-suited reading strategies to incorporate in their daily lesson plans. Monthly Data-Chats to review the progress of the implementation of the strategies.	1.4. Science Coach Reading Coach	1.4. Using weekly CWT, data will be gathered and documented to assess effectiveness of the utilized reading strategies. Feedback will be done through weekly PLC's and one on one conversations. Science coach will monitor samples of students' work to monitor effective implementation. .	1.4. Focus on the learner classroom data report. Review of science journals and laboratory reports. Review students' Portfolios containing samples of students work.
	1.5. Students lack of data collection and data analysis skills.	1.5. During common planning, content-specific teachers will collaborate and develop inquiry-based	1.5. Science Administrator Science Coach	1.5. Using weekly CWT, data will be gathered and documented to assess effectiveness of the utilized data	1.5. Focus on the learner classroom data report. Review students'

5		science explorations. Teachers will implement at least once per week an inquiry-based science exploration that involves data collection and data analysis activities. Students will demonstrate data collection and analysis through inquiry-based labs. Students will compete in school, district, and state-level science competitions		collection and analysis strategies. Feedback will be done through weekly PLC's and one on one conversations. Science coach samples students' work to monitor effective implementation.	portfolio and assess if data collection and analysis strategies are effective.

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:	Our goal is to increase the proficiency percentage of the Biology EOC to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (10/358) of the students achieved above proficiency on the 11th grade FCAT Science test.	In June 2012 6% (22/358) students will score above proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students inability to solve problems of higher complexity and rigor in Biology	2.1. Teacher will use rigorous lesson plan that are Webb's DOK based to elevate students' cognitive abilities. Design high-complexity assessments and train students on how to solve complex problems.	2.1. Science Coach Assistant Principal	2.1 Weekly CWT to monitor effectiveness of HOT strategies and the use of Webb's DOK. Feedback will be done through weekly PLC's and one on one conversations. Stakeholders meet to analyze and discuss data collected from the evaluation tools. Stakeholders determine the need for modifications of inquiry-based strategies to yield desired results	2.1. Focus on the learner classroom data report. District Designed Biology Mini-Assessments based on NGSSS item specifications, BAT, USA Test Prep Assessments. Weekly evaluation of data to monitor progress of using the specified strategies. BATs and Mini BATs are aligned With the NGSSS
	2.2. Students lacking	2.2. Teachers will provide	2.2. Science	2.2. Using monthly CWT,	2.2. Focus on the

2	understanding of science curriculum's application to the real world.	opportunities for students to design and build models related to real-world applications. Students will participate in more science simulations that involve real-world applications. Teachers will invite guest speakers of science-related careers.	Administrator Science Coach	data willgathered and documented to assess effectiveness of application strategies. Feedback will be done through weekly PLC's and one on one conversations. Science coach monitors the application process of curriculum by reviewing students' portfolios.	learner classroom data report. Reviewing students' portfolio and assess if strategies applied are effective. Share feedback with teachers during weekly PLC.

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						

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Release time for colloboration	Accountability	$800.00
			Subtotal: $800.00
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: $800.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	As per the SIG, the AYP of all students (including all AYP groups) scoring a level of 3.0 or higher on the FCAT writing exam will be at 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (325)	Maintain the 94% (325)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more knowledge of and experience with utilizing 6 Traits of Writing in the form of elaboration.	1.1 Teachers will introduce and conduct mini-lessons,and have students practice how to use writing skills associated with 6 Traits (creating ideas, sentence fluency, organization, word choice, voice, conventions). Students will revise work after the 6 Traits lesson to add more elaboration. Students who score in the 1.0 range will be exposed to the "Tell me more" strategy. Students who write in the 2.0 range will learn pertinent anecdotes, statistics, commentary. Students who write in the 3.0 range will use activities from Steve Peha's website.	1.1. Assistant Principal Language Arts Dept. Chair Writing coach	1.1 Observe teachers via CWT and provide feedback on a bi-monthly basis. Teachers will evaluate student work and submit to administrator and department chair for bi-monthly review. Follow-up chats with teachers will take place on a bi-monthly basis so as to improve the re-teaching process to include more elaboration. Teachers will evaluate writing samples using the established rubrics and directly observe their progress as they strive to generate quality work that is consistent with the FCAT Writing Test Level 6 in PLC format. Review writing portfolios to determine writing effectiveness. These will include student progress-monitoring charts. Follow up data chats will take place with the teachers.	1.1. 6 Traits of Writing Rubric Student writing portfolios Utilize FCAT writing rubrics Elaboration-Based Lesson Plans
	1.2 Students have not mastered pre-writing strategies.	1.2 Teachers will introduce and students will practice prewriting strategies such as brainstorming, graphic organizers, and outlines.	1.2. Assistant Principal Language Arts Dept. Chair Writing Coach	1.2. Observe teachers conducting pre-writing lessons via CWT and provide feedback on a bi-monthly basis. Follow-up chats with teachers will take place	1.2. Student Samples

2		Prewriting activities include list, research, freewriting, wet-ink writing, trigger words, Free Association, Sentence Stubs, Journal Writing,Listing, Blueprinting, Looping, Reporter's Formula. Teachers will conduct data chats with students based upon the needs of the individual and how to focus the pre-writing to help fix that area of weakness in the 6 Traits.		on a bi-monthly basis so as to improve the re-teaching process. Review of student samples of pre-writing will be conducted by the PLC group for Language Arts where Best Practices on pre-writing will examined.	
3	1.3. Students have not mastered the ability to organize relevant information into a formal essay.	1.3. Teachers will model and conduct mini-lessons on strategies for organization such as graphic organizers. Students will use graphic organizers to de-construct their essays for later revision. Teachers then conference with the students to give them direct and timely feedback.	1.3. Language Arts Dept. Chair Assistant Principal Writing Coach	1.3. Observe teachers via CWT and provide feedback on student writing samples on a bi-monthly basis. Teachers will evaluate student work and submit to the Department Head for bi-monthly reviews. Follow-up chats with teachers will take place on an ongoing basis so as to improve the reteaching process. Teachers will evaluate essays using the established rubric and directly observe their progress from initial score to the desired goal of Level 5. 10th grade students will be given a mock prompt and respond to it. Teachers will read the essays and evaluate them according to the established rubric and then recommend changes to students. Students will re-write their essays and repeat the process until they earn a minimum score of 5.	1.3. Student Writing Samples 6 Traits of Writing Rubric
4	1.4 Students have not mastered the ability to use proper conventions.	1.4 Teachers will model and conduct mini-lessons on conventions and students will practice using proper conventions such as proper spelling, punctuation, sentence structure, indentation, and capitalization. Students will then revise their work with the proper corrections.	1.4 Language Arts Dept. Chair Writing Coach	1.4 Observe teachers via CWT and focus on lessons with convention practice then provide feedback on a bi-monthly basis. Teachers will evaluate student work samples and turn data into the Department Head via data-chat in a PLC format.	1.4 Student Writing Samples 6 Traits of Writing Rubric

		Students will use a peer review process, ratiocination to identify conventions in writing.			
5	1.5 Students have demonstrated a lack of knowledge of how to generate high-quality research papers.	1.5 Teachers will use short research papers and share research. I-Search paper by Ken Macrorie will be utilized. Personal inquiries by Carroll/Wilson as a vehicle to accomplish short research papers will be utilized. Teachers will introduce, conduct mini-lessons, model, and have students practice how to generate high-quality research papers by choosing a topic, find valid sources of information, reading sources and taking notes, organizing ideas, writing a first draft, using footnotes or endnotes to document sources, elaborating upon the information found writing a bibliography, revising the first draft, peer editing, and proofreading the final draft.	1.5 Assistant Principal Language Arts Dept. Chair Writing Coach	1.5 Observe teachers via CWT on lessons with research papers as the main topic and provide feedback on a bi-monthly basis. Teachers will evaluate student work and submit to the Department Head. Teacher will conduct student data-chats about the research paper offering changes as needed. After student revisions are made, the papers will be brought via teacher to a PLC based on research papers.	1.5 Teacher built and Department Approved Research Rubrics for Research Reports Student Completed Research Report Samples
6	1.6 Teachers lack the knowledge of scoring, teaching, and working through the writing process for FCAT writing prompts.	1.6 Teachers will work as a PLC to score student papers using state anchor papers and rubrics. Students will score their papers and identify elements of the rubric.	1.6 Assistant Principal Department Chair of Language Arts Writing Coach	1.6 Teachers will review student prompt response. Monthly data reports of monthly prompt results submitted to the Assistant Principal over Language Arts. The data will be run through in PLCs on scoring, teaching, and writing processes.	1.6 Student Writing Samples FCAT Writing Rubric PLC Meeting 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Increase the percentage of students scoring 4 or higher on the FAA in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2/11) of students scored at level 4 or higher in writing on the FAA	36% (4/11) of students will score at level 4 or above in writing on the FAA.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more knowledge of and experience with utilizing 6 Traits of Writing in the form of elaboration.	1.1Teachers will introduce and conduct mini-lessons,and have students practice how to use writing skills associated with 6 Traits (creating ideas, sentence fluency, organization, word choice, voice, conventions). Students will revise work after the 6 Traits lesson to add more elaboration. Students who score in the 1.0 range will be exposed to the "Tell me more" strategy. Students who write in the 2.0 range will learn pertinent anecdotes, statistics, commentary. Students who write in the 3.0 range will use activities from Steve Peha's website.	1.1 Assistant Principal Language Arts Dept. Chair Writing coach	1.1 Observe teachers via CWT and provide feedback on a bi-monthly basis. Teachers will evaluate student work and submit to administrator and department chair for bi-monthly review. Follow-up chats with teachers will take place on a bi-monthly basis so as to improve the re-teaching process to include more elaboration. Teachers will evaluate writing samples using the established rubrics and directly observe their progress as they strive to generate quality work that is consistent with the FCAT Writing Test Level 6 in PLC format. Review writing portfolios to determine writing effectiveness. These will include student progress-monitoring charts. Follow up data chats will take place with the teachers.	1.1. 6 Traits of Writing Rubric Student writing portfolios Utilize FCAT writing rubrics Elaboration-Based Lesson Plans
2	1.2 Students have not mastered pre-writing strategies.	1.2 Teachers will introduce and students will practice prewriting strategies such as brainstorming, graphic organizers, and outlines. Prewriting activities include list, research, freewriting, wet-ink writing, trigger words, Free Association, Sentence Stubs, Journal Writing,Listing, Blueprinting, Looping, Reporter's Formula. Teachers will conduct data chats with students based upon the needs of the individual and how to focus the pre-writing to help fix that area of weakness in the 6 Traits.	1.2. Assistant Principal Language Arts Dept. Chair Writing Coach	1.2. Observe teachers conducting pre-writing lessons via CWT and provide feedback on a bi-monthly basis. Follow-up chats with teachers will take place on a bi-monthly basis so as to improve the re-teaching process. Review of student samples of pre-writing will be conducted by the PLC group for Language Arts where Best Practices on pre-writing will examined.	1.2. Student Samples
	1.3. Students have not mastered the ability to organize relevant information into a	1.3. Teachers will model and conduct mini-lessons on strategies for	1.3. Language Arts Dept. Chair	1.3. Observe teachers via CWT and provide feedback on student	1.3. Student Writing Samples

3	formal essay.	organization such as graphic organizers. Students will use graphic organizers to de-construct their essays for later revision. Teachers then conference with the students to give them direct and timely feedback.	Assistant Principal Writing Coach	writing samples on a bi-monthly basis. Teachers will evaluate student work and submit to the Department Head for bi-monthly reviews. Follow-up chats with teachers will take place on an ongoing basis so as to improve the reteaching process. Teachers will evaluate essays using the established rubric and directly observe their progress from initial score to the desired goal of Level 5. 10th grade students will be given a mock prompt and respond to it. Teachers will read the essays and evaluate them according to the established rubric and then recommend changes to students. Students will re-write their essays and repeat the process until they earn a minimum score of 5.	6 Traits of Writing Rubric
4	1.4 Students have not mastered the ability to use proper conventions.	1.4 Teachers will model and conduct mini-lessons on conventions and students will practice using proper conventions such as proper spelling, punctuation, sentence structure, indentation, and capitalization. Students will then revise their work with the proper corrections. Students will use a peer review process, ratiocination to identify conventions in writing.	1.4 Language Arts Dept. Chair Writing Coach	1.4 Observe teachers via CWT and focus on lessons with convention practice then provide feedback on a bi-monthly basis. Teachers will evaluate student work samples and turn data into the Department Head via data-chat in a PLC format.	1.4 Student Writing Samples 6 Traits of Writing Rubric
5	1.5 Students have demonstrated a lack of knowledge of how to generate high-quality research papers.	1.5 Teachers will use short research papers and share research. I-Search paper by Ken Macrorie will be utilized. Personal inquiries by Carroll/Wilson as a vehicle to accomplish short research papers will be utilized. Teachers will introduce, conduct mini-lessons, model, and have students practice how to generate high-quality research papers by choosing a topic,	1.5 Assistant Principal Language Arts Dept. Chair Writing Coach	1.5 Observe teachers via CWT on lessons with research papers as the main topic and provide feedback on a bi-monthly basis. Teachers will evaluate student work and submit to the Department Head. Teacher will conduct student data-chats about the research paper offering changes as needed.	1.5 Teacher built and Department Approved Research Rubrics for Research Reports Student Completed Research Report Samples

		find valid sources of information, reading sources and taking notes, organizing ideas, writing a first draft, using footnotes or endnotes to document sources, elaborating upon the information found writing a bibliography, revising the first draft, peer editing, and proofreading the final draft.		After student revisions are made, the papers will be brought via teacher to a PLC based on research papers.	
6	1.6 Teachers lack the knowledge of scoring, teaching, and working through the writing process for FCAT writing prompts.	1.6 Teachers will work as a PLC to score student papers using state anchor papers and rubrics. Students will score their papers and identify elements of the rubric.	1.6 Assistant Principal Department Chair of Language Arts Writing Coach	1.6 Teachers will review student prompt response. Monthly data reports of monthly prompt results submitted to the Assistant Principal over Language Arts. The data will be run through in PLCs on scoring, teaching, and writing processes.	1.6 Student Writing Samples FCAT Writing Rubric PLC Meeting Minutes

---

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
Punctuation Formulas	9 & 10	E. Rivero	All 9 & 10 LA teachers	October 26	Meet with Ms. Rivero in PLC	Ms. Segesta
Prompt rubric	10	R. Trainer	10th LA grade	March 1	Monthly prompt review with Ms. Segesta	Ms. Segesta
Writing folders	9-12	E. Marshall	All LA	May 31	Planning/ER with Segesta	Ms. Segesta
FCAT 2.0 Standards	10	District	Campbell, Trainer, James	October 31	Meet with Ms. Segesta in PLC	Ms. Segesta
Writing Tools	11 &12	E. Marshall	All 11 & 12 LA teachers	May 31	Meet with Ms. Rivero in PLC	Ms. Segesta

---

Writing Budget:

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

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
	To increase attendance rate by 1% from 89% t0 90% for

1. Attendance Attendance Goal #1:	the 2012-2013 school year. To decrease the number of students with 10 or more absences and tardies by 5% for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-2012 school year was 89% (1,718).	In June 2013 the attendance rate will be 90% (1,454).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The students that had excessive absences for the 2011-2012 school year was 636	In June 2013 the students with excessive absences will be 300
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The students that had excessive absences for the 2011-2012 school year was 252	In June 2013 the students with excessive tardies will be 232

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Poor attendance due to lack of parental involvement.	1.1. Student/Teacher conversations Parent contact by teachers Administrative RtI Attendance referral Parent contact Assistant Principal / Parent Conference Guidance Counselor/Parent Conference Use of ParentLink to let stakeholders know about upcoming events.	1.1. Administrator for alpha	1.1. Weekly attendance and tardy reports Data Management reports	1.1. Final attendance reports
2	1.2. Students have a long way to travel between some classes	1.2. Consider increasing the time given between classes from 5 to 6 minutes	1.2. Administration and campus monitors	1.2. Weekly reports Tardy Center usage	1.2. Final Attendance Reports
3	1.3. Students suffer from chronic accumulation of excused and unexcused absences.	1.3. Acceptable documentation to be passed in to the school. Family Assessment	1.3. Social Worker RtI Team Administrative Designee	1.3. Review of Attendance Records Data Input forms from Social Worker	1.3. Each student attendance record. Decrease of chronic excused and unexcused absences Decrease in number of

					students absent.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The in-school and out-of-school suspension rates will decrease by 1% for the 2011-2012 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

707	584
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
362	301
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
290	280
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
215	212

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of skills to provide complete classroom management for teachers	1.1. Student/Teacher conversations regarding classroom behavior Teacher professional development on positive behavior support Parent contact by teachers RtI Intervention Referral evaluation Adhere to referral procedures Identify most written referrals by which teacher. Teacher Meeting	1.1 Administrator for alpha	1.1. Weekly in-school and out-of-school suspension reports RtI reports	1.1. Final suspension reports
2	1.2. Lack of parental involvement	1.2. Increase communication with parents by Teacher/Parent conferences and Administrator/Parent Conferences Parent Link Parent Emails	1.2. Increase communication with parents by Teacher/Parent conferences and Administrator / Parent Conferences Principal Designee SAF Parents	1.2. Weekly in-school and out-of-school suspension reports	1.2. Suspension reports - DMS - TERMS
	1.3. Lack of student engagement in	1.3. Positive Relationships with students to	1.3. Mentor/Coach	1.3. Data Chats	1.3. Time on task in classroom

3	instruction	teachers. Identify student motivations CRISS and McRel training tasks to make the class more interesting and have stronger interactive lessons. Parent Communication including email communication.	RtI Administrative Designee Department Chair SAF Parent input	CWTs Staff Development Records check RtI Notes Department Charts	increases. Decrease in suspensions Reduction of Referrals and suspensions for the students.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
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.*	To continue to improve graduate rate for all students.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Not available at this time.	Not available at this time.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Not available at this time.	Not available at this time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not kept abreast of graduation requirements.	1.1. Guidance interventions as noted through classroom visits, record evaluations and parent and student conferences.	1.1. Guidance Administrator Guidance Director	1.1. Evaluation of Guidance Conferencing Logs	1.1. Guidance Conferencing Logs
2	1.2. Lack of monitoring by guidance of student completion of graduation indicators	1.2. Guidance/AP will meet quarterly with each student to review their academic progress.	1.2. Guidance Administrator	1.2. Improvement of students meeting graduation status.	1.2. Graduation Matrix
3	1.3. Students "fall through the cracks" with attendance and behavior.	1.3. Full implementation of RtI Team. Course Recovery	1.3. Behavioral Specialist Intervention Specialist	1.3. Weekly meetings with team and follow-up after initial referral.	1.3. RtI documentation
4	1.4. Students have failed one or more credits needed for graduation	1.4. Provide APEX during the school day and on campus FLVS with assistance for students to make up credits starting in the sophomore year ePEP is also used for underclassmen. ELO afterschool programs coupled with in school APEX and after school FLVS issued to help fix other situations designed from the failed students' lack of	1.4. Guidance Administrator	1.4. Review of graduation status	1.4. Graduation Rate TERMS data log (Panel 27) by Guidance.

		progress to help with graduation. All are done to give a student a better chance at success in graduation in high school.			

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 Parental Involvement in academic activities 10% over previous year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
13% (275)	23% (475)

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	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

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

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:	Enrollment will increase in Biomedical Sciences program for 2013-14 school year.

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	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
2	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
3	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
4	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
5	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
6	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts

		Include Biomediacl Science Program in school marketing video			
7	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
8	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts
9	Program Awareness	Create a one-page flyer for the program and distribute to middleschools and use during articulation talks Include Biomediacl Science Program in school marketing video	Curriculum AP	Enrollment in class for 2013-14 school year	2013-14 Class counts

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:	School will increase the number of students obtaining industry certifications by 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	Student Enrollment	Create elective marketing video highlight CTE programs.	Curriculum AP/TV Production	CTE enrollment	2012-13 Class counts

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)

Technology Goal:

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. Technology Goal Technology Goal #1:	Increase student technology literacy skills through the incorporation of digital tools, resources and strategies in the core curriculum areas of math, science, social studies and reading/language arts.
2012 Current level:	2013 Expected level:
The school currently possesses 25 Interactive White Boards and 75 Document Readers. These are used inside of the classrooms as a part of core practices within the curriculum area. Students are able to utilize these tools in the classrooms that are equipped with the previously listed tools.	The projected level of performance in technology is to equip at least 10 more permanent classroom with an Interactive White Board and have Document Readers in at least another 30 classrooms (permanent or otherwise).

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						

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 Technology Goal(s)

Literacy Goal:

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. Literacy Goal Literacy Goal #1:	Increase number of proficient students to maintain their proficiency and to have students who are level 1 and level 2 reach proficiency.
2012 Current level:	2013 Expected level:
24% (240)of students met high standards in reading.	30% (300) of students will meet high standards in reading.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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						

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 Literacy Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study and Collaborative Planning.	Substitutes for Release time	Accountability Funds	$1,200.00
Mathematics	Lesson Study	Subs for release time	Accountability	$1,200.00
Science	Lesson Study	Release time for colloboration	Accountability	$800.00
				Subtotal: $3,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $3,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	●	○

Are you a reward school: ○ Yes ● No

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

View uploaded file (Uploaded on 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Coconut Creek High School is currently recruiting members for its SAC. Filling all spots is proving difficult due to low parent participation. We are using ParentLink as well as our website and paper invitiation to join.

Projected use of SAC Funds	Amount
Primarily for relase time for PD	$3,500.00

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

The SAC will monitor the implementation of the SIP and be used as a sounding board for new initiatives. The SAC will also be encouraged to offer input on the maintenance of current programs and creation of new ones.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District
COCONUT CREEK HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	53%	82%	22%	180	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	40%	66%			106	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?	53% (YES)	67% (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					406	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
COCONUT CREEK HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	24%	56%	87%	22%	189	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	40%	71%			111	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?	45% (NO)	71% (YES)			116	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					426	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested