FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NOVA HIGH SCHOOL

District Name: Broward

Principal: John LaCasse

SAC Chair: Gonzalo Laverde and Joshua Bishop/Dawn Reed

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	John LaCasse	MS in Educational Leadership BA in English	12	19	2011-2012: Grade Pending 2010-2011: Grade = A AYP met - no 2009-2010: Grade = A AYP met - no 2008-2009: Grade = A AYP met – no 87% of AYP criteria met 2007-2008: Grade = A AYP met – no 92% of AYP criteria met 2006-2007: Grade = A AYP met – no 85% of AYP criteria met 2005-2006: Grade = A AYP met – provisional 92% of AYP criteria met 2004-2005: Grade = A AYP met – provisional
					2011-2012: Grade Pending 2010-2011: Grade = A AYP met - no 2009-2010: Grade = A AYP met - no

Assis Principal	Rich Chiappelli	MEd Educational Leadership, certified in Administration, Health, physical education	3	12	Assistant Principal of Everglades HS in 2006-2009 Grade: C - Reading Mastery 42% -Math Mastery 74% -Science Mastery 33% -Writing Mastery 88% -AYP: No subgroups made AYP in Reading; Black, Free/Reduced and ELL did not make AYP in Math; Only white, Hispanic and Asian made AYP in writing 2007-2008 Grade: B - Reading Mastery 53% -Math Mastery 78% -Science Mastery 41% -Writing Mastery 93% -AYP: No subgroups made AYP in Reading; Black, ELL and ESE did not make AYP in Math; All subgroups made AYP in writing
Assis Principal	Hedi Jones	Med Educational Leadership, BS in Exercise Science & Wellness, Certification in Preschool Education	1	6	2011-2012: Grade Pending (Coconut Creek High School) 2010-2011: Grade = A (Blanche Ely High School) AYP met – no 77% of AYP criteria met 2009-2010: Grade = C (Blanche Ely High School) AYP met – no 67% of AYP criteria met 2008-2009: Grade = D (Blanche Ely High School) AYP met – no 72% of AYP criteria met 2007-2008: Grade = C (Blanche Ely High School) AYP met – no 62% of AYP criteria met
Assis Principal	Michelle Padura	MEd Educational Leadership, certified in Administration, Health, physical education		11	2011-2012: Grade Pending (Everglades High School) 2010-2011: Grade = A (Everglades High School) AYP met – no 77% of AYP criteria met 2009-2010: Grade = C (Blanche Ely High School) AYP met – no 67% of AYP criteria met 2008-2009: Grade = D (Blanche Ely High School) AYP met – no 72% of AYP criteria met 2007-2008: Grade = C (Blanche Ely High School) AYP met – no 62% of AYP criteria met
Assis Principal	Christine Troyer	MEd Educational Leadership BA in Secondary Education	8		2011-2012: Grade Pending 2010-2011: Grade = A AYP met - no 2009-2010: Grade = A AYP met - no 2008-2009: Grade = A AYP met - no 87% of AYP criteria met 2007-2008: Grade = A AYP met – no 92% of AYP criteria met 2006-2007: Grade = A AYP met – no 85% of AYP criteria met 2005-2006: Grade = A AYP met – provisional 92% of AYP criteria met 2004-2005: Grade = A AYP met – provisional

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Reading	Jennell Lozin	MS in Reading BA Elementary Education ESOL endorsed	4	7	2011-2012: School Grade: Pending AYP met: 61% demonstrated proficiency in Reading 68% demonstrated learning gains in Reading 2010-2011: School Grade: A AYP met: No 59% demonstrated proficiency in Reading 60% demonstrated learning gains in Reading 2009-2010: School Grade: A AYP met: No 58% demonstrated proficiency in Reading 62% demonstrated learning gains in Reading

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	NESS, New Educator Support System. Newer teachers will be paired with more experienced teacher to ensure a positive transition to Nova High school.	Basma Andre	06/2013	
2	New to Nova Programs. New to Nova teachers will participate in a series of workshops designed to introduce school culture, discipline policy, and available resources. These workshops will take place during pre-planning and follow up will continue through weekly informal meetings with curriculum leaders.	Basma Andre	06/2013	
3				

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
.02% (2)	• Mentoring programs • Administrative and peer observations • Study groups • Content based PLC

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
93	3.2%(3)	20.4%(19)	31.2%(29)	46.2%(43)	45.2%(42)	96.8%(90)	5.4%(5)	10.8%(10)	19.4%(18)

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

Basma Andre	Aimee Cook	Can assist with leadership	-Instructional coaches will meet a minimum of once per week to mentor their developing teacher. -Instructional coaches will perform a minimum 2 documented observations with follow up and reflection. -Instructional coaches will meet with curriculum leader once per quarter to discuss growth and development of the developing teacher. -NESS Liaison will conduct monthly study group meetings for developing teachers and their instructional coaches. The meetings will be held the 3rd Thursday of every month (when school is in session) to discuss developing teacher topics (certification, lesson plans, reading strategies,
Boris McWashington	Yvonne Sherba	Teaches similar content	-Instructional coaches will meet a minimum of once per week to mentor their developing teacher. -Instructional coaches will perform a minimum 2 documented observations with follow up and reflection. -Instructional coaches will meet with curriculum leader once per quarter to discuss growth and development of the developing teacher. -NESS Liaison will conduct monthly study group meetings for developing teachers and their instructional coaches. The meetings will be held the 3rd Thursday of every month (when school is in session) to discuss developing teacher topics (certification, lesson plans, reading strategies, etc.).
Shanna Liburd	Kyle Tabora	Teaches similar content	-Instructional coaches will meet a minimum of once per week to mentor their developing teacher. -Instructional coaches will perform a minimum 2 documented observations with follow up and reflection. -Instructional coaches will meet with curriculum leader once per quarter to discuss growth and development of the developing teacher. -NESS Liaison will conduct monthly study group meetings for developing teachers and their instructional coaches. The meetings will be held the 3rd Thursday of every month (when school is in session) to discuss developing teacher topics (certification, lesson plans, reading strategies, etc.).
			-Instructional coaches will meet a minimum of once per week to mentor their developing teacher. -Instructional coaches will perform a minimum 2 documented observations with follow up and reflection. -Instructional coaches will

Mervis Rahman	Kevin Huntley	Teaches similar content	meet with curriculum leader once per quarter to discuss growth and development of the developing teacher. -NESS Liaison will conduct monthly study group meetings for developing teachers and their instructional coaches. The meetings will be held the 3rd Thursday of every month (when school is in session) to discuss developing teacher topics (certification, lesson plans, reading strategies, etc.).
Jan Beggs	David Segal	Teaches similar content	-Instructional coaches will meet a minimum of once per week to mentor their developing teacher. -Instructional coaches will perform a minimum 2 documented observations with follow up and reflection. -Instructional coaches will meet with curriculum leader once per quarter to discuss growth and development of the developing teacher. -NESS Liaison will conduct monthly study group meetings for developing teachers and their instructional coaches. The meetings will be held the 3rd Thursday of every month (when school is in session) to discuss developing teacher topics (certification, lesson plans, reading strategies, etc.).

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Guidance Department conducts small group counseling, Anti-Bullying initiatives, Crime Watch, SRO classroom visits, Office of Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Nova High School provides an adult education program on site with continuing educational programs. Nova High School currently offers the following career and technical education programs:

• Principals of Engineering
• Computer Integrated Manufacturing
• AP Applications in Technology
• Research / Engineering College prep
• Accounting Applications I, II, III
• Web Design I, II, III
• Technology Studies
• Culinary Operations I, II, III

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

• Ann McKinley, MS, ESE Specialist, CPS and RtI Team Chair
• All Guidance Counselors
• All Grade Level Administrators
• School Social Worker
• School Psychologist
• Reading Coach/Curriculum Leaders

Each person has an area of expertise and/or individual knowledge of the student and/or appropriate interventions

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 Leadership Team meets quarterly for training and updates on district requirements. Smaller meetings are held weekly and are coordinated by Ann Mckinley. All records and recommendations from meetings are kept on file by Ms. Ann Mckinley. These weekly meetings address academic and/or behavioral concerns of individual students. The student's parents, teachers, administrator, guidance counselor, SSW, School Psychologist, outside agency representatives, reading coach (if applicable), and the student participate in these meetings which focus on reviewing existing data, identifying additional data needs and

its collection, developing a hypothesis, and designing interventions to address the concerns.

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 CPS/RtI chair, administrators, guidance counselors, teachers and parents worked with the SAC/SAF members on development of the SIP. Tier 1 data are routinely inspected in the areas of Reading, Math, Writing, Science, and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how to best proceed.

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 chair designates selected RtI members to collect and analyze tiered data. Depending on the evidence-based intervention, appropriate data will be collected using selected criteria specific to the evidence-based intervention being implemented. Data sources that are used for Tier 1 students include but are not limited to Biology E.O.C., Writing, Math, and Reading as well as behvioral reports. For tiers 2 and 3, the data sources are the intervention records and the progress monitoring graphs generated for individual students. Review of the data occurs regularly and the need for a higher tier evidence-based intervention is evaluated. A variety of data management systems are used including, but not limited to Data Warehouse reports, Pinnacle reports, classroom observations using a variety of collection methods, counselor and agency reports.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will receive training in RtI during the pre-planning week, and selected members will attend district and state trainings as offered. All staff will receive training during pre-planning and during staff development times throughout the school year. Ann Mckinley will facilitate these trainings. The content of trainings will center on explaining the RtI process as well as informing teachers of potential interventions for tier 1, 2 and 3 students.

Describe the plan to support MTSS.

School wide interventions include small group counseling, Saturday Academy, small pull out groups for individualized in reading, math and writing, after school tutoring and referrals to outside agencies. Additional individualized support is available through counseling with guidance counselors, school social worker, and school psychologist. In addition, we send referrals to specific diverse community interventions such as Outward Bound Key Largo, PACE center for girls, Horses for the Handicapped, and the Agency for Persons with Disabilities.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Nova High Literacy Leadership Team consists of the principal (Mr. John LaCasse), assistant principals (Heidi Jones, Rick Chiappelli, Christine Troyer and Michelle Padura) Reading Coach (Jennell Lozin), department heads (Boris McWashington, Michael Roy, Joanne Miles, Gonzalo Laverde, Celina Gomez, William Hobbs, Joshua Bishop and Ann Mckinley), classroom teachers (Jason Hively, Michael Boggus, Linda Walters, and Davis Kiger), ESE Teacher (Fay Witter) guidance counselor(Darren Schultz, and ESOL Lead Teacher (Rochelle Dalley).

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

This leadership team will meet monthly to evaluate school-wide reading data, analyze data trends and adjust literacy initiatives accordingly. The leadership team members then report to their respective departments to share and discuss recommendations from the LLT so that teachers can then adjust their instructional focus. Principal and Reading Coach will guide leadership team.

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

This leadership team will focus on improving the achievement level of those students deemed non-proficient and maintaining and increasing the performance of those students who are already proficient. In addition, the LLT will monitor and revise school-wide literacy initiatives as needed. Our priority this year will be to use relevant data to analyze the effectiveness of instruction and redesign instruction and/or resources to meet student learning and intervention needs. We will monitor and support the implementation of Reading programs and provide PLCs and study groups. Our Reading Coach will assist in recruiting content area teachers as well as career and technical teachers to attend literacy workshops offered by the district.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Nova High will have a weekly Literacy Team Meeting weekly. We will be participating in a school-wide daily SSR program. The schedule will rotate every day; Mon-English, Tue-Social Studies, Wed-Electives/Unified Arts, Thurs- Math, Friday –Science. Students will read for pleasure for 30 minutes, use 5-10 minutes for the written response, for a total of 35-40 minutes. The school ordered novels to build reading libraries in various classrooms. Teachers also assign summer reading list by grade level students are tested on the summer reading when they return in August. We will also have a word of the day that will be announced during daily announcements and will be reviewed in every class all day long. Every two weeks a quiz will be given out through the English Department on the word s of the day. The word of the day will come from SAT/ACT selected vocabulary with word parts as the focus (roots, prefixes and suffixes). We will attack a prefix of the week and all the words for that will have the same prefix. The following week will be words of the same suffix and will continue all year long in that order. It is the school's goal to have 100% highly qualified teachers. With that being said, any teacher that is not highly qualified and reading endorsed/certified has been identified and notified that they must take the necessary measures to obtain high qualification. Our vocational teachers are currently in the process of completing the Content Area Reading Professional Development (CAR-PD).

*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?

Nova High School offers students numerous elective courses in art, business, technology, and career studies.
Many of these courses focus on job skills and real-life applications.
*Writing:
The English Department will utilize real-life skills (i.e. writing resumes and cover letters) as well as require students to do writing prompts once per month alternating between expository and persuasive essays.
* Mathematics:
The Mathematics Department utilizes vertical teaming within all math classes to ensure that students understand the importance of the concepts they learn and their relevance to subsequent courses and careers.
* Science:
The Science Department will implement hands-on problem solving activities and laboratory experiments in order to demonstrate the real-world application of science in every-day life.
Teachers and guidance counselors are using FACTS.org, Choices, and ePEP to help students with post-secondary planning.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

•Teachers of the following programs actively promote their curriculum to increase enrollment in their respective fields of study:

Culinary Operations, Engineering Design, and Business Technology

•Every year, students and parents participate in course selections for the following year. Students meet individually with their guidance counselors to review proper course selection to meet graduation requirements and align with the students' interests and career paths.
•Nova High School hosts numerous college visits, from a variety of institutions from around the country. Students have the opportunity to explore educational and career paths within these colleges and universities.
•Nova High School offers on-campus PERT examinations to assess college readiness.
•Students have opportunity to participate in Dual Enrollment, Early Admissions, and apply to the Broward College Academy.
•Each year, students have the opportunity to take the ASVAB Career Exploration Exam, allowing students to align their strengths with a career field that is appropriate for them. Students can then use this information in the course selection process for the following year.

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 <u>High School Feedback Report</u>

•Based on the 2010 Feedback Report, Nova High School is scoring above the District and State averages on the Math FCAT (91.4%) and Reading FCAT (55.9%). In order to maintain these numbers, Nova High School will continue to offer in school remediation and the Saturday Academy to provide opportunities for continued success.
•The percentage of 2010 graduates that completed a College Prep curriculum was 65.6%, above the District and State levels. To increase this rate, students will be guided appropriately during the course selection process and informed of college acceptance trend in order to select appropriate and relevant classes.
•Nova High School's numbers in regards to Dual Enrollment are lower than District and State levels. Qualifying students will be encouraged to enroll and benefits of course completion will be explained in order to increase these enrollments.
•Though the percentage of 2010 graduates that took an SAT/ACT/CPT is above the District and State levels, Nova High School is about equal when analyzing this data in regards to college-level cut scores (Math=68.8%; Reading=78.6%; Writing=77.0%). Students who score below the college-level cut scores will be identified and encouraged to re-test. Students eligible for testing waivers will be directed to our BRACE advisor for assistance with registration.
•A partnership with outside agencies (i.e. Princeton Review) will be created to offer SAT/ACT prep courses on campus.
•Nova High also offers 26 different advanced placement course to our students.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students achieving proficiency has remained relatively stable the past three years. We will be examining different approaches to increase this percentage in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (301/1058) Students scored at achievement Level 3 in reading.	On the 2013 administration of the FCAT Reading, 33% (349/1058) of students are expected to score at achievement Level 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	Demonstrated student deficiencies in comprehension	School wide word of the day using roots to be implemented daily. Students in grades nine through twelve will participate in daily "DO Now" warm up activities aligned to specific benchmarks that pertain to comprehension.	Administrative Team Literacy Coach (Jennell Lozin)	Monitor and analyze Word of the Day Test data and tailor instructional plans accordingly. Monitor classroom lesson planning and assessments to ensure teacher accountability Monitor articles and questions utilized in the elective classes	Word of the Day Test Marzano/IOberservation Domain 1 & Domain 2 Classroom Assessments
2	Inconsistency of effective content area reading strategies	Meet with the SLC teams to offer staff development in the use of Advanced Placement (AP) strategies from the Springboard curriculum.	Reading Coach (Jennell Lozin), Administrative Team	Monitor classroom lesson planning and assessments to ensure that AP Strategies are being implemented	Marzano/IOberservation Domain 1 & Domain 2 2013 Florida Comprehensive Assessment Test Reading

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:	
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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at Levels 4 and 5 readers will be targeted during the 2012-2013 school year with a focus on utilizing content-based reading selections to maintain and increase proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (372/1058) of students scored at or above achievement Levels 4 in reading as measured by the 2012 FCAT Reading.	On the 2013 administration of the FCAT Reading, 40% (423/1058) of students are expected to achieve above proficiency (Level 4 and 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	The majority of Reading initiatives in place do not address higher level readers.	Meet with the SLC teams to offer staff development in the use of Advanced Placement (AP) strategies from the Springboard curriculum.	Administrative Team Literacy Coach (Jennell Lozin)	Monitor classroom lesson planning and assessments to ensure that AP Strategies are being implemented	Marzano/IOberservation Domain 1 & Domain 2 2013 Florida Comprehensive Assessment Test Reading
2	Lack of systematic, direct instruction in vocabulary by content area teachers	. School wide word of the day initiative using Latin and Greek roots. Students will engage in activities involving direct instruction in vocabulary improvement in all content areas. Reading Coach will assist teachers to support instructional improvement. .	Administrative Team Literacy Coach (Jennell Lozin)	Monitoring of lesson plans, job embedded follow up activities, student data student and data chats Monitor of student Word of the Day notebooks/folders.	Marzano/IOberservation Domain 1 & Domain 2 Word of the Day Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in reading increased 7% from the 2011 administration of the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (712/1033) of students made learning gains in Reading as measured by 2012 FCAT Reading.	On the 2013 administration of the FCAT Reading, 74% (764/1033) of students tested are expected to demonstrate learning gains.

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack effective critical reading skills	Professional development focused on critical thinking skills and active reading strategies which equip students with the necessary skills to comprehend various texts will be offered. Teachers will create assessments that reflect higher order thinking questions. Teachers will employ Reading strategies that address critical thinking into their lesson plans. These strategies include but are not limited to the use of graphic organizers, analyzing question stems, use of Marzano's High Yield Strategies and Advanced Placement Strategies	Administrative Team Literacy Coach (Jennell Lozin)	Monitoring of lesson plans, job embedded follow up activities, student data student and data chats .	Marzano/IOberservation Domain 1 & Domain 2 2013 Florida Comprehensive Assessment Test Reading
2	Demonstrated student deficiencies in comprehension and fluency	The school will implement a Saturday Academy from October through April. Students will receive both individual and group instruction from Nova staff members. Topics to include but will not be limited to reading in the content area, general reading skills, FCAT skills, study skills, test taking skills, and FCAT	Administrative Team Literacy Coach (Jennell Lozin)	Monitor and analyze FAIR data Monitor and Analyze Pre and Post Test Assessment data administered to FCAT camp participants to ascertain baseline data and monitor percentage of students making learning gains in reading	FAIR Reports Pre and Post-test administered during Saturday FCAT Camp

		questioning techniques. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully passed the FCAT reading assessment.			
3	Students lack motivation to read for extended periods of time	Students in grade nine through twelve will participate in a daily Silent Sustained Reading initiative and will complete a written response that is based on the Common Core State Standards	Administrative Team Literacy Coach (Jennell Lozin)	Monitor and analyze student response logs	Florida Comprehensive Assessment Test Reading data FAIR data

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:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest quartile demonstrating learning gains increased 9% from the 2011 administration of the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (202/275) of students in lowest 25%quartile demonstrated learning gains in Reading as measured by 2012 FCAT Reading	On the 2013 administration of the FCAT Reading, 78% (214/275) of students in the lowest quartile are expected to demonstrate learning gains.

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
	Inconsistency of Content Area Instructional Strategies	Teachers will employ Reading strategies that address critical thinking	Administrative Team	Marzano/IOberservation Domain 1 & Domain 2	Monitoring and Analysis of Data gathered from FAIR

1		into their lesson plans. These strategies include but are not limited to the use of graphic organizers, analyzing question stems, use of Marzano's High Yield Strategies and Advanced Placement Strategies	Literacy Coach (Jennell Lozin) Classroom Teacher		Classroom assessments Florida Comprehensive Assessment 2013 Reading
2	Demonstrated student deficiencies in comprehension.	Students scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools. Students will utilize Hampton-Brown's EDGE reading series.	Reading Coach (Jennell Lozin), Administrative Team Classroom teacher	Edge reading program assessment and student portfolios will be used.	FAIR data Teacher/Students Chats Classroom assessments Florida Comprehensive Assessment 2013 Reading
3	Demonstrated student deficiencies in vocabulary	Teachers will implement a school wide word of the day using Latin and Greek word "roots." Students will be evaluated on their knowledge of these words through their English classes. Reading Coach will also offer staff development on the use of effective Vocabulary teaching strategies.	Reading Coach (Jennell Lozin), Administrative Team Classroom teacher	Student assessment of the words.	Data Chats, Analysis of Data gathered from the student assessments. Word of the Day test
4	Struggling readers need more individualized instruction.	Students scoring in the lowest 25% on the FCAT assessment will participate in a reading enrichment program for individual, differentiated, and small group instruction.	Administrative Team Literacy Coach (Jennell Lozin) Classroom teacher Guidance	Monthly Reading mini-assessments (including the District Benchmark Assessment Test) will be administered to 9th and 10th grades to provide ongoing monitoring of FCAT readiness	FAIR Monitor assessments from the Read On! program 2013 Florida Comprehensive Assessment Test Reading

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students within this subgroup who demonstrated proficiency has remained consistent with previous years' data. We will implement differentiated instructional strategies and research based curriculum initiatives.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Students within these subgroups did not make AYP as measured by the 2012 FCAT Reading as follows: White 24% (72/297) Black 48% (219/452) Hispanic 35% (80/228) Asian 14% (7/48) American Indian 66% (2/3)			Students within these subgroups are expected to make AYP as measured by the 2013 FCAT Reading as follows: White 29% (86/297) Black 53% (239/452) Hispanic 40% (91/228) Asian 19% (9/48) American Indian 71% (2/3)		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demonstrated student deficiencies in comprehension.	Elective teachers will utilize content based articles for their Do Now activities. Teachers will attend staff development with the Literacy Coach to learn how to write FCAT like questions using question stems provided by the district.	Administrative Team Literacy Coach (Jennell Lozin) Classroom teacher	Ongoing progress monitoring and data chats.	FAIR data
2	Demonstrated student deficiencies in decoding and fluency.	Students scoring levels 1 and 2 on the 2012 FCAT will receive enrichment. Students will utilize the Computer based READ ON program, as well as use I-POD's to listen to the books being read with prosody. Students will have the opportunity to listen to books being read with fluency and also be exposed to proper decoding of words.	Administrative Team Literacy Coach (Jennell Lozin) Classroom teacher	Evaluate student achievement utilizing the READ ON Assessments. Comprehension checks from books on the iPod.	READ ON Assessments FAIR data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students who demonstrated proficiency in Reading increased 1% from the 2009 administration of the FCAT Reading. We will continue to implement the District Instructional Focus Calendar to guide curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (22/28) of students tested within English Language Learners (ELL) did not make satisfactory progress in reading.	On the 2013 administration of the FCAT, 73% (20/28) of students tested within English Language Learners (ELL) are not expected to make satisfactory progress in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Demonstrated student deficiencies in language acquisition and reading comprehension.	Students classified as A1 and A2 will receive research-based reading instruction through	ESOL Curriculum Leader Administrative Team	Core reading program assessment and student portfolios will be used.	FAIR data Data Chats

1		intensive development language through ESOL classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools. Students will utilize Longman's Shining Star reading program. Ell students will receive appropriate testing accommodations as outlined in the Broward County ESOL Handbook. Implementation of supplementary materials provided by the district.	Literacy Coach (Jennell Lozin)		
2	Demonstrated student deficiencies in vocabulary and fluency.	Students scoring levels 1 and 2 on the 2010 FCAT will receive enrichment. Students will utilize the READ ON program as well as use I-POD's to listen to the books being read with prosody Ell students will receive appropriate testing accommodations as outlined in the Broward County ESOL Handbook. Implementation of supplementary materials provided by the district.	ESOL Curriculum Leader Administrative Team Literacy Coach (Jennell Lozin)	Evaluate student achievement utilizing the READ ON Assessments.	READ ON Assessments FAIR data Data Chats
3	Appropriate utilization of ESOL support strategies in content area classes.	Content area teachers will be offered professional development in implementing effective ESOL strategies within their curriculum. Ell students will receive appropriate testing accommodations as outlined in the Broward County ESOL Handbook.	ESOL Curriculum Leader Administrative Team Literacy Coach (Jennell Lozin)	Monitoring of lesson plans, job embedded follow up activities, student data student and data chats.	Data Chats, Analysis of Data gathered from the student assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students within this subgroup are performing consistent with previous years' scores. We will utilize differentiated instructional strategies and provide accommodations as specified by individual IEPs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (44/66) of students with Disabilities (SWD) did not make satisfactory progress in Reading as measured by the 2012 FCAT Reading.	61% (40/66) of students with Disabilities (SWD) are not expected to make satisfactory progress in Reading as measured by the 2012 FCAT Reading.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Demonstrated student deficiencies in comprehension.	Students within this subgroup scoring levels 1 and 2 on the 2012 FCAT will receive research-based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools. Students will utilize Hampton-Brown's EDGE reading series. They will also receive individualized support in their core classes by ESE support staff.	ESE specialist Administrative Team Literacy Coach (Jennell Lozin)	Core reading program assessment and student portfolios will be used.	FAIR data Data Chats
2	Demonstrated student deficiencies in vocabulary and fluency.	Students within this subgroup scoring levels 1 and 2 on the 2012 FCAT will receive enrichment. Students will utilize the READ ON program as well as use I-POD's to listen to the books being read with prosody. They will also receive individualized support in their core classes by ESE support staff.	ESE specialist Administrative Team Literacy Coach (Jennell Lozin)	Evaluate student achievement utilizing the READ ON Assessments.	FAIR data Data Chats

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of students within this subgroup demonstrating proficiency has increased 2% from 2007, but has reached a plateau. We will implement more frequent assessments to monitor and adjust instructional focus.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (264/582) Economically Disadvantaged students did not make satisfactory progress in reading as measured by the 2012 FCAT Reading.	On the 2013 administration of the FCAT Reading, 55% (291/582) of students tested within this subgroup are expected to demonstrate 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	Demonstrated student deficiencies in comprehension.	Elective teachers will utilize content based articles for their Do Now activities. Teachers will attend staff development with the Literacy Coach to learn how to write FCAT like questions using question stems provided by the district.	Reading Coach, Administrators	Review of results of teacher assessments	FAIR data Ongoing progress monitoring and data chats.
2	Demonstrated student deficiencies in vocabulary and fluency.	Students scoring levels 1 and 2 on the 2011 FCAT will receive enrichment. Students will utilize the Computer based READ ON program, as well as use I-POD's to listen to the books being read with prosody	Reading Coach, Administrators	Evaluate student achievement utilizing the READ ON Assessments.	FAIR data Data Chats

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
Effective AP Reading Strategies	9th and 10th grade Reading Teachers	Literacy Coach Jennell Lozin	School-wide	Bi-Weekly beginning September 2012	Monitoring of teacher lesson plans	Literacy Coach, Administrators, Inservice Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for Teachers	CAR-PD Training	Perkins Grant	$3,600.00
			Subtotal: $3,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
			Subtotal: $13,542.00
			Grand Total: $17,142.00

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 current level of performance by 5%
2012 Current Percent of Students Proficient in listening/speaking:	

90% (55/61) Students scored proficient in listening/speaking

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of differentiated instruction	Provide teachers of LY students formative assessment to inform differentiation in instruction	Assistant Principal ESOL Dept. Contact evaluating teacher	Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction -Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning -Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle -Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Classroom walkthrough and post conferences with individual teachers
2	Possible lack of differentiated instruction	Differentiate Instruction	Assistant Principal ESOL Dept. Contact evaluating teacher	-Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level -Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) -Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners -Teachers provide small group instruction to target specific learning needs. -Small groups are made flexible and change with the content, project, and assessments Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Classroom walkthrough, post conference, data chat with review of lesson plans

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

2. Students scoring proficient in reading.	

		Increase current level of performance by 5%
CELLA Goal #2:		

2012 Current Percent of Students Proficient in reading:

44% (39/87) Students scored 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	Insufficient or uneven implementation of standard based instruction due to adjustments to scheduling conflicts	Provide opportunities for teachers to plan and implement high yield instructional strategies	Assistant Principal over scheduling and/or Reading	Small Learning Communities Use of Professional Development time for common planning	Classroom walkthrough Review of minutes of SLC and PD

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 current level of performance by 5%

2012 Current Percent of Students Proficient in writing:

60% (54/90) 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	Insufficient Common Core Standards Based instruction	Set and communicate a purpose for learning and learning goals in each lesson	Assistant Principal over English	Determine Lesson: -Is aligned with a course standard or benchmark and to the district/school pacing guide -Begins with a discussion of desired outcomes and learning goals -Includes a learning goal/essential question -Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question -Focuses and/or refocuses class discussion by referring back to the learning goal/essential question -Includes a scale or rubric that relates to the learning goal is posted so that all students can see it -Teacher reference to the scale or rubric	Classroom walkthrough and post conference with discussion of lesson plan

					throughout the lesson	
2	Teachers in need of ESOL endorsement or certification	Provide incentive and opportunity for new teachers to complete ESOL training towards endorsement	Assistant Principal	Review of Highly Qualified status and CAT I ESOL requirements	Data Chat/Conference with individual teachers

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics 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				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Our percentages of students that have achieved state standards on the FCAT Math have steadily increased over the past few years. Thus, we will continue the initiatives and differentiated instruction that has been successful during this period of time, while continuously monitoring their progress while updating to address end of course exams in Algebra 1
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (282/463) of students tested achieved proficiency (level 3 only) as measured by the 2012 EOC Test	At least 65% (300/463) of students will score at high level of proficiency on Algebra 1 EOC exam (level 3 and above).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack retention of previous skills acquired in preceding math courses.	Students will participate in daily "Do Now" activities that focus on addressing prior knowledge Math teachers will implement a daily "math problem of the day" that will center on retention of previous Skills.	Math Curriculum Leader (Boris McWashington) Administrative Team	Department based Pre EOC Practice and post Assessments. Classroom walkthrough tool focusing on whether curriculum is aligned with benchmarks, this should be done for Algebra 1 Teachers.	Algebra 1 EOC Exam 2013 Benchmark Assessment Test Math data
2	Fringe level three students need more individualized mathematics Instruction.	All 9th , 10th, 11th, and 12th grade students, including but not limited to those who have demonstrated proficiency in Math will have the opportunity to participate in an after school tutoring program to accommodate their needs in math concepts And skills. Students, including National Honor society (NHS) members and Broward College (BC) students, will be	Math Curriculum Leader (Boris McWashington) Administrative Team	Analysis of skills assessments administered during Tutoring sessions. Tutoring sessions will also include individual teacher tutoring sessions with their own students on a one on one basis to cover any Deficient skill(s). Teachers will check student work to ensure that they are demonstrating proficiency on math	Algebra 1 EOC Exam 2013 Benchmark Assessment Test Math data

| | | used as tutors and Mentors. Teachers will supervise these students and the Tutoring program. Teachers will also share individual data with students and personalize goal Setting. | | Concepts. Scores of tutoring participants will be compared to those who are non-participants to Identify trends. | |
| 3 | Students' lack of motivation | All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the Education process. | Math Curriculum Leader (Boris McWashington) Administrative Team | 100% of parents of students within smaller learning community teams will be contacted to reinforce importance of standardized Assessments. Administrative team will monitor smaller learning communities database For accountability. | Algebra 1 EOC Exam 2013 Benchmark Assessment Test Math data |

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:	We have consistently, over the past few years, successfully moved the majority of our Level 3 students To Levels 4 and 5 on FCAT. To this end, we will continue to implement the initiatives and instructional practices that have proven successful with continuous monitoring and maintenance to adapt to Algebra 1 EOC standards
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (64/463) of students tested achieved high level proficiency (level 4 & 5) as measured by the 2012 EOC Test	At least 18% (83/463) of students will score at level proficiency (level 4 & 5) as measured by the 2013 EOC Test

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of motivation	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the Education process.	Math Curriculum Leader (Boris McWashington) Administrative Team	100% of parents of students within smaller learning community teams will be contacted to reinforce importance of standardized Assessments. Administrative team will monitor smaller learning communities database For accountability.	Student survey Motivation chats with students

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 # To get higher passing/proficiency rate on Algebra 1 EOC Exam ▲ 3A : ▼				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	73%	77%	81%	85%	

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:	To achieve a higher proficiency rate across all subgroups
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Students within these subgroups did not make satisfactory progress in Algebra as follows: White 17% (22/127) Black 29% (64/216) Hispanic 22% (22/98) Asian 23% (3/13) American Indian 100% (2/2)	Students within these subgroups are not expected to make satisfactory progress in Algebra as follows: White 12% (15/127) Black 24% (51/216) Hispanic 17% (16/98) Asian 18% (2/13) American Indian 100% (2/2)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have minimal background knowledge in preparation for Algebra EOC.	Double block students where they have 2 sections of mathematics instead of one to improve student achievement	Math Curriculum Leader (Boris McWashington) Administrative Team	Pre and post tests of skills; classroom evaluations, data comparison from single booked classes to double booked classes	County benchmark assessment tests; Algebra EOC exam results
2	Many students have a low reading level	School wide initiative of TRIP and reading across all curriculums, peer grouping	Curriculum Leader (Boris McWashington) Administrative Team	. Implementation of skill based word problems, focusing on strong and weak skills and comparison of word problem achievement to rote calculation on a similar problem	Teacher made tests & worksheets individualized to student.
3	Lack of retention of prior knowledge and skills	. The school will implement an EOC math program on selected Saturdays from October Through April. Students will receive both individual and group instruction from Nova staff members. The program is open to all students that have not successfully made learning gains in Math as measured by state administered Math Assessments. Teachers will also conduct comprehensive review prior to EOC Assessments. Daily "Do Now" Activities will be employed that address Prior knowledge.	Curriculum Leader (Boris McWashington) Administrative	Skills assessments administered during "EOC Camp," Classroom Assessments	Analysis of skills assessments administered during EOC Camp,

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 ELL subgroup has shown a steady increase in proficiency over the last few years. In an attempt to continue the progression, we will continue providing support in accordance with the Broward County ESOL handbook, along with additional research-based Differentiated instruction.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	41% (5/12) of students tested in the subgroup English Language Learners (ELL) did not make satisfactory progress in Algebra as measured by the 2012 EOC Test	36% (4/12) of students tested in the subgroup English Language Learners (ELL) are not expected to make satisfactory progress in Algebra as measured by the 2013 EOC Test

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Familiarity with relevant formulas	Teachers will employ daily, E.O.C. related "Do Now" activities that focus on using relevant formulas	Curriculum Leader (Boris McWashington) Administrative Team	Analysis of teacher created bi-weekly assessment data CWT tool Lesson plan review	2013 State administered Assessments.
2	Language barrier poses difficulty with regard to Word problems.	Math teachers will provide ELL students with access to heritage Language dictionaries. Teachers will also instruct students on the use of heritage language dictionaries as Needed.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Lesson plan review	Teacher created assessments
3	Students have difficulty utilizing targeted math strategies	Using the interim measure, student deficiencies will be identified; curriculum and classroom instruction will be adjusted to address Deficiencies.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers.	Teacher Created Tests (ongoing) Targeted evaluation by strand conducted by enrichment Teacher.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The students in this subgroup have steadily shown improvements over the past few years. We will continue to implement researched-based, differentiated instruction. Extra assistance will be provided by ESE Specialist and Support Personnel in accordance with the student's individual education plan.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (21/35) of students with Disabilities (SWD) did not make satisfactory progress in Algebra.	55% (19/35) of students with Disabilities (SWD) are not expected to make satisfactory progress in Algebra.

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
---	---	---	---	---	---
	Demonstrated deficiencies in fundamental mathematics concepts	Students within this subgroup identified as scoring in the lowest 25% on state Math Assessments, will be scheduled into and receive differentiated	Curriculum Leader (Boris McWashington) Administrative Team	.Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers.	Teacher Created Tests (ongoing) Targeted evaluation by strand

1			instruction through the a slower paced double blocked Math Program. Students with disabilities will also receive support as specified by their Respective IEP.			
2	Critical need students require more Individualized attention.	Students within this subgroup scoring who need extra assistance will participate in a math pullout program for individual, differentiated, and small Group instruction.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers.	Teacher Created Tests (ongoing) Targeted evaluation by strand conducted by enrichment Teacher.
3	Students have difficulty utilizing targeted math strategies	Using the interim measure, student deficiencies will be identified; curriculum and classroom instruction will be adjusted to address Deficiencies.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers.	Teacher Created Tests (ongoing) Targeted evaluation by strand conducted by enrichment Teacher.

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 this subgroup have demonstrated continual progress over the last few years. Instructional strategies and researched-based, differentiated instruction will continue to be employed.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (84/280) of Economically Disadvantaged students did not make satisfactory progress in Algebra.	25% (70/280) Economically Disadvantaged students are not expected to make satisfactory progress in Algebra.

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	Demonstrated deficiencies in fundamental mathematics concepts	Students identified as scoring in the lowest 25% on state administered assessments, including but not limited to AYP subgroups, African American, Economically Disadvantaged and ELL students, will be scheduled into and receive differentiated instruction through receiving a remedial math class in addition to their regular math Class.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool focusing on whether curriculum is aligned with benchmarks, this should be done for remedial math teachers/classes along with the math teachers/classes of Algebra 1 & Geometry. Data chats with curriculum leader and data analysis conducted by Classroom teachers.	Teacher Created Tests (ongoing) Targeted evaluation by strand
	Critical need students require more individualized Instruction.	Students identified as scoring in the lowest 25% on state administered assessments, including but not limited to AYP subgroups, African American,	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool focusing on whether curriculum is aligned with benchmarks, this should be done for remedial math teachers/classes along with the math	Targeted evaluation by strand conducted by enrichment Teacher. Targeted evaluations

| 2 | | Economically Disadvantaged and ELL students, will be scheduled into and receive differentiated instruction through receiving a remedial math class in addition to their regular math Class. | | teachers/classes of Algebra 1 & Geometry. Data chats with curriculum leader and data analysis conducted by Classroom teachers. Teacher Created Tests (ongoing) | center on isolated mathematics concepts such as algebraic thinking, geometric concepts, or Measurement. |
| 3 | Students' lack of motivation | All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the Education process. | Curriculum Leader (Boris McWashington) Administrative Team | 100% of parents of students within smaller learning community teams will be contacted to reinforce importance of standardized Assessments. Administrative team will monitor smaller learning communities database for accountability Combining the above efforts, student improvement in participation and performance will be assessed and the strategies used will be evaluated for Effectiveness. | Student survey Motivation chats with students |

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:	Our percentage of students that have achieved state standards on the FCAT Math have steadily increased over the past few years. Thus, we will continue the initiatives and differentiated instruction that has been successful during this period of time, while continuously monitoring their progress while updating to address end of course exams in Geometry while utilizing the end of course exam results from Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (184/462) of students scored at Achievement Level 3 in Geometry	44 % (203/462) of students are expected to score at Achievement Level 3 in Geometry

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack retention of previous skills acquired in preceding Math courses.	Students will participate in daily "Do Now" activities that focus on addressing prior knowledge Math teachers will implement a daily "math problem of the day" that will center on retention of previous Skills.	Curriculum Leader (Boris McWashington) Administrative Team	Department based Pre EOC Practice and post Assessments. Classroom walkthrough tool focusing on whether curriculum is aligned with benchmarks, this should be done for Geometry Teachers.	Geometry EOC Exam 2013 Benchmark Assessment Test Math data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Fringe level three students need more individualized mathematics Instruction.	All 9th , 10th, 11th, and 12th grade students, including but not limited to those who have demonstrated proficiency in Math will have the opportunity to participate in an after school tutoring program to accommodate their needs in math concepts And skills. Students, including National Honor society (NHS) members and Broward College (BC) students, will be used as tutors and Mentors. Teachers will supervise these students and the Tutoring program. Teachers will also share individual data with students and personalize goal Setting.	Curriculum Leader (Boris McWashington) Administrative Team	Analysis of skills assessments administered during Tutoring sessions. Tutoring sessions will also include individual teacher tutoring sessions with their own students on a one on one basis to cover any Deficient skill(s). Teachers will check student work to ensure that they are demonstrating proficiency on math Concepts. Scores of tutoring participants will be compared to those who are non-participants to identify trends	Geometry EOC Exam 2013 Benchmark Assessment Test Math data
3	Students' lack of motivation	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the Education process.	Curriculum Leader (Boris McWashington) Administrative Team	100% of parents of students within smaller learning community teams will be contacted to reinforce importance of standardized Assessments. Administrative team will monitor smaller learning communities database For accountability.	Geometry EOC Exam 2013 Benchmark Assessment Test Math data

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:	We have consistently, over the past few years, successfully moved the majority of our Level 3 students To Levels 4 and 5 on FCAT. To this end, we will continue to implement the initiatives and instructional practices that have proven successful with continuous monitoring and Maintenance to adapt to Algebra 1 & Geometry EOC standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (193/462) students scored at either Achievement Levels 4 or 5 in Geometry.	46% (212/462) students are expected to score at Achievement Levels 4 or 5 in Geometry.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of motivation	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the Education process.	Curriculum Leader (Boris McWashington) Administrative Team	100% of parents of students within smaller learning community teams will be contacted to reinforce importance of standardized Assessments. Administrative team will monitor smaller learning communities database For accountability.	Student survey Motivation chats with students

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 # To get higher passing/proficiency rate on Algebra 1 EOC Exam ▲ 3A : ▼

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	81%	85%	89%	

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:	To achieve a higher proficiency rates across all subgroups .
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students within these subgroups did not make satisfactory progress in Geometry as follows: White 11% (13/114) Black 24% (52/213) Hispanic 15% (17/109) Asian 10% (1/10) American Indian 100% (2/2)	Students within these subgroups are not expected to make satisfactory progress in Geometry as follows: White 6% (6/114) Black 19% (40/213) Hispanic 10% (10/109) Asian 5% (1/10) American Indian 100% (2/2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Black: Hispanic: Asian: American Indian:	Double block students where they have 2 sections of mathematics instead of one to improve student achievement	Curriculum Leader (Boris McWashington) Administrative Team	Pre and post tests of skills; classroom evaluations, data comparison from single booked classes to double booked classes;	County benchmark assessment tests; Geometry EOC exam results
2	Many students have a low reading level	School wide initiative of TRIP and reading across all curriculums, peer grouping	Curriculum Leader (Boris McWashington) Administrative Team	. Implementation of skill based word problems, focusing on strong and weak skills and comparison of word problem achievement to rote calculation on a similar problem	Teacher made tests & worksheets individualized to student.
3	. Lack of retention of prior knowledge and skills	The school will implement an EOC math program on selected Saturdays from October Through April. Students will receive both individual and group instruction from Nova staff members. The program is open to all students that have not successfully made learning gains in Math as measured by state	Curriculum Leader (Boris McWashington) Administrative Team	Skills assessments administered during "EOC Camp," Classroom Assessments	Analysis of skills assessments administered during EOC Camp, Data Chats Standardized Tests

		administered Math Assessments. Teachers will also conduct comprehensive review prior to EOC Assessments. Daily "Do Now" Activities will be employed that address Prior knowledge.			

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 ELL subgroup has shown a steady increase in proficiency over the last few years. In an attempt to continue the progression, we will continue providing support in accordance with the Broward County ESOL handbook, along with additional research-based differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (6/15) of the students within the English Language Learners (ELL) subgroup did not make satisfactory progress in Geometry.	35% (5/15) of the students within the English Language Learners (ELL) subgroup are expected not to make satisfactory progress in Geometry.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	. Familiarity with relevant formulas	Teachers will employ Daily, E.O.C. related "Do Now" activities that focus on using relevant formulas	Curriculum Leader (Boris McWashington) Administrative Team	Analysis of teacher created bi- weekly assessment data CWT tool Lesson plan review	2013 State Administered assessments
2	Language barrier poses difficulty with regard to Word problems.	Math teachers will provide ELL students with access to heritage Language dictionaries. Teachers will also instruct students on the use of heritage language dictionaries as Needed.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Lesson plan review	Teacher created assessments
3	Students have difficulty utilizing targeted math strategies	.. Using the interim measure, student deficiencies will be identified; curriculum and classroom instruction will be adjusted to address Deficiencies.	Curriculum Leader (Boris McWashington) Administrative Team	.. Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers	Teacher Created Tests (ongoing) Targeted evaluation by strand conducted by enrichment Teacher.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The students in this subgroup have steadily shown improvements over the past few years. We will continue To implement. researched-based, differentiated instruction. Extra assistance will be provided by ESE Specialist and Support Personnel in accordance with the student's individual education plan
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (15/32) of students with Disabilities (SWD) did not	41% (13/32) of students with Disabilities (SWD) are not

| | | | make satisfactory progress in Geometry. | expected to make satisfactory progress in Geometry |

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	Demonstrated deficiencies in fundamental mathematics concepts	Students within this subgroup identified as scoring in the lowest 25% on state Math Assessments, will be scheduled into and receive differentiated instruction through the a slower paced double blocked Math Program. Students with disabilities will also receive support as specified by their Respective IEP.	Curriculum Leader (Boris McWashington) Administrative Team	...Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers	Teacher Created Tests (ongoing) Targeted evaluation by strand
2	Critical need students require more Individualized attention	Students within this subgroup scoring who need extra assistance will participate in a math pullout program for individual, differentiated, and small Group instruction.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers.	. Teacher Created Tests (ongoing) Targeted evaluation by strand conducted by enrichment Teacher.
3	Students have difficulty utilizing targeted math strategies	Using the interim measure, student deficiencies will be identified; curriculum and classroom instruction will be adjusted to address Deficiencies.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool Data chats with curriculum leader and data analysis conducted by Classroom teachers.	.Teacher Created Tests (ongoing) Targeted evaluation by strand conducted by enrichment Teacher.

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 this subgroup have demonstrated continual Progress over the last few years. Instructional strategies and researched-based,
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (53/256) of students who are Economically Disadvantaged students did not make satisfactory progress in Geometry.	15% (38/256) of students who are Economically Disadvantaged students are not expected to make satisfactory progress in Geometry.

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
	Demonstrated deficiencies in fundamental mathematics concepts	. Students identified as scoring in the lowest 25% on state administered assessments, including but not limited to AYP subgroups, African American,	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool focusing on whether curriculum is aligned with benchmarks, this should be done for remedial math teachers/classes along with the math	Teacher Created Tests (ongoing) Targeted evaluation by strand

1		Economically Disadvantaged and ELL students, will be scheduled into and receive differentiated instruction through receiving a remedial math class in addition to their regular math Class.		teachers/classes of Algebra 1 & Geometry. Data chats with curriculum leader and data analysis conducted by Classroom teachers.	
2	Critical need students require more individualized instruction	Students identified as scoring in the lowest 25% on state administered assessments, including but not limited to AYP subgroups, African American, Economically Disadvantaged and ELL students, will be scheduled into and receive differentiated instruction through receiving a remedial math class in addition to their regular math Class.	Curriculum Leader (Boris McWashington) Administrative Team	Classroom walkthrough tool focusing on whether curriculum is aligned with benchmarks, this should be done for remedial math teachers/classes along with the math teachers/classes of Algebra 1 & Geometry. Data chats with curriculum leader and data analysis conducted by Classroom teachers. Teacher Created Tests (ongoing)	Targeted evaluation by strand conducted by enrichment Teacher. Targeted evaluations center on isolated mathematics concepts such as algebraic thinking, geometric concepts, or Measurement.
3	Students' lack of motivation	All 9th and 10th grade students will participate in the Small Learning Community program. This program focuses on increasing personalization of the Education process.	Curriculum Leader (Boris McWashington) Administrative Team	100% of parents of students within smaller learning community teams will be contacted to reinforce importance of standardized Assessments. Administrative team will monitor smaller learning communities database for accountability Combining the above efforts, student improvement in participation and performance will be assessed and the strategies used will be evaluated for effectiveness	Student survey Motivation chats with students

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra EOC	9th grade Algebra	TBA	All high school Algebra I teachers.	PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13	Practice tests	Administrative Team
Geometry EOC	10th grade Geometry	TBA	All high school Geometry teachers.	PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13	Practice tests	Administrative

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Tutoring	A+ / Accountability Funds	$1,800.00
			Subtotal: $1,800.00

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
Saturday Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
			Subtotal: $13,542.00
			Grand Total: $15,342.00

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	

Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Nova students scored a mean score of 50. This is above state and district averages. Therefore, we will attempt to improve student's scores another 10% above state averages and 5% better than our 2012 scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (185/512) of students scored at Achievement Level 3 in Biology.	41% (214/512) of students are expected to score at Achievement Level 3 in Biology.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of content knowledge due to limited exposure.	Department based assessments will be used to target instruction for students including, but not limited to demographics that did not meet AYP.	Curriculum leader (Mr. Roy), Administrative team	Classroom walk through tool. Analysis of department based assessments.	State, district, and classroom assessments
2	Limited grasp of content-specific vocabulary	All science teachers will employ various strategies including but not limited to CRISS Reading strategies and Marzano's High Yield Strategies to familiarize students with content specific Science vocabulary. CRISS Reading Strategies	Curriculum leader (Mr. Roy), Administrative team	Classroom walkthrough tool Analysis of department based assessments. Teacher Evaluation	State, district, and classroom assessments
	Difficulty with mastery of fundamental	All science teachers will employ daily	Curriculum leader (Mr. Roy),	Teacher Evaluation, Classroom walkthrough	State, district, and

		scientific concepts germane to demonstrating proficiency as measured by standardized assessments.	science "Do Now" warm up exercises aligned to specific benchmarks.	Administrative team	tool Analysis of department based assessments.	classroom assessments
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 Biology. Biology Goal #2:	The students achieving Level 4 or 5 on the FCAT Science will increase their exposure to biology NGSSS
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (201/512) students scored at or above Achievement Levels 4 and 5 in Biology	44% (225/512) students scored at or above Achievement Levels 4 and 5 in Biology

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	Motivation to increase proficiency, due to perceived lack of benefit or necessity.	Teachers will provide classroom incentives designed to encourage continual growth.	Curriculum Leader (Mr. Roy)	Classroom Walkthroughs, Student Surveys	School, District, and State Assessments
2	Demonstrated inability to engage in complex scientific synthesis.	Science Inquiry Laboratories, Marzano's High Yield Strategies, Differentiated Instruction	Curriculum Leader (Mr. Roy).	Classroom Walkthroughs, Variety of In-House Assessments School, District, and State	School, District, and State Assessments
3	Lack of connection to real world application.	Science Inquiry Laboratories, Differentiated Instruction	Curriculum Leader (Mr. Roy)	Classroom Walkthrough, Various Assessments	School, District, and State Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science NGSSS and EOC Biology test specifications	9-10/ Science	Science Curriculum Leader Michael Roy	All high school science biology teachers	PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13	Teacher Proficiency Demonstration. Monitoring of lessons Classroom Walkthrough Tool	Science Curriculum Leader Michael Roy Administrative Team

| Effective Critical Thinking Strategies | 9-10/ Science | Science Curriculum Leader Michael Roy | All high school science biology teachers | PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13 | Teacher Proficiency Demonstration. Monitoring of lessons Classroom Walkthrough Tool | Science Curriculum Leader Michael Roy Administrative Team |
| CRISS Reading Strategies | 9-12/ Science | Science Curriculum Leader Michael Roy | All high school science biology teachers | PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13 | Teacher Proficiency Demonstration. Monitoring of lessons Classroom | Science Curriculum Leader Michael Roy Administrative Team |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of hands-on multi-intelligences science activities	Science Laboratory Materials	FTE	$4,000.00
			Subtotal: $4,000.00
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
Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
			Subtotal: $13,542.00
			Grand Total: $17,542.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The writing plan continues to be a strength in our curriculum program. We will be targeting students who scored a 4.0 and above in the current and anticipated level of performance. In addition, we will be working on transitioning to common core standards and assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (513/542) of students are meeting state standards in writing as measured by the 2012 FCAT Writes.	96% (520/542) of students are expected to meet state standards in Writing as measured by the 2013 FCAT Writes.
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Demonstrated student deficiencies in utilizing the writing process.	The Language Arts department will teach the writing process as part of their curriculum, including the following steps: prewriting, first draft, revising, peer editing, proofreading and final draft as well as instruction in English grammar, mechanics, and usage to prepare for FCAT Writing, ACT and SAT tests. All English teachers will be trained in strategies and assessments to meet the Common Core State Standards. All new English teachers will be trained in 6 Traits	Curriculum Leader (Mrs. Joanne Miles), Administration (Mrs. Heidi Jones)	Monthly in-class writings that will be assessed using the FCAT Writes! rubric or the CCSS rubric or the SAT essay (College Board) or AP essay rubric (College Board) depending on grade level and assignment.	Formative: English teachers will conduct an in-house writing diagnostic with all students to formulate lessons that focus on students' weaknesses. This will be followed up by monthly in-class writings that will be assessed using appropriate rubrics. Assessment of these writings will determine focus of writing curriculum. Summative: 2013 Florida Comprehensive Assessment Test Writing
2	Demonstrated student deficiencies in grammar	All English teachers will attend in-house training for teaching grammar.	Curriculum Leader (Mrs. Joanne Miles), Administration (Mrs. Heidi Jones)	Grammar sections on an initial diagnostic, midterm, and final tests will be monitored for student progress.	Formative: English teachers will conduct an in-house writing diagnostic with all students to formulate lessons that focus on students' weaknesses. This will be followed up by monthly in class writings that will be assessed using appropriate rubrics. Assessment of these writings will determine focus of writing curriculum. Summative: 2013 Florida Comprehensive Assessment Test Writing
	Students not meeting state standards in writing lack foundational writing concepts.	All students' writing growth, including but not limited to AYP subgroups, (African American, Economically Disadvantaged, and ELL) and students scoring in the lowest 25% on the FCAT grade nine FCAT assessment will be monitored through school and District writing prompts. Teachers will use	Curriculum Leader (Mrs. Joanne Miles), Administration (Mrs. Hedi Jones).	Monitored through monthly school and District writing prompts that will be assessed using the FCAT Writes! or other appropriate rubric	Formative: English teachers will conduct an in-house writing diagnostic with all students to formulate lessons that focus on students' weaknesses. This will be followed up by monthly in class writings that will be

		results to guide writing curriculum, construct differentiated lessons, and target specific areas in need of enrichment.			assessed using the FCAT Writes!/SAT rubric and a 6 Traits checklist. Assessment of these writings will determine focus of writing curriculum. Summative: 2012 Florida Comprehensive Assessment Test Writing
3					
4	Motivation of students who have met and exceeded state standards in writing.	All levels of Language Arts classes, including but not limited AYP subgroups, (African American, Economically disadvantaged and ELL specifically) will require a synthesis paper in preparation for the CCSS and for college and career. Teachers in the Language Arts department will focus on preparation for national standardized testing (SAT/ACT/PERT) in writing, both multiple choice and timed essay, as stipulated in the Nova Writing Plan for 2013 Teachers in the Language Arts department will focus on preparation for national standardized testing (SAT/ACT/CPT) in writing, both multiple choice and timed essay, as stipulated in the Nova Writing Plan.	Curriculum Leader (Mrs. Joanne Miles), Administration (Mrs. Hedi Jones)	Assessment of synthesis essays according to CCSS rubrics and department standards. Monitored through monthly school and District writing prompts that will be assessed using appropriate rubrics	Formative: English teachers will conduct an in-house writing diagnostic with all students to formulate lessons that focus on students' weaknesses. This will be followed up by monthly in class writings that will be assessed using appropriate rubrics. Assessment of these writings will determine focus of writing curriculum. Summative: 2013 Florida Comprehensive Assessment Test Writing

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:	
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

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
grammar training	All 9th and 10th grade English teachers	Mrs. Miles Mrs. Igualada	All 9th and 10th grade English	Professional Study Days, Early Release Days	Monthly in-class writings that will be assessed using the FCAT Writes! Rubric or the CCSS rubric	Curriculum Leader, Administration
Using the Common Core essay rubric	All English teachers	Mrs. Miles	All English Teachers in a departmental PLC	Pre-Planning, Early Release Days	In-class writings that will be assessed using the Common Core rubric	Curriculum Leader, Administration
Writing Workshops: Common Core-style synthesis essay	All English teachers	Language Arts Teachers: Mrs. Miles, Mrs. Saleem, consultant trainer	All English Teachers in a departmental PLC	Early Release Days, Professional Study Days	Monthly in-class writings that will be assessed using the Common Core State Standards rubric	Curriculum Leader, Administration

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
Teacher training	Common Core Training	A+ / Accountability Funds / Perkins Grant	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
			Subtotal: $13,542.00
			Grand Total: $14,042.00

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:	The U.S. History End of Course Exam will be administered to students for the first time in the 2012-2013school year. Consequently, our primary goal is to establish baseline student performance data and use that data to guide future instruction. Instruction in the 2012-2013 year will include but not be limited to: content specific reading strategies, analysis of text based information, primary source document analysis, alignment to Sunshine State Next Generation Standards for U.S. History, and transition to Common Core Standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No current data available for the U.S. History End of Course Exam.	There is no data

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is no current student performance data available for the U.S. History End of Course Exam.	Teachers will use common assessments including the U.S. History Midterm Exam to monitor student progress and guide instruction.	Curriculum Leader (Mr. Gonzalo Laverde) and Administration (Mrs. Christine Troyer)	Analysis of student results on Midterm Exam.	Midterm Exam.
2	According to data from the 2012 Florida Comprehensive Assessment Test (65%) of students are reading on level 3 or below.	Incorporate content specific reading strategies including but not limited to: Guided reading questions, use of anticipation guides, previewing, and graphic organizers, content frames for vocabulary instruction, and sequencing maps. In addition, U.S. History teachers will participate in all school-wide literacy initiatives.	Curriculum Leader (Mr. Gonzalo Laverde) and Administration (Mrs. Christine Troyer)	Analysis of student results on Midterm Exam.	Midterm Exam.

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The U.S. History End of Course Exam will be administered to students for the first time in the 2012-2013school year. Consequently, our primary goal is to establish baseline student performance data and use that data to guide future instruction. Instruction in the 2012-2013 year will focus on content specific reading strategies, analysis of text based information, analysis of primary source documents, alignment to Next Generation Standards, and transition to Common Core Standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	There is no current available data for the U.S. History End of Course Exam.			There is no data	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is no current student performance data available for the U.S. History End of Course Exam.	Teachers will use common assessments including the U.S. History Midterm Exam to monitor student progress and guide instruction.	Curriculum Leader (Mr. Gonzalo Laverde) and Administration (Mrs. Christine Troyer	Analysis of student results on Midterm Exam	Midterm Exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
American History EOC	11th grade American History	Stephanie Coddington	All high school American History teachers.	PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13	Practice tests	Administrative Team and Curriculum Leader

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Traditionally, Nova High School has maintained an exemplary attendance rate. We attribute this, in part, to a high level of parental involvement and a school culture that emphasizes high expectations. By June 2013, the attendance rate will increase by 1% and excessive tardies and absences will decrease by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, Nova High School had a 93.6% attendance rate.	In 2013, Nova High will increase the attendance rate by 1%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, there were 333 students with excessive absences.	In 2013, we will reduce the number of students with excessive absences by 3%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, there were 155 students had excessive tardies.	In 2013, we will reduce the number of students with excessive tardies by 3%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' tardiness	Parent Link call, staff telephone call, letter to parent or parent conference with administrator Hall Sweeps administered between classes.	Designated attendance staff personnel, Dina Otoole Administrative Team	Attendance record review Attendance personnel will attend Attendance Symposium to be updated on all district recommended attendance procedures	Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes
2	Increase in absences on early release days	Teachers will create incentive for attendance on Early release days	Classroom Teacher Adminstrative Team	Attendance record review	Decrease in number of students absent as compared to previous year's data
3	Decreased motivation for Seniors towards the end of the year	Teachers will create incentive for attendance. Parent Link call, staff telephone call, letter to parent or parent conference with administrator	Designated attendance staff person Yvonne Sherba, Classroom Teacher Adminstrative Team	Attendance record review	Comparison of Senior attendance records for the past several years.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	At Nova High School, we have a comprehensive discipline plan that is in accordance with the District Disciplinary Model. Alternative to External Suspension (AES) is an option made available to students instead of external suspension. By June 2013, the number of all In-School and Out-of-School suspensions will decrease by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

In 2012, we had 739 in-school suspensions	In 2013 we expect a 5%reduction of in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, we had 400 students suspended in-school.	In 2013, we expect a 5% reduction of student's suspended in-school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, we had 382 out-of-school suspensions	In 2013, we expect a 5% reduction of out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, we had 246 students suspended out of school.	In 2013, we expect a 5% reduction of students suspended out of school

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	Newer teachers are still in the process of learning effective classroom management techniques.	Provide assistance by means of mentoring, NESS, and peer observations.	Administrator/Support Personnel	Classroom Walk-Through	Rubric or Time on Task Instrument Teacher Referral Report located in DWH
2	Lack of student motivation	Pair up students needing additional assistance with mentor or advisor All 9th and 10th grade students will be placed in a smaller learning community to enhance personalization of education.	Guidance Personnel, Smaller Learning Community Leader	Student focus group and/or survey	Student disciplinary referrals
3	Special needs students need more individualized attention	Guidance department will develop and implement a small group counseling program to address the various needs of students.	Guidance Personnel, Administrative Team	Student focus group and/or survey	Student disciplinary referrals
4	Suspension (in-school or external)reducing instructional time	Small Learning Communities collaborating with parents	Guidance Personnel, Smaller Learning Community Leader	Student focus group and/or survey	Student disciplinary referrals

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.*	Nova High School traditionally has a low drop out rate. Our goal is to continue to meet or reduce this low drop out rate by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
In 2012, Nova High had a .02% drop out rate.	In 2013, Nova High will have an expected drop out rate of .01%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

	In 2012, Nova High had a 98% graduation rate.	In 2013, Nova High will have an expected graduation rate of 99%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are behind in their credits or fail to meet other graduation requirements such as FCAT and GPA may feel discouraged and choose to drop out.	Virtual School, a computer based credit recovery program, and night school will be offered to assist students who need to recover credits.	Guidance Personnel, Administrative Team	Analysis of student data	Review of number of students who successfully recovered credits.
2	Students lack understanding of state requirements for graduation.	Guidance department will conduct data chats with students and inform them of graduation requirements.	Guidance Personnel, Administrative Team	Student focus group/survey	Analysis of graduation data.
3	All incoming 9th graders need more individualized attention to assist with their transition to high school.	All 9th grade students will be placed in a smaller learning community to enhance the academic and social transition from middle to high school.	Smaller Learning Community Team, Guidance Personnel, Administrative Team	Analysis of student data Student focus group/survey	Analysis of "at risk" cohort graduation data.

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, parental involvement will increase by 5%. Parental involvement has always been traditionally high at our school and continues to be a driving force in community and stakeholder partnership as we move forward.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 40% of the parents of the students will be involved in school functions as evidenced by School Advisory Council (SAC), School Advisory Forum (SAF), Open House attendance, and school functions	In 2013, 45% of the parents of the students will be involved in school functions as evidenced by School Advisory Council (SAC), School Advisory Forum (SAF), Open House attendance, and school functions

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the size of the school parents may feel that communication from school is impersonal.	Teachers in Smaller Learning Communities will personally contact 100% of parents of students within their respective teams.	Administrative Team, Classroom Teachers	Monitoring of Smaller Learning Communities database.	Parent survey
2	Due to school operating hours (9:20- 4:20), many parents have difficulty attending school functions	We will work to adjust school function times.	Administrative Team, Classroom Teachers	School Climate Surveys School Advisory Forum (SAF)	School Climate Survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Expand the number of students who take advanced placement courses in STEM fields.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible lack of background knowledge for preparation and/or interest in choosing a STEM related course.	Promote participation in STEM courses in middle and high school. Promote student involvement in STEM clubs, events and organizations, and fairs.	Administration, STEM teachers	Student surveys	Enrollment numbers in STEM related AP courses

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
AP Training	9-12	College Board Trainers	All Science Teachers	October 26th Training Date	Classroom visits; lab visits; Assistance for struggling teachers	Administration

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:	Increase the number of students eligible to take the Mastercam Certification.

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

| | TIME – students have a short class period. They | Students from level 2, 3 and 4 will be tested for | Asisstant Principal, Christine | Practice test | Mastercam Certification |

	will be required to complete assignments at home. Not all students have access to a computer that can run Mastercam at home.	Mastercam Certification.	Troyer		grading rubric.
1					

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
Engineering	9-12 Engineering	Adam Handler	District based PLC	PSD days Target Dates: 10/4/12, 11/1/12, 12/6/12, 2/21/13, 3/14/13, 4/4/13	Student performance on practice tests	Administrative Team

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CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Mathematics	After School Tutoring	Tutoring	A+ / Accountability Funds	$1,800.00
			Subtotal:	$1,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Science	Use of hands-on multi-intelligences science activities	Science Laboratory Materials	FTE	$4,000.00
			Subtotal:	$4,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training for Teachers	CAR-PD Training	Perkins Grant	$3,600.00
Writing	Teacher training	Common Core Training	A+ / Accountability Funds / Perkins Grant	$500.00
			Subtotal:	$4,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Saturday Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
Mathematics	Saturday Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
Science	Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
Writing	Saturday Academy	Instructional Staff and Resources	A+ / Accountability Funds / Perkins Grant	$13,542.00
			Subtotal:	$54,168.00
			Grand Total:	**$64,068.00**

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.

No Attachment (Uploaded on 10/16/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Agenda Books	$5,000.00
Saturday Academy	$60,000.00

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NOVA HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	88%	92%	50%	291	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	60%	78%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	76% (YES)			130	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					569	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
NOVA HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	92%	95%	50%	295	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	61%	87%			148	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?	61% (YES)	85% (YES)			146	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					599	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested