FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CORAL GLADES HIGH SCHOOL

District Name: Broward

Principal: Mr. Steven Carruth

SAC Chair: Mrs. Jennie Boyer, Mrs.Roxanne Brissett

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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	Steven Carruth	Bachelors of Science in History, University of Florida Masters in Educational Leadership, Florida Atlantic	1	6	Coconut Creek High School. (2011-2012) -Grade & School Data: TBA (State has not yet released data) Lyons Creek Middle School. (2010-2011) -Grade: -100% of students tested. -72% met high standards in Math -94% met high standards in Writing. -72% met high standards in Reading. -67% of the lowest 25% made learning gains in Reading -63% of the lowest 25% made learning gains in Math -AYP Met: No; 69% of criteria met -Total writing proficiency met-Yes -Reading proficiency not met for all AYP groups -Math proficiency not met for all AYP groups Lyons Creek Middle School.

			University			(2009-2010) -Grade: -100% of students tested. -72% met high standards in Math -91% met high standards in Writing. -70% met high standards in Reading. -55% of the lowest 25% made learning gains in Reading -55% of the lowest 25% made learning gains in Math -AYP Met: No; 69% of criteria met -Total writing proficiency met-Yes -Reading proficiency not met for all AYP groups -Math proficiency not met for all AYP groups
Assis Principal	Lisa Pannazzo	BS-Except Ed, Elem Ed MS-Ed Leadership	7	29	Coral Glades High School. (2011-2012) -Grade: A -98% of students tested -39.8% level 3 students met high standards in Math. -16.5% level 4 and 5 students met high standards in Math. -55.2% of students made learning gains in Math. -44% of students in lowest 25% made learning gains in Math. -23.6% level 3 students met high standards in Reading. -27.9% level 4 and students met high standards in Reading. -62.6% of students made learning gains in Reading. -68.3% of students in lowest 25% made learning gains in Reading. -88.8% of level 3 or higher students met high standards in Writing. -Percentage of AYP Subgroups that made satisfactory progress in Reading (White 61.3%; Black 32.4%; Hispanic 52.6%; Asian 65%; Indian 75%; Economically Disadvantaged 38.4%; SWD 19.7%; ELL 9.3%). -Percentage of AYP Subgroups that made satisfactory progess in Math (White 63.2%; Black 40.4%; Hispanic 62.7%; Asian 75%; Indian 75%; Economically Disadvantaged 46%; SWD 27.5%; ELL 40.9%). -Was AYP met: No Coral Glades High School. (2010-2011) -Grade: A -99% of students tested. -78% met high standards in Math -84% met high standards in Writing. -49% met high standards in Reading. -48% of the lowest 25% made learning gains in Reading -70% of the lowest 25% made learning gains in Math -AYP Met: No; 74% of criteria met -Total writing proficiency met-Yes -Graduation Criterion Met-Yes -Reading proficiency not met for any AYP groups -Math proficiency not met for Black, Hispanic, and Economically Disadvantaged AYP groups Coral Glades High School. (2009-2010) • Grade-B • 99% of students tested • 78% met high standards in Math • 90% met high standards in writing • 47% met high standards in reading • 79% made learning gains in Math • 53% made learning gains in reading • 43% of the lowest 25% made learning gains in Reading • 70% of the lowest 25% made learning gains in Math • AYP met-No; 77% criteria met • Total writing proficiency met-Yes • Graduation Criterion Met-Yes • Reading proficiency not met for any AYP groups • Math proficiency not met for Black, Economically Disadvantaged, and Students with Disabilities AYP groups Coral Glades High School. (2008-2009) • Grade-A

• 99% of students tested
• 81% met high standards in Math
• 87% met high standards in writing
• 52% met high standards in reading
• 79% made learning gains in Math
• 55% made learning gains in reading
• 53% of the lowest 25% made learning gains in Reading
• 72% of the lowest 25% made learning gains in Math
• AYP met-No; 85% criteria met
• Total writing proficiency met-Yes
• Graduation Criterion Met-Yes
• Reading proficiency not met for any AYP groups
• Math proficiency not met for Black AYP group
Coral Glades High (2007-2008)
• Grade-A
• 98% tested
• 77% met high standards in Math
• 89% met high standards in Writing
• 62% made learning gains in Reading
• 76% made learning gains in Math
• 55% of lowest 25% made learning gains in Reading
• 70% of lowest 25% made learning gains in Math
• 10 bonus points for 11th-12th grade retakes
• AYP Met-No; 79% of criteria met
• Total writing proficiency met-Yes
• Graduation proficiency met-No
• AYP groups who met Reading proficiency: White; proficiency met-No
• AYP groups who met Math proficiency: White, Hispanic, Economically disadvantaged; proficiency met-Yes
• 2006-2007
• Grade-C
• 99% tested
• 75% met high standards in Math
• 87% met high standards in Writing
• 53% make learning gains in Reading
• 75% made learning gains in Math
• 63% of lowest 25% made learning gains in Math
• AYP met-No; 74% criteria met
• Total writing proficiency met-Yes
• AYP groups who met Reading proficiency: White; proficiency met-No
• AYP groups who met Math Proficiency: White, Hispanic; proficiency met-Yes

Coral Glades High School.
(2011-2012)
-Grade A
-98% of students tested
-39.8% level 3 students met high standards in Math.
-16.5% level 4 and 5 students met high standards in Math.
-55.2% of students made learning gains in Math.
-44% of students in lowest 25% made learning gains in Math.
-23.6% level 3 students met high standards in Reading.
-27.9% level 4 and students met high standards in Reading.
-62.6% of students made learning gains in Reading.
-68.3% of students in lowest 25% made learning gains in Reading.
-88.8% of level 3 or higher students met high standards in Writing.
-Percentage of AYP Subgroups that made satisfactory progress in Reading (White 61.3%; Black 32.4%; Hispanic 52.6%; Asian 65%; Indian 75%; Economically Disadvantaged 38.4%; SWD 19.7%; ELL 9.3%).
-Percentage of AYP Subgroups that made satisfactory progess in Math (White 63.2%; Black 40.4%; Hispanic 62.7%; Asian 75%; Indian 75%; Economically Disadvantaged 46%; SWD 27.5%; ELL 40.9%).
-Was AYP met: No

Coral Glades High School.
(2010-2011)
-Grade: A
-99% of students tested.
-78% met high standards in Math

| Assis Principal | Paul Satty | BBA in Finance MS-Sports Admin/English Ed/Ed Leadership | 5 | 10 | -84% met high standards in Writing. |

-84% met high standards in Writing.
-49% met high standards in Reading.
-48% of the lowest 25% made learning gains in Reading
-70% of the lowest 25% made learning gains in Math
-AYP Met: No; 74% of criteria met
-Total writing proficiency met-Yes
-Graduation Criterion Met-Yes
-Reading proficiency not met for any AYP groups
-Math proficiency not met for Black, Hispanic, and Economically Disadvantaged AYP groups

Coral Glades High School. (2009-2010)
• Grade-B
• 99% of students tested
• 78% met high standards in Math
• 90% met high standards in writing
• 47% met high standards in reading
• 79% made learning gains in Math
• 53% made learning gains in reading
• 43% of the lowest 25% made learning gains in Reading
• 70% of the lowest 25% made learning gains in Math
• AYP met-No; 77% criteria met
• Total writing proficiency met-Yes
• Graduation Criterion Met-Yes
• Reading proficiency not met for any AYP groups
• Math proficiency not met for Black, Economically Disadvantaged, and Students with Disabilities AYP groups

Coral Glades High School (2008-2009)
• Grade-A
• 99% of students tested
• 81% met high standards in Math
• 87% met high standards in writing
• 52% met high standards in reading
• 79% made learning gains in Math
• 55% made learning gains in reading
• 53% of the lowest 25% made learning gains in Reading
• 72% of the lowest 25% made learning gains in Math
• AYP met-No; 85% criteria met
• Total writing proficiency met-Yes
• Graduation Criterion Met-Yes
• Reading proficiency not met for any AYP groups
• Math proficiency not met for Black AYP group
Coral Glades High School. (2007-2008)
• Grade-A
• 98% tested
• 77% met high standards in Math
• 89% met high standards in Writing
• 62% made learning gains in Reading
• 76% made learning gains in Math
• 55% of lowest 25% made learning gains in Reading
• 70% of lowest 25% made learning gains in Math
• 10 bonus points for 11th-12th grade retakes
• AYP Met-No; 79% of criteria met
• Total writing proficiency met-Yes
• Graduation proficiency met-No
• AYP groups who met Reading proficiency: White; proficiency met-No
• AYP groups who met Math proficiency: White, Hispanic, Economically disadvantaged; proficiency met-Yes
Lyons Creek Middle School (2006-2007)
• Grade-A
• 99% tested
• 66% met high standards in Reading
• 71% met high standards in Math
• 93% met high standards in Writing
• 62% made learning gains in Reading
• 70% made learning gains in Math
• 68% of lowest 25% made learning gains in Reading
• 63% of lowest 25% made learning gains in Math
• AYP Met-No; 90% of criteria met
• Total writing proficiency met-Yes
• AYP groups who met Reading proficiency: White, Black, Hispanic, Economically disadvantaged; proficiency met-Yes
• AYP groups who met Math proficiency: White, Black, Hispanic, Economically

					disadvantaged; proficiency met-Yes
Assis Principal	Lorenzo Wood	BA-Secondary Ed/ MA-Secondary Ed/ EDS-Social Studies; Ed Leadership	4	11	Coral Glades High School. (2011-2012) -Grade: A -98% of students tested -39.8% level 3 students met high standards in Math. -16.5% level 4 and 5 students met high standards in Math. -55.2% of students made learning gains in Math. -44% of students in lowest 25% made learning gains in Math. -23.6% level 3 students met high standards in Reading. -27.9% level 4 and students met high standards in Reading. -62.6% of students made learning gains in Reading. -68.3% of students in lowest 25% made learning gains in Reading. -88.8% of level 3 or higher students met high standards in Writing. -Percentage of AYP Subgroups that made satisfactory progress in Reading (White 61.3%; Black 32.4%; Hispanic 52.6%; Asian 65%; Indian 75%; Economically Disadvantaged 38.4%; SWD 19.7%; ELL 9.3%). -Percentage of AYP Subgroups that made satisfactory progess in Math (White 63.2%; Black 40.4%; Hispanic 62.7%; Asian 75%; Indian 75%; Economically Disadvantaged 46%; SWD 27.5%; ELL 40.9%). -Was AYP met: No Coral Glades High School. (2010-2011) -Grade: A -99% of students tested. -78% met high standards in Math -84% met high standards in Writing. -49% met high standards in Reading. -48% of the lowest 25% made learning gains in Reading -70% of the lowest 25% made learning gains in Math -AYP Met: No; 74% of criteria met -Total writing proficiency met-Yes -Graduation Criterion Met-Yes -Reading proficiency not met for any AYP groups -Math proficiency not met for Black, Hispanic, and Economically Disadvantaged AYP groups Coral Glades High School. (2009-2010) • Grade-B • 99% of students tested • 78% met high standards in Math • 90% met high standards in writing • 47% met high standards in reading • 79% made learning gains in Math • 53% made learning gains in reading • 43% of the lowest 25% made learning gains in Reading • 70% of the lowest 25% made learning gains in Math • AYP met-No; 77% criteria met • Total writing proficiency met-Yes • Graduation Criterion Met-Yes • Reading proficiency not met for any AYP groups • Math proficiency not met for Black, Economically Disadvantaged, and Students with Disabilities AYP groups Coral Glades High School (2008-2009) • Grade-A • 99% of students tested • 81% met high standards in Math • 87% met high standards in writing • 52% met high standards in reading • 79% made learning gains in Math • 55% made learning gains in reading • 53% of the lowest 25% made learning gains in Reading • 72% of the lowest 25% made learning gains in Math • AYP met-No; 85% criteria met • Total writing proficiency met-Yes • Graduation Criterion Met-Yes • Reading proficiency not met for any AYP

						groups • Math proficiency not met for Black AYP group Blanche Ely High (2007-2008) • Grade-D • 95% of students tested • 65% met high standards in Math • 81% met high standards in writing • 76% made learning gains in Math • 53% of the lowest 25% made learning gains in Reading • 79% of the lowest 25% made learning gains in Math • AYP met-No; 62% criteria met • Total writing proficiency met-No • Graduation Criterion Met-Yes • Reading and Math proficiency not met for AYP groups Coral Springs High (2001-2007) • 2006-2007: Grade-C • 99% tested • 75% met high standards in Math • 85% met high standards in Writing • 76% made learning gains in Math • 69% of lowest 25% make learning gains in Math • AYP not met; 87% of criteria met • Total writing proficiency met • Graduation criterion met • AYP Groups who met Reading Proficiency: White; total proficiency met-No • AYP Groups who met Math Proficiency: White, Black, Hispanic, Economically Disadvantaged, English Language Learners; total proficiency met-Yes • 2005-2006: Grade-C • 98% tested • 78% met high standards in Math • 83% met high standards in Writing • 57% made learning gains in Reading • 83% made learning gains in Math • 54% of lowest 25% made learning gains in Reading • AYP Met-No; 87% of criteria met • Total writing proficiency met • Graduation criterion met • AYP Groups who met Reading Proficiency: White; proficiency met-No • AYP Groups who met Reading Proficiency: White, Black, Asian, Economically disadvantaged, English Language Learners; total proficiency met-Yes
			Bachelor's in			Coral Glades High School. (2011-2012) -Grade: A -98% of students tested -39.8% level 3 students met high standards in Math. -16.5% level 4 and 5 students met high standards in Math. -55.2% of students made learning gains in Math. -44% of students in lowest 25% made learning gains in Math. -23.6% level 3 students met high standards in Reading. -27.9% level 4 and students met high standards in Reading. -62.6% of students made learning gains in Reading. -68.3% of students in lowest 25% made learning gains in Reading. -88.8% of level 3 or higher students met high standards in Writing. -Percentage of AYP Subgroups that made satisfactory progress in Reading (White 61.3%; Black 32.4%; Hispanic 52.6%; Asian 65%; Indian 75%; Economically Disadvantaged 38.4%; SWD 19.7%; ELL 9.3%). -Percentage of AYP Subgroups that made satisfactory progess in Math (White 63.2%; Black 40.4%; Hispanic 62.7%; Asian 75%; Indian 75%; Economically Disadvantaged 46%; SWD 27.5%; ELL 40.9%). -Was AYP met: No

Assis Principal	Colleen Stearn	Education, Masters in Educational Leadership, and certified in SLD: K-12; EH: K-12, and Educational Leadership: K-12	2	10	Coral Glades High School. (2010-2011) -Grade: A -99% of students tested. -78% met high standards in Math -84% met high standards in Writing. -49% met high standards in Reading. -48% of the lowest 25% made learning gains in Reading -70% of the lowest 25% made learning gains in Math -AYP Met: No; 74% of criteria met -Total writing proficiency met-Yes -Graduation Criterion Met-Yes -Reading proficiency not met for any AYP groups -Math proficiency not met for Black, Hispanic, and Economically Disadvantaged AYP groups Deerfield Beach High School (2002-2010) Deerfield Beach High School. (2009-2010) • Grade-B • 98% of students tested • 72% met high standards in Math • 88% met high standards in writing • 41% met high standards in reading • 74% made learning gains in Math • 46% made learning gains in reading • 40% of the lowest 25% made learning gains in Reading • 65% of the lowest 25% made learning gains in Math • AYP met-No; 69% criteria met • Total writing proficiency met-Yes • Graduation Criterion Met-No • Reading proficiency not met for any AYP groups • Math proficiency not met for Hispanic, Economically Disadvantaged, and English Language Learners AYP groups

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)
					Coral Glades High School. (2011-2012) -Grade: A -97% of students tested -39.8% level 3 students met high standards in Math. -16.5% level 4 and 5 students met high standards in Math. -55.2% of students made learning gains in Math. -44% of students in lowest 25% made learning gains in Math. -23.6% level 3 students met high standards in Reading. -27.9% level 4 and students met high standards in Reading. -62.6% of students made learning gains in Reading. -68.3% of students in lowest 25% made learning gains in Reading. -88.8% of level 3 or higher students met high standards in Writing. -Percentage of AYP Subgroups that made satisfactory progress in Reading (White 61.3%; Black 32.4%; Hispanic 52.6%; Asian 65%; Indian 75%; Economically Disadvantaged 38.4%; SWD 19.7%; ELL 9.3%). -Percentage of AYP Subgroups that made satisfactory progess in Math (White 63.2%; Black 40.4%; Hispanic 62.7%; Asian 75%; Indian 75%; Economically Disadvantaged 46%; SWD 27.5%; ELL 40.9%).

| Reading | Daniel Lester | Master's Degree-Reading, Guidance & Counseling ESOL Endorsed | 7 | 2 | Coral Glades High School. (2010-2011)
-Grade: A
-99% of students tested.
-78% met high standards in Math
-84% met high standards in Writing.
-49% met high standards in Reading.
-48% of the lowest 25% made learning gains in Reading
-70% of the lowest 25% made learning gains in Math
-AYP Met: No; 74% of criteria met
-Total writing proficiency met-Yes
-Graduation Criterion Met-Yes
-Reading proficiency not met for any AYP groups
-Math proficiency not met for Black, Hispanic, and Economically Disadvantaged AYP groups

Coral Glades High School. (2009-2010)
• Grade-B
• 99% of students tested
• 78% met high standards in Math
• 90% met high standards in writing
• 47% met high standards in reading
• 79% made learning gains in Math
• 53% made learning gains in reading
• 43% of the lowest 25% made learning gains in Reading
• 70% of the lowest 25% made learning gains in Math
• AYP met-No; 77% criteria met
• Total writing proficiency met-Yes
• Graduation Criterion Met-Yes
• Reading proficiency not met for any AYP groups
• Math proficiency not met for Black, Economically Disadvantaged, and Students with Disabilities AYP groups

Coral Glades High School. (2008-2009)
• Grade-A
• 99% of students tested
• 81% met high standards in Math
• 87% met high standards in writing
• 52% met high standards in reading
• 79% made learning gains in Math
• 55% made learning gains in reading
• 53% of the lowest 25% made learning gains in Reading
• 72% of the lowest 25% made learning gains in Math
• AYP met-No; 85% criteria met
• Total writing proficiency met-Yes
• Graduation Criterion Met-Yes
• Reading proficiency not met for any AYP groups
• Math proficiency not met for Black AYP group

Coral Glades High (2007-2008)
• Grade-A
• 98% tested
• 77% met high standards in Math
• 89% met high standards in Writing
• 62% made learning gains in Reading
• 76% made learning gains in Math
• 55% of lowest 25% made learning gains in Reading
• 70% of lowest 25% made learning gains in Math
• 10 bonus points for 11th-12th grade retakes
• AYP Met-No; 79% of criteria met
• Total writing proficiency met-Yes
• Graduation proficiency met-No
• AYP groups who met Reading proficiency: White; proficiency met-No
• AYP groups who met Math proficiency: White, Hispanic, Economically disadvantaged; proficiency met-Yes |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Offer and encourage teachers to take Virtual University classes offered through the county	Lorenzo Wood	Ongoing	N/A

2	2. Offer and encourage teacher to attend workshops offered by the district and train-the trainer workshops offered through the school	Lorenzo Wood	Ongoing	N/A	
3	3. Professional Study Days	Lorenzo Wood	May 2013	N/A	
4	4. Partnering new teachers with veteran staff	Julie Kitchener (NESS Liason)	June 2013	N/A	
5	5. New Teacher Academy Workshops through the district.	Julie Kitchener (NESS Liason)/Anita Gelman-Natale (follow-up)/Lorenzo Wood	June 2013		

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
12	10 teachers are in the process of completing the ESOL coursework that correlates to their discipline. 1 teacher is completing the gifted endorsement classes. 1 teacher is in the process of correcting paper work to be considered in-field.

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
108	3.7%(4)	11.1%(12)	38.9%(42)	44.4%(48)	50.0%(54)	88.0%(95)	13.9%(15)	12.0%(13)	23.1%(25)

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
Boyer, Jennie	Mike Leeds	Teacher requested help improving curriculum/No New teachers hired.	NESS Program-NA; shared Geography lessons
Gelman-Natale, Anita	Ryan Newman Jennifer Redmond	Teacher requested help improving curriculum/National Board certified in Social Studies	NESS Program-NA/based on needs of teacher; shared Psychology lessons

Kessler, Kim	Ritu Linhart	To help Ms. Linhart prepare for National Board/National Board certified in Science	Based on needs of teachers; shared lessons
Lehrman, Staycee	Marcy Gropman	National Board certified in Social Studies/Marcy Gropman is a new American History teacher.	Based on needs of teachers; shared lessons
Lester, Daniel	All departments	Reading Coach-will mentor, model, and help to create and implement relevant lessons that will promote reading in all teachers' classrooms.	NESS Program-NA; shared lessons
Schoen, Tamara	Niti Chhabra	Department chair, so provides materials and input to entire department based on their needs/No new teachers hired/National Board certified in English	NESS Program-NA/based on needs of teachers; shared lessons
Wagner, Paula	Jama Davis Ann Bucknor Christina Gabriel Heather Delgatto Jason Horner	National Board certified in Science/EOC Training	NESS Program-NA/based on needs of teachers; shared lessons
Weiss, Patricia	Sara Hanson	Teacher is new to PASS program/National Board certified in ESE	Based on needs of teachers; shared lessons
Wagner, Paula	Carla Cuevas-Ross	New teacher; NESS Coach	Monthly meeting to collaborate; share lessons and ideas based on teacher needs
Gelman-Natale, Anita	Adam Simmons	New teacher; NESS Coach	Monthly meeting to collaborate; share lessons and ideas based on teacher needs
Kossis, Marlene	Aida DeGouveia	New AP teacher	Based on needs of teachers; shared lessons

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is inclusive of:
-Administrator (Lorenzo Wood): Provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing RtI; ensure implementation of intervention support and documentation; ensure adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
Behavior Specialist (Tariq Qayim)/Guidance Counselor (Dan Tritto)/school-based Social Worker (Linda Miller): Provides intervention; links child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social successes.
School Psychologist (Sean Murphy): Participates in the collection, interpretation, and analysis of data; assists in creating intervention plans; provides support for intervention fidelity and documentation; facilitates data-based decision-making activities.

Reading Coach (Daniel Lester): Provides information about core instruction; participates in student data collection. Exceptional Student Education (ESE) Teacher/Specialist (Robyn Pesicek): Provides information about core instruction; participates in student data collection; collaborates with general education teachers through such activities such as co-teaching.

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

The RtI Leadership Team will serve as a means of identifying, assessing, and intervening on behalf of students who struggle behaviorally or academically in the classroom. The goal will be to identify these students prior to the escalation of unacceptable behavior or performance. The team will meet to develop intervention strategies to assist teachers with strategies for meeting the needs of struggling students. RtI referrals will be generated by the student's administrator, teacher, parents, or guidance counselor, following documented incidences of under performance or inappropriate behavior. The RtI team will develop strategies for involving parents and all stakeholders in the processes necessary to foster an environment healthy that is healthy for all students and prevent the escalation of negative behaviors and consequences. RtI team will meet continuously throughout the school year.

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?

Development of the SIP requires that there be a plan to address the needs of all students. This is especially true of struggling students. The RtI team will work collaboratively with SAC by monitoring the action steps indicated in the SIP and support these steps by developing strategies and providing support services to meet the needs of all students. Members of the RtI team will also occasionally attend SAC meetings to report progress to SAC as well as working in the SIP RtI subcommittee to develop and recommend changes to the SIP. SAC will, in turn, monitor the RtI team to ensure the proper processes are being implemented to meet the needs of the students.

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 District Management System (DMS) will be used to manage and summarized data on discipline.

Tier 1-BASIS, Virtual counselor and Pinnacle will be used to manage and summarize academic data. A File-Maker Pro database is accessible online by RtI team to monitor RtI strategies, implementation, and results.

Tier 1 and 2- Beginning of the Year: Florida Assessments for Instruction in Reading (FAIR), Broward Assessment Test (BAT), Lexile Passage for Level 1 Edge A (9th grade) and Edge B (10th grade)
Tier 1 and 2-Middle of the Year: FAIR Testing (Tier 3)
Tier 3- End of the Year: FAIR Testing

Students are referred for RtI on a case-by-case basis. RtI's may be initially submitted by the classroom teacher. Teacher intervention may be on the basis of behavior, absences, class progress, and/or anything that might impede academic progress. The following are the steps to intervention taken as part of the RtI process:
1. Classroom teacher intervenes/ parent conference is held
2. Guidance support is given to student
3. Administrative conference is held
4. Testing is recommended for additional services offered through the school and the county such as ESE eligibility (Tier 3).
Once guidance support is given to the student, the guidance counselor will create an RtI folder for the student to house all records of intervention and to monitor student progress.

The RtI Team is in the process of developing a school-wide RtI database to provide better
tracking of all tiers the RtI and to ensure full implementation of the RtI plan.

Describe the plan to train staff on MTSS.

Staff will be reintroduced to RtI during September professional development. Follow-up training will take place school wide on a designated Professional Study Day to be determined in the future. The RtI Professional Learning Community (PLC) will also evaluate additional staff professional development needs during the monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Teachers will receive training on how to utilize BASIS to view student data. Teachers will also create individualized class-by-class Plans of Action based on student data. Through the Plans of Action, teachers will become aware of At-Risk students and begin developing strategies to meet the needs of their individual classes. Teachers will attend Jaguar Journal Professional Development on the designated planning days, Early Release Days, and Professional Study Days to continuously monitor student data through BASIS, Virtual Counselor and Filemaker Pro and share best practices that meet the needs of our diverse student population. The RtI team will continue to meet, discuss student barriers and how the school can help teachers meet the need of their most vulnerable populations.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Steven Carruth, Principal; Oversees all school business
Colleen Stearn, Assistant Principal; Administrator over Reading and Language Arts
Daniel Lester, Reading Department Chair, Reading/Literacy Coach
Timothy Winburn, Educational Specialist, Social Studies
Tariq Qaiyim, Educational Specialist
Ashley Scott, ESE Support Facilitator
Jillian Berg, Business teacher
Teresa Young, Business teacher
Angela Andriesse, Language Arts teacher
Raven Shine, Language Arts teacher
Nubia Vel, Language Arts teacher
Danielle Bradley, Language Arts teacher
Veronica Cloyd, Language Arts teacher
Niti Chhabra, Language Arts teacher
Tammy Schoen, Language Arts teacher
Anne Weinrib, Medical Studies teacher
Zoya Francis-Newell, Reading/Language Arts teacher
Andrea Polakoff, Reading teacher
Val Straussman, Reading teacher
Teresa Blank, Science teacher
Heather DelGatto, Science teacher
Jennie Boyer, Social Studies teacher
Roxanne Brissett, Social Studies Teacher
Anita Gelman-Natale, Social Studies Teacher

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

The Literacy Leadership Team meets during the eight district designated Professional Study Days and/or optional planning days. The team will meet to: Coordinate an instructional methodology in the areas of effective reading strategies, coherent writing components and critical thinking skills; identify and implement a cross-curriculum instructional approach for the uniform instruction of effective reading, writing, and thinking skills; identify the skills needed to be a successful independent reader and implement a progressive instructional model to incorporate these skills across the curriculum; identify the skills needed to be a competent writer and critical thinker and implement a progressive instructional model to incorporate these skills across the curriculum; create assessments of these skills to determine the effectiveness of instruction and to identify the areas needed for re-teaching; meet monthly to evaluate the progress within the cross-curriculum instructional focus and plan instruction for immediate future; create an effective instructional model that can be incorporated easily into various curriculum without burdening the teacher with undue additional work and/or inappropriate expectations; identify grade level text samples that incorporate the complexity levels stated by the Common Core.

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

LLT will: Identify the skills and competencies needed for students to become independent readers; map out the process and time line for instruction and assessment of these skills across the curriculum; conduct professional development sessions with teachers explaining the process and procedure for classroom instruction for these skills; provide support to classroom teachers for the successful implementation of these skills; model the instruction of these skills for teachers as needed; identify the skills and competencies needed for students to become competent writers;
divide leadership into three subcommittees (Language/Reading; Social Studies; Business/Science). These subcommittees will identify the individual reading, writing, and thinking skills already incorporated into their curriculum and identify the skills

needed to be added. The LLT will collect specific procedures and strategies for the skills already a part of their curriculum; compile all skills, procedures, and strategies, and disseminate them on a specific timeline to the appropriate classroom teachers.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Professional development will be conducted for all teachers with a variety of literary-based strategies to include Word Walls, common note-taking practices, common board configurations, and emphasis on the use of scales and rubrics that will help them learn skills/strategies specific to their content area. Teachers will learn how to create and implement Word Walls in their classrooms, as well as, selective underlining and annotating techniques to help build comprehension within specific content per classroom.

Staff Development will train all teachers in Common Core Standards. They will also train teachers, with a focus in the Social Studies and Language Arts Departments in Reading strategies (i.e. CRISS/High Yield/Marzano). All other departments (H.O.P.E., Career/Vocational, and Science) will receive training during Professional Development to supplement their content with additional Reading and comprehension skills. Teachers will be provided with information to continue developing skills for Reading strategies and will be encouraged to complete the Reading endorsement and/or state certification. Coral Glades High School promotes teacher ownership and leadership by implementing the "Train the Trainer" technique. This is where individual teachers are trained in Reading skills and strategies and then go back and conduct Professional Development Workshops within their respective departments, or as a whole school.

The Reading Department and Administration provide support to allow teachers to complete NGCAR-PD training. The school will provide the resources and meeting area to facilitate NGCAR-PD training for all subject areas. In addition, freshman not enrolled in World Cultural Geography classes are placed in a Professional Career and Development course, which is facilitated by Social Science teachers. This class will utilize the book, Seven Habits of a Highly Effective Teen, by Covey along with supplements from the Reading Coach to provide the framework for successful studying, testing, learning skills with an emphasis on vocabulary. These classes will also be implementing Silent Sustained Reading (SSR) weekly.

Implementation of professional development outcomes will be monitored by administration through the use of classroom walk-throughs. All core content classes and electives are required to implement identified benchmarks through their content area. As a follow-up to professional development, teachers are required to submit proof of lesson plan execution with copies of activity, student-created work, and student data to their respective department chairs and/or administrator. In addition, all teachers will be required to maintain a data binder that will house all school-wide data, individual student data, and teacher best practices. Binders will be monitored throughout the year by respective department chairs and administration through classroom visits as well as department and individual data chats.

*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?

Coral Glades offers a variety of Career and Technical programs that provide job and career opportunities and experiences for our students. The programs offered are based on the CTE 5-year Strategic Plan: Marketing, Academy of Finance, Academy of Fashion Marketing, Information Technology, Business Supervision and Management, Web Design, Gaming & Simulation, Engineering Technology, Advanced Applications in Technology, Early Childhood Education, Culinary Operations, Hospitality & Lodging, TV Productions, Allied Health Assisting, and Nursing. Many students enrolled in these courses also belong to the aligning clubs such as DECA and HOSA.

For post-secondary articulation and Technical Dual Enrollment a variety of information is available to students and parents. The school's BRACE Advisor will visit classrooms to discuss post-secondary education and/or career options. Guidance meets with students continuously throughout the year, as well as, conducts one-on-one meetings regarding class placement, course information and post-secondary information. Parents and students can access relevant and important information on the school web site. Coral Glades also conducts various informational meetings such as: Senior Parent Night, College Night, Financial Aid Night, and Advanced Placement Night.

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?

The Annual Guidance Plan is implemented, which focuses on academic and career activities. Coral Glades offers a variety of elective course from which to choose. Students who complete these programs: Obtain a college-ready diploma, obtain industry recognized credentials/certification and achieve Florida Ready to Work Certificate, complete the Bright Futures/Gold-seal requirements, fulfill CAPE (Florida Career and Professional Education) Academy requirements, participate in technical dual enrollment, receive articulated post-secondary education/college credits, and become CTE concentrators.

Students meet once a year and/or by appointment with guidance counselors and the Brace Advisor to discuss elective choices and ensure they align with their personal career and educational goals. Parents are encouraged to meet with guidance counselors and the Brace Advisor as well. Coral Glades High follows the course progression charts to ensure that students are placed in the most rigorous and appropriate courses. In addition, students are able to plan a personalized schedule through the use of FACTS.or and ePep.

In addition to the course programs created according to the CTE 5-year Strategic Plan, additional elective courses are also offered in Performing and Fine Arts, Broadcasting and Journalism, and other areas of Career and Professional Study. The school also produces a curriculum guide each year that provides students with more specific information on these electives. Additionally , we host a number of curriculum fairs throughout the year that allow sponsors and instructors of these courses to showcase their programs and encourage students to enroll.

All incoming freshmen are enrolled in our Ninth Grade Academies that specifically highlight/focus on various career fields. The goal is to try to highlight student areas of interest but their placement is not static. The Academies are created to appeal to student interest but students may change to a different academy should they feel their interests have changed.

In addition, Juniors are encouraged and invited to attend the College Fair along with Seniors. Freshmen and Sophomores are also encouraged to attend in the evening.

To promote academic success, awards ceremonies are held throughout the year through the A+ Breakfast, Perfect Attendance Awards, Top 10% Dinner, and end of year Academic Achievements (Senior Awards Night & Underclassmen Awards Night).

Postsecondary Transition

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

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

We offer the PERT on campus for students. Eleventh grade students who did not score college ready on the PERT are placed in English IV Florida Prep to prepare them for post-secondary English classes. Students who did not score college ready on the PERT math are placed in Math for College Readiness when appropriate.

We will encourage our students to take AP and/or DE classes by encouraging more teacher discussion and collaboration through PLCs and one-on-one meetings for students to meet with their guidance counselors regarding their post-secondary plans and high school track.

At least once per year, core teachers will review graduation requirements and appropriate class placements with each student to help them understand and gain insight into post-secondary learning.

College Fair will be held on the campus and open to all students interested to encourage student interest in attending a post-secondary institution and for students to know the entrance requirements for these institutions. We encourage students to attend College Fair every year in the fall.

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:	By June 2013, 27% (326/1209) of 9th and 10th grade students will achieve proficiency, level 3, on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.6% (258/1093)	27% (326/1209)

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 proficiency in higher order thinking that causes poor performance in the Research/Informational Text questions on standardized tests.	Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Teams, PLC, and department level professional development. Tier 1 and 2 of RTI and the Problem Solving Method will be addressed through Extended learning opportunity (ELO)/ACADEMIC WORKSHOP after school to tutor individual students. Lesson plan creation to include higher-order thinking skills.	Daniel Lester-Reading Coach Administration and Department chair persons	Research/Informational Text-based class activities Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Monthly assessment will be provided to evaluate learning gains and the need to reteach content. Review of teacher lesson plans. Classroom walk-throughs. Administrators will conduct weekly classroom walk-throughs and department chairs will conduct quarterly classroom walk-throughs per department. Follow-up will take place with respective administrator during Data Chats.	BAT Testing of all students, levels 1-5 FCAT Scores MINI BAT Testing and Remediation Results (school-based assessment) FAIR Testing Teacher created assessments
	Cultural bias/lack of background knowledge on standardized tests may prevent students from understanding and relating to culture-specific questions.	Preteaching/frontloading knowledge in regional cultures. Utilizing Virtual Counselor to determine test bias based on student demographics. By utilizing this data, RTI Tier 3 can	Daniel Lester-Reading Coach Administration and Department chair persons	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments.	Teacher created assessments FCAT Scores Student Portfolio MINI BAT Testing Results (school-

					based assessment)
2		be addressed so that students who need individualized interventions may benefit. Student participation in debates/speech and writing Videos and discussions		Review of teacher lesson plans & strategies. Review question stems and student achievement per test to identify areas of need and/or improvement.	Mini-Assessments (school-based assessment)
3	Students lack the foundational skills aligned with Common Core State Standards as we transition from FCAT 2.0 to Common Core.	The literacy team will analyze each reading standard and determine the skills necessary for mastering all standards. Then they will prioritize the standards and provide the classroom teachers with effective strategies for teaching each standard.	Daniel Lester-Reading Coach and Literacy Team	School based assessment; review of lesson plans; review of student data; classroom observations; department discussions	A school-based assessment based on specific standards will be created and administered on a regular basis to determine effectiveness of instruction and mastery of skills.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	46%(6) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.9% (6/14)	46%(6)

<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	Varying instructional levels within the classroom setting.	Direct, individualized instruction utilizing a multitude of instructional resources. Incorporating the use of itinerant personnel and paraprofessionals.	Administrators, Leadership Team, ESE SPecialist	Progress monitoring on IEP goals. FAA	Progress reports-quarterly IEP goal data documentation FAA classroom grades

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:	By June 2013, 31% of 9th and 10th grade students (375/1209) will achieve above proficiency (FCAT Levels 4 & 5) in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.9% (305/1093)	31% (375/1209)

<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	Lack of student motivation/students settling for passing grades.	Teachers will create high interest lesson plans and activities that are engaging and relevant. Teachers will use differentiated instruction to appeal to all types of learners.	Classroom teachers, guidance	Teachers will analyze if student participation increases based on high interest activities and lesson plans.	Student grades, one-on-one student-teacher discussions regarding future academic courses.
2	Students lack of proficiency in higher order thinking that causes poor performance on the Research/Informational Text questions on standardized tests.	Students will be introduced to strategies higher order/critical thinking throughout the content areas. Teachers will become well-versed in developing lessons that target higher order thinking via Literacy Teams, PLCs, and department level professional development. Extended learning opportunity (ELO)/ACADEMIC WORKSHOP will be offered to all students (of all levels) after school to tutor individual struggling students.	Daniel Lester-Reading Coach Administration and Department chair persons	Evaluation of student work Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Teachers will utilize Jaguar Tribal/Data binder worksheets such as grade distribution to evaluate effectiveness of strategies implemented.	BAT Testing of all students, levels 1-5 FCAT Scores MINI BAT Testing and Remediation (school-based assessment) FAIR Testing for all 9-10 grade students
3	Students lack higher level vocabulary.	Students will be introduced to strategies for retaining learned vocabulary such as charts, prefixes, suffixes, and correct word usage. School-wide classroom Word Walls and Word Wall activities will be implemented to enhance vocabulary. Professional development will be offered to help teachers across the curriculum to develop effective use of subject area and critical thinking Word Walls.	Daniel Lester-Reading Coach Administration and Department chair persons	Assessment of student writing assignments with inclusion of higher-level vocabulary words. Assessment of increased verbal usage of higher level vocabulary words.	Teacher created assessments FCAT Scores MINI BAT Testing Results (school-based) FAIR Testing SAT/AP Scores
4	Students cannot determine the relevance of classroom assignments.	Introduce students to real world usage of knowledge to build personal best practice. Peer teaching activities/cooperative learning. Teacher can pair students of mixed abilities and offer individualized assistance to those struggling. Teachers ask questions and have students practice self-questioning (ie. Why am I doing this? Why is it important?)	Daniel Lester-Reading Coach Administration and Department chair persons	Teachers will determine the effectiveness of using metacognitive questions that target the connection to real world. Teachers will use document-based questions to assess student connections and progress	Student work FCAT Scores MINI BAT Testing Results (school-based) SAT/AP Scores Teacher created assessments

5	Students lack the foundational skills aligned with Common Core State Standards as they transition from FCAT 2.0 to Common Core.	The literacy team will analyze each reading standard and determine the skills necessary for mastering all standards. They will then prioritize the standards and provide the classroom teachers with effective strategies for teaching each standard.	Daniel Lester-Reading Coach and Literacy Team	School-based assessment; review of lesson plans; review of student data; classroom observations; and department discussions	A school-based assessment based on specific standards will be created and administered on a regular basis to determine effectiveness of instruction and mastery of skills.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	17% (2) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3%% (2/14)	17% (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	Varying instructional levels within the classroom setting.	Direct individualized instruction utilizing a multitude of instructional resources Incorporating the use of itinerant personnel and paraprofessionals	Administrator, Leadership Team, ESE SPecialist	Progress monitoring on IEP goals. FAA	Progress reports-quarterly IEP goal data documentation FAA classroom grades

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 65% (786/1209) of students will make Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.6% (649.9/1032)	65% (786/1209)

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 proficiency in higher order thinking that causes poor performance on the Research/Informational	Teachers will be introduced to strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team,	Daniel Lester-Reading Coach Administration and Department chair point person.	Assessment of student work in monitoring and developing plans that will allow for higher level thinking with relation to Research/Informational	BAT Testing of all students, level 1-5 FCAT Scores FAIR Testing

		Textquestions on standardized tests.	PLC, and department-level professional development.		Text skills.	MINI BAT Testing and Remediation (school-based)
	2	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied styles. Recommended accommodations for students who need individualized interventions. Cooperative classrooms Differentiated instruction. Lesson Study, Department PDs and PLC activities that target differentiated instruction and learning	Daniel Lester-Reading Coach Administration and Department chair point person.	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Evaluation of student work.	BAT Testing of all students, level 1-5 FCAT Scores MINI BAT Testing and Remediation (school-based) Evaluation of student work.
	3	Lack of ability to make inferences.	Teachers will use strategies that show students how to "read between the lines". Additional strategies include teaching students how to link sentences and paragraphs together in order to understand what happens next. Teachers use higher order questioning to allow students to make inferences. Lesson Study, Department PDs and PLC activities that are open-ended	Daniel Lester-Reading Coach Administration and Department chair point person.	Teacher-directed questions and teachers encourage student self-questions that will allow for the ability to make connections. Teachers will utilize various assessment of student writing assignments to determine effectiveness of strategies implemented.	Teacher created assessments FCAT Scores MINI BAT Testing scores (school-based)
	4	Students lack the foundational skills aligned with Common Core State Standards as they transition from FCAT 2.0 to Common Core.	The literacy team will analyze each reading standard and determine the skills necessary for mastering all standards. They will then prioritize the standards and provide the classroom teachers with effective strategies for teaching each standard.	Daniel Lester-Reading Coach and Literacy Team	School based assessment; review of lesson plans; review of student data; classroom observations; department discussions	A school-based assessment based on specific standards will be created and administered on a regular basis to determine effectiveness of instruction and mastery of skills.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	20%(3) of students will make learning gains on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.2% (2.1/13)	20% (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	Varying instructional levels within the classroom setting.	Direct, individualized instruction utilizing a multitude of instructional resources. Incorporating the use of itinerant personnel and paraprofessionals.	Administrators, Leadership Team, ESE Specialist	Progress monitoring on IEP goals. FAA	Progress reports-quarterly IEP goal data documentation FAA classroom grades

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, the percentage of students making learning gains in the lowest quartile in reading will be 71% (197).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.3% (190/278)	71% (197)

| | 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 proficiency in higher order thinking that causes poor performance on the Research/Informational Text questions on standardized tests.	Teachers will be introduced to strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development.	Daniel Lester-Reading Coach Administration and Department chair point person.	Student data will be reviewed on a ongoing basis. Evaluation of student work. Teachers will review individual student data following all formative and summative assessments.	BAT Testing of all students, level 1-5 FCAT Scores MINI BAT Testing and Remediation FAIR Testing
2	Student under performance on vocabulary Reading benchmark using context clues,identifying prefixes and suffixes, identifying advanced word phrases, use of context clues,analyze words and phrases,and text features.	Level I & II students in the lowest 30% will be placed in Intensive Reading classes to provide individual assistance and support in addition to the core curriculum. Students will be encouraged to attend the CGHS after-school Reading program. Teachers will teach students how to use context clues to determine the meaning of vocabulary terms. Teachers in all content areas will create Word Walls. Students identified in the lowest quartile will be	Daniel Lester-Reading Coach Administration and Department chair point person.	Ongoing review of student scheduling via Virtual Counselor to ensure that all students are placed properly. Analysis of student participation in ELOs.	Teacher created assessments FCAT Scores BAT Scores MINI Assessments Student-created work related to use of vocabulary. FAIR Testing

| | | invited to attend the after school reading program. | | | |
| | | Students will be contacted via phone calls home, letters home, email, fliers, school web site, and Parent Night | | | |

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 :	In six years, the percentage of proficient students in reading will increase from 52% (2011/2012) to 77% proficient (2016/2017).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	61	65	69	73	

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:	By June 2013, 64%(256) of the AYP subgroup White, 35% (98) Black, 55% (178) Hispanic, 68% (27) Asian, and 78% (6) Indian will score at or above grade level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 38.7% (155/401), satisfactory 61.3% (245) Black 67.6% (190/281), satisfactory 32.4% (90) Hispanic 47.4% (155/324), satisfactory 52.6% (170) Asian 35% (14/40), satisfactory 65% (26) Indian 25% (2/8), satisfactory 75% (6)	White: 64%(256), Black: 35% (98), Hispanic: 55% (178), Asian: 68% (27), and Indian: 78% (6) will be at or above grade level 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	Student lack of proficiency in higher order thinking that causes poor performance in the Research/Informational Text questions on standardized tests.	Teachers will be introduced to strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development.	Daniel Lester-Reading Coach Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Evaluation of student work	BAT Testing of all students, level 1-5 FCAT Scores FAIR Testing MINI BAT Testing and Remediation (school-based)
2	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied styles. Recommended accommodations Lesson Study, Department PDs and PLC	Daniel Lester-Reading Coach Administration and Department	Teachers will use a variety of assessments to evaluate student work to determine the effectiveness of new strategies implemented.	BAT Testing of all students, level 1-5 FCAT Scores MINI BAT Testing and Remediation (school-based)

			activities.		
3	Student under performance on vocabulary Reading benchmark using context clues,identifying prefixes and suffixes, identifying advanced word phrases, use of context clues,analyze words and phrases,and text features.	All departments will support the Reading department by owning one Reading benchmark. Each department is charged with focusing on their target Reading benchmark for the entire year. This will be indicated in the school's secondary Instructional Focus Calendar. Teachers will meet quarterly with their assigned administrator to discuss student demographics, student progress, and lesson plans.	Daniel Lester-Reading Coach Administration and Department chairs	Administration will be aware of the Instructional Focus Calendars including their timeline, and monitor the implementation of the process through classroom walkthroughs and review of teacher lesson plans. Teachers will use various worksheets from their Jaguar Tribal Binders to assess student improvement in various Reading benchmarks.	BAT Testing of all students, level 1-5 FCAT Scores FAIR Testing MINI BAT Testing and Remediation (school-based) Student Attendance Teacher created 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2012, 12% (5) of students from the AYP subgroup English Language Learners (ELL) will score at or above grade level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90.7% (39/43) did not make satisfactory progress 9% (4/43) made satisfactory progress	12% (5) will make satisfactory progress

<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	Students lack of understanding of the English language causes poor performance on the FCAT.	All A1 and A2 students will be placed in developmental language arts/Intensive Reading in order to help students who need individual interventions. B1 to C2 students will be placed in their appropriate Reading classes. ELL students will be scheduled according to the K-12 ESOL Program Plan using identified curriculum and materials. The ESOL coordinator will refer to the k-12 ESOL Program Plan regarding the clustering of students.	Daniel Lester-Reading Coach Administration and Department chair point person	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to assess higher level thinking in relation to reference and research. Lesson Study, Department PDs and PLC activities. MINI BAT Testing and Remediation	BAT Testing of all students, level 1-5 FCAT Scores Fluency and DAR Scores MINI BAT Testing and Remediation (school-based) CELLA Testing IPT Testing
	Students' lack of vocabulary in English.	Teachers will utilize strategies for work on multi-syllabic words and word affixes. Recommended accommodations	Daniel Lester-Reading Coach Administration and Department chair point person	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments.	CELLA Testing IPT Testing BAT Testing of all students, level 1-5

2			All A1 and A2 students will be placed in developmental language arts/Intensive Reading B1 to C2 students will be placed in their appropriate Reading classes based on the district's Reading placement program. Students will be invited to and encouraged to attend Students Helping English Language Learners (S.H.E.L.L.) extended learning opportunity. SHELL uses former ELL students to provide extra help for current ELL students in every subject area.		Assessment of student work to determine if improvements in student vocabulary occur and are being used more often. Lesson Study, Department PDs and PLC activities. MINI BAT Testing and Remediation	FCAT Scores Fluency and DAR Scores MINI BAT Testing and Remediation (school-based)
3	Student frustration with grade level material in English.	Stategies for work on multi-syllabic words and word affixes. Recommended accommodations All A1 and A2 students will be placed in developmental language arts/Intensive Reading B1 to C2 students will be placed in their appropriate Reading classes. ELL students will be scheduled according to the K-12 ESOL Program Plan using identified curriculum and materials. The ESOL coordinator will refer to the k-12 ESOL Program Plan regarding the clustering of students. Visuals using photos and illustrations using tactile techniques. Teacher empathy with student lack of English knowledge. Testing accommodations are provided to ELL students whenever needed such as providing alternative assessments and/or modified testing. Students will invited to and encouraged to attend Students Helping English Language Learners (S.H.E.L.L.) extended learning opportunity. SHELL uses former ELL students to provide extra help for current ELL students in every subject area.	Daniel Lester-Reading Coach Administration and Department chair point person	Ongoing review of student data. Semester data reports (chats) Reading Coach will meet yearly with ELL team and parents to discuss student progress. Students tested pre- and post-year in CELLA and IPT to ensure proper placement. Administration will be aware of all Reading strategies and monitor the implementation of these strategies through classroom walkthroughs. Reading department chair will review teacher lesson plans and student portfolios.	CELLA & IPT Test FCAT Scores BAT Testing Scores MINI Assessments Student Portfolios

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:	By June 2012, 23% (28) of students in the AYP subgroup Students with Disabilities (SWD) will score at or above grade level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80.3% (98/122) did not make progress 19.7% (24/122) made satisfactory progress	23% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of vocabulary and higher order thinking due to various disabilities that causes poor performance in the Research/Informational Text questions on standardized tests.	Teachers will be introduced to strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development.	Daniel Lester-Reading Coach Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to assess higher level thinking in relation to Research/Informational Text. Lesson Study, Department PDs and PLC activities. MINI BAT Testing and Remediation Utilize diagnostic reading assessment (DAR) to identify deficiencies and proper reading placement for interventions needed.	BAT Testing of all students, level 1-5 FCAT Scores Lexile Passages MINI BAT Testing and Remediation (school-based)
2	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style. General education teachers and ESE Teachers will provide support for one another through ongoing collaboration and discussions of student performance.	Daniel Lester-Reading Coach Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to assess whether students show improved motivation in completion of various assignments. Lesson Study, Department PDs and PLC activities. MINI BAT Testing and Remediation	BAT Testing of all students, level 1-5 FCAT Scores MINI BAT Testing and Remediation (school-based)
	Students' individual needs according to their various disabilities are not being met.	All teachers will review their students' Individualized Education Plans (IEPs) and modify classroom instruction to	Daniel Lester-Reading Coach All department chairs Robyn Pesicek-ESE	All teachers will attend at least one IEP meeting yearly. Teachers will include	BAT Testing of all students, level 1-5 FCAT Scores

			Specialist Teachers and administration	notations of modifications for ESE students per their IEP (ie. Teachers will indicate modifications on seating charts, extended testing, to meet IEPs). Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Utilize diagnostic reading assessment (DAR) to identify deficiencies and proper reading placement for interventions needed.	MINI BAT Testing and Remediation (school-based) Student Attendance
3		be in compliance with district standards. General education teachers will participate in individual student IEP and provide feedback to the ESE support specialist in order to meet the needs of students. Strategies from the District Assistance and Improvement Plan will be disseminated to teachers for utilization in creating lessons that focus on meeting the needs of our SWD students.			

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2012, 41% (222) of students from the AYP subgroup Economically Disadvantaged will score at or above grade level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61.6% (360/584), satisfactory 38.4% (224)	41% (222)

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	Student lack of educational resources in the home environment as well as lack of proficiency in the Research/Informational Text questions on standardized tests.	Teachers will be introduced to strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development.	Daniel Lester-Reading Coach Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to monitor progress of higher level thinking in relation to Research/Informational Text.	BAT Testing of all students, level 1-5 FCAT Scores MINI BAT Testing and Remediation (school-based) Lexile Passages
2	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style. Mentors will be assigned to specifically identified economically disadvantaged students to assist with student learning and barriers they	Daniel Lester-Reading Coach Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to ensure that differentiated instruction is successful for all types of learners.	BAT Testing of all students, level 1-5 FCAT Scores Lexile Passages MINI BAT Testing and Remediation (school-based)

				may face.

3	Student inability to focus in class due to basic needs not being met.	Emphasis will be placed on ensuring that students in the economically disadvantaged subgroup are provided information on free and reduced lunch to ensure that some of their most basic needs are met.	Administration and Clerical Liason in charge of Free and Reduced Lunch	Issuing of free and reduced lunch forms to all students who qualify and then monitoring of process to maximize return of completed forms.	Printout and checklist that keeps track of returned Free and Reduced Lunch forms.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	9th- 12th	Diane Fettrow	School-wide	8/14/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion.	Administrators Department Chairs
Common Core (Calm the Craziness)	9th-12th All subjects	Dan Lester (Reading coach)	School-wide	8/14/2012 5/24/2013	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
Common Core Kickoff (Implementation of school-wide strategy)	9th-12th All subjects	Dan Lester (Reading coach) and Literacy PLC	School-wide	9/27/2012 12/6/2012 3/14/2013	Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers can also make appoinments with the Reading Coach for observation of the strategy in use and feedback.	Administrators, Department CHairs, and Reading Coach
Rubrics and Scales (Marzano)	9th-12th All Subjects	Angela Andriesse Jillian Berg	School-wide	8/16/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to	Administrators and Department Chairs

					discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	
Plan of Action Development	9th-12th All subjects	Department Chairs and Administrators	School-wide	9/6/2012 10/4/2012	Plans of Action will be developed using student data for each class. Department chairs will monitor and assist teachers in developing individualized class plans. Administrators will review Plans of Action and monitor the implementation through classroom walkthroughs.	Administrators and Department Chairs
BAT/Data Analysis	9th-12th All subjects	Department Chairs and Administrators	School-wide	1/10/2013 2/7/2013	Classroom walkthroughs and observations to determine that lessons are structured around student needs. Teachers will meet by departments to analyze student data and create meaningful lessons using effective strategies.	Administrators and Department Chairs
Teacher Needs Assessment (Critical Thinking Strategies, Excel, Graphic Organizers and Strategies to teach Reading in the Content Area, Integrating Technology in the Classroom)	9th-12th All subjects	Roxanne Brissett, Anita Gelman-Natale, Jillian Berg, Daniel Lester, Cecilia Ramirez	School-wide	1/18/2013 4/4/2013	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunity (ELO) Jag Academy	Paid teachers, Reading materials	Perkins Grant/ Accountability	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

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:	35% (21) of students will score proficient in Listening/Speaking on the CELLA 2012/2013.
2012 Current Percent of Students Proficient in listening/speaking:	
33%(20)of students scored proficient in Listening/Speaking on the CELLA 2011/2012.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to speak and communicate in proper English.	Utilize audio texts, resources, and computer software programs. Teachers will implement varying differentiated instruction techniques to address all student needs.	ESOL Contact	Review quarterly data and grades with ESOL contact.	CELLA IPT Academic Review

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	20% (12) will score proficient on CELLA Reading 2012/2013.
2012 Current Percent of Students Proficient in reading:	
17% (10) scored proficient on CELLA Reading 2011/2012.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to comprehend curriculum in Core Curricular areas (Inability to read textbooks).	Use simplified textbooks, hand held translators, and use of native language dictionary, SHELL Club tutoring.	ESOL Contact	Review quarterly data and grades with the ESOL Contact	CELLA IPT Academic Review

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	25% (15) students will score proficient in Writing on the CELLA 2012/2013.

2012 Current Percent of Students Proficient in writing:

22% (13) students scored proficient in Writing on the CELLA 2011/2012.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not proficient in the mechanics and conventions of writing.	Given sentence starters and writing prompts, students will be able to organize thoughts and write cohesively in a manner acceptable to the structure of standard English. Students will also attend SHELL Club tutoring.	Leadership team, Language Arts Department Chair, ESOL Contact	Writing Prompts FCAT writing	BAT Writing score CELLA FCAT Writes

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
S.H.E.L.L. Program	Extended Learning Opportunity	Operating Budget	$400.00
			Subtotal: $400.00
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: $400.00

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:	53% (7) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (7/14)	53% (7)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities will need to acclimatize to the new access point standards that their non-disabled peers are working on, which include algebra and geometry.	SVE teachers will attend trainings and workshops to learn how to implement and teach the Unique Curriculum to their 9th and 10th grade students who are FAA assessed in math. SVE teachers will practice administering and scoring the math portion of the FAA to prepare students for the formal FAA. They will use those practice test scores to design and plan effective instruction centered around their student needs.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic record

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:	24% (3)of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21.4% (3/14)	24% (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
	Students with significant cognitive	SVE teachers will attend trainings and	ESE Case	Review of academic records and IEP	FAA IEP Progress Report Academic

1	disabilities will need to acclimatize to the new access point standards that their non-disabled peers are working on, which include algebra and geometry.	workshops to learn how to implement and teach the Unique Curriculum to their 9th and 10th grade students who are FAA assessed in math. SVE teachers will practice administering and scoring the math portion of the FAA to prepare students for the formal FAA. They will use those practice test scores to design and plan effective instruction centered around their student needs.	Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	progress reports.	records

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:	40% (5.6)of students will make learning gains on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.10% (5/14)	40% (5.6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities will need to acclimatize to the new access point standards that their non-disabled peers are working on, which include algebra and geometry.	SVE teachers will attend trainings and workshops to learn how to implement and teach the Unique Curriculum to their 9th and 10th grade students who are FAA assessed in math. SVE teachers will practice administering and scoring the math portion of the FAA to prepare students for the formal FAA. They will use those practice test scores to design and plan effective instruction centered around their student needs.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic records

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:		By June 2013, 43% (223) of students will maintain or increase proficiency (Level 3) on Algebra End of Course exam

2012 Current Level of Performance:	2013 Expected Level of Performance:
39.8% (207/520)	43% (223)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student inability to master Math content within time frame of classroom hours.	Academic student clubs (Extended Learning Opportunities-ELO) will provide support for their peers through after school tutoring. Emphasis will be placed on regularly reminding and inviting students to tutoring. Students in need of remediation (Primarily level 1 and 2) have concurrent Math classes.	Club Sponsors, Paul Satty-Administrator in charge of activities	Ongoing review of attendance rosters Student work samples and class performance	Mini-assessments, Benchmark Assessment Test (BAT) and FCAT Testing, End of Course (EOC) Testing
2	Students may not have a structured environment and support outside the classroom to complete homework assignments.	Students will be invited and encouraged to attend the CGHS Algebra and Beyond Homework Assistance program (ELOs).	Teresa Sutton, Mathematics Department Chair and Designated Teachers	Students and parents will be informed of this opportunity by way of parent phone-links, in-school announcements, flyers and mailings. Attendance rosters will be checked to examine utilization of this program.	Student performance data (mini-assessments and class testing data)
3	Students enter into Math classes at varied levels of mastery.	Teachers within a content area (Algebra, Geometry) will have common planning to align pacing and differentiated instruction.	Teresa Sutton, Mathematics Department Chair and Administration	Departmental common assessments	End of Course Exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 20% (104) of the students taking Algebra will maintain or increase above proficiency (Level 4) in Algebra.

2012 Current Level of Performance:	2013 Expected Level of Performance:
16.5% (86/520)	20% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of student motivation to fine-tune/improve Math skills.	Students enrolled in advanced Math classes will be invited and	Club Sponsors, Coaches, and classroom teachers	Student participation in club activities, practices, and competitions	Academic competition participation and

1		encouraged to join the school's Math Club and Honor Society, Mu Alpha Theta			results.
2	Students lack skills to utilize Math technology	Students will utilize computer software, and practice exercises that focus on all Math benchmarks. Bring in various professionals from the community to lecture on benefits of Math background.	Teresa Sutton-Mathematics department chair, Lisa Pannazzo-Assistant Principal, and all Mathematics teachers	Classroom walkthroughs to ensure that teachers are utilizing available technological resources to support instruction. Teachers will frequently monitor/analyze the reports generated from mini-assessment data.	CWT Data and results of department-created assessments. BAT and FCAT Testing

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 # In six years, the percentage of proficient students in mathematics will increase from 57% (2011/2012) to 72% proficient (2016/2017). 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	53	58	63	67	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, 66% (127) of the White AYP subgroup, 43% (63) of the Black AYP subgroup, 65% (99) of the Hispanic AYP subgroup, 78% (9) of the Asian AYP subgroup, and 78% (3) of the Indian AYP subgroup will demonstrate learning gains in Mathematics.(Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36.8% (71/193), satisfactory 63.2% (121) Black: 59.6% (87/146), satisfactory 40.4% (58) Hispanic: 37.3% (57/153), satisfactory 62.7% (95) Asian: 25% (3/12), satisfactory 75% (9) Indian: 25% (1/4), satisfactory 75% (3)	White: 66% (127) Black: 43% (63) Hispanic: 65% (99) Asian: 78% (9) Indian: 78% (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 may be unable or unmotivated to take advantage of the ELOs provided by the school	Academic student clubs will provide support to their peers through after-school tutoring. For students who are not present for announcements each day and are unaware of the ELOs offered after school-Emphasis will be placed on regularly reminding and inviting students in 9th and 10th grade classes to tutoring. EOC Retake Students will be invited to attend the CGHS JAG Academy after-school program.	Math Department Chair, Club sponsors, and Administrator in charge of activities	Ongoing review of tutoring attendance. Classroom walk-throughs and observation	Mini-assessment data BAT testing Algebra EOC

		Students enrolled in Algebra and higher classes will be invited to attend the CGHS "Algebra and Beyond" after-school homework program			
2	Students may have limited access to technology.	Students will utilize computer software, websites through the BEEP portal and practice exercises that focus on all Algebra benchmarks.	Math department chair Administration	Classroom walkthroughs to ensure teachers are utilizing available technology resources to support instruction Teachers will frequently monitor/ analyze the reports generated through mini assessments.	CWT data BAT testing Algebra EOC

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	By June 2013, 44% (9) of students who belong to the AYP subgroup English Language Learners (ELL) will demonstrate learning gains in mathematics. (Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.10% (13/22), satisfactory 40.9% (9)	44% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need additional time in order to acquire the math concepts in conjunction with acquiring English comprehension.	Students identified as ELL will be allotted additional time for testing and assignments per the ELL matrix.	Department head, Administration, Class Teacher	Teachers will give them time to complete assignments.	Class and homework and teacher-created assessments.
2	Scheduling guidelines and constraints	Level 1 and 2 Math students will be scheduled into Math classes based on the district's math placement guidelines. Level 1 10th grade math students will also be scheduled into Intensive Math for additional support. Level 1 9th grade math students will be scheduled in Algebra 1A/1B. All students will receive guidance and teacher input for scheduling recommendations.	Assistant Principal in charge of scheduling, Mathematics Department Chair; Guidance	Ongoing review of student schedules prior to the school year to ensure that all students are appropriately placed in math classes before the first day of school. Data chats will be used to determine the effectiveness of placement into these courses.	Virtual Counselor and TERMS to review master and student schedules and teacher recommendations
3	Students may not have parental involvement due to language barriers.	School will encourage open lines of communication with the parents through Open House and Parent Night. School information will be available in multiple languages for ELL	ELL Contact and Administration	Teachers will indicate communication with parents through a contact log sheet. Data chats will be used to determine the effectiveness of communication	Open House sign-in sheet; student performance before and after parent contact.

		students and parents.		techniques being employed by the school.	

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June 2013, 30% (20) of students who belong to the AYP subgroup Students with Disabilities (SWD) will demonstrate learning gains in mathematics.(Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
72.5% (50/69), satisfactory 27.5% (19)	30% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling guidelines and constraints	Level 1 and 2 Math students will be scheduled into Math classes based on the district's math placement guidelines. Level 1 10th grade math students will also be scheduled into Intensive Math for additional support. Level 1 9th grade math students will be scheduled in Algebra 1A/1B. Utilize diagnostic math assessment data (GMADE) to identify deficiencies for remedial interventions. General education teachers and ESE teachers will provide support for each other through open communication and discussion of student progress. All students will receive guidance and teacher input for scheduling recommendations.	Assistant Principal in charge of scheduling, Mathematics Department Chair; Guidance	Ongoing review of student schedules prior to the school year to ensure that all students are appropriately placed in math classes before the first day of school. Data chats will be used to determine the effectiveness of placement into these courses.	Virtual Counselor and TERMS to review master and student schedules and teacher recommendation.
2	Student individual needs according to their various disabilities are not being met.	All teachers will review their students' Individualized Education Plans (IEPs) and modify classroom instruction to be in compliance with district standards. Teachers will provide ESE support specialist with feedback pertaining to student performance. Strategies from the District Assistance and	Math Department Chair Robyn Pesicek-ESE Specialist Teachers and administration	Teachers will include notations of modifications for ESE students per their IEP (Teachers will have an IEP printed out per student). Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments.	BAT Testing of all students, level 1-5 Algebra EOC scores MINI BAT Testing Student Attendance

		Improvement Plan will be disseminated to teachers for utilization in creating lessons that focus on meeting the needs of our SWD students.			
3	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style.	Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to assess whether students show improved motivation in completion of various assignments. Lesson Study, Department PDs and PLC activities.	BAT Testing of all students, level 1-5 Algebra EOC scores MINI BAT Testing Teacher-created 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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, 49% (140) of students who belong to the AYP subgroup Economically Disadvantaged (ED) will demonstrate learning gains in mathematics. (Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (154/285), satisfactory 46% (131)	49% (140)

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 inability to focus in class due to basic needs not being met.	Emphasis will be placed on ensuring that students in the economically disadvantaged subgroup are provided information on free and reduced lunch to ensure that some of their most basic needs are met.	Administration and Clerical Liason in charge of Free and Reduced Lunch	Issuing of free and reduced lunch forms to all students who qualify and then monitoring of process to maximize return of completed forms.	Printout and checklist that keeps track of returned Free and Reduced Lunch forms.
2	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style.	Administration and Department chair	Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to ensure that differentiated instruction is successful for all types of learners. Lesson Study, Department PDs and PLC activities.	BAT Testing of all students, level 1-5 Algebra EOC Scores MINI BAT Testing Teacher-created assessments

| 3 | Students inability to take advantage of Extended Learning Opportunities due to economic barriers. | Students will be placed in appropriate intensive math class Teachers will utilize in class and encourage students to use at home BEEP and Florida Achieves online programs Students will be advised of in city free transportation that can be utilized in order for students to take advantage of Extended Learning Opportunities | Math department chair Administration | Ongoing review of student schedules prior to the school year to ensure that all students are appropriately placed in math classes before the first day of school. Classroom walkthroughs to ensure teachers are utilizing available technology resources to support instruction. | Teacher created assessments BAT testing Algebra EOC testing |

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:	37% (199)of the students who started 9th grade in the year 2012-2013 will score level 3 or higher on the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.7% (182/540)	37% (199)

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 inability to master Geometry content within time frame of classroom hours.	Academic student clubs (Extended Learning Opportunities-ELO) will provide support for their peers through after school tutoring. Emphasis will be placed on regularly reminding and inviting students to tutoring.	Club Sponsors, Paul Satty-Administrator in charge of activities	Ongoing review of attendance rosters Student work samples and class performance	Mini-assessments, Benchmark Assessment Test (BAT) and End of Course (EOC) Testing
2	Students may not have a structured environment and support outside the classroom to complete homework assignments.	Students will be invited and encouraged to attend the CGHS Algebra and Beyond Homework Assistance program (ELOs).	Teresa Sutton, Mathematics Department Chair and Designated Teachers	Students and parents will be informed of this opportunity by way of parent phone-links, in-school announcements, flyers and mailings. Attendance rosters will be checked to examine utilization of this program.	Student performance data (mini-assessments and class testing data)
3	Students enter into Math classes at varied levels of mastery.	Teachers within a content area (Algebra, Geometry) will have common planning to align pacing and differentiated	Teresa Sutton, Mathematics Department Chair and Administration	Departmental common assessments	End of Course Exams

	instruction.		

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:	30% (162)of the students who started 9th grade in the year 2012-2013 will score level 3 or higher on the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.4 (148/540)	30% (162)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of student motivation to maintain or excel in higher achieving Math skills.</td><td>Students enrolled in advanced Math classes will be invited and encouraged to join the school's Math Club and Honor Society, Mu Alpha Theta.</td><td>Club Sponsors, Coaches, and classroom teachers</td><td>Student participation in club activities, practices, and competitions.</td><td>Academic competition participation and results.</td></tr>
<tr><td>2</td><td>Students lack skills to utilize Math technology.</td><td>Students will utilize computer software, and practice exercises that focus on all FCAT Math benchmarks.</td><td>Teresa Sutton-Mathematics department chair, Lisa Pannazzo-Assistant Principal, and all Mathematics teachers</td><td>Classroom walkthroughs to ensure that teachers are utilizing available technological resources to support instruction. Teachers will frequently monitor/analyze the reports generated from Virtual Counselor.</td><td>CWT Data and results of department-created assessments. BAT.</td></tr>
</table>

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # In six years, the percentage of proficient students in mathematics will increase from 57% (2011/2012) to 72% proficient (2016/2017). 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	63	67	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, 71% (131) of the White AYP subgroup, 50% (76) of the Black AYP subgroup, 67% (114) of the Hispanic AYP subgroup, 95% (12) of the Asian AYP subgroup, and 70% (2) of the Indian AYP subgroup will demonstrate learning gains in Mathematics.(Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31.9% (59/185), satisfactory 68.1% (126) Black: 52.6% (80/152), satisfactory 47.4% (72) Hispanic: 36.5% (62/170), satisfactory 63.5% (108) Asian: 7.7% (1/13), satisfactory 92.3% (12)	White: 71% (131) Black: 50% (76) Hispanic: 67% (114) Asian: 95% (12)

Indian: 33.3% (1/3), satisfactory 66.7% (2)	Indian: 70% (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 may be unable or unmotivated to take advantage of the ELOs provided by the school.	Academic student clubs will provide support to their peers through after-school tutoring. For students who are not present for announcements each day and are unaware of the ELOs offered after school-Emphasis will be placed on regularly reminding and inviting students in 9th and 10th grade classes to tutoring. EOC Retake Students will be invited to attend the CGHS JAG Academy after-school program.

Students enrolled in Algebra and higher classes will be invited to attend the CGHS "Algebra and Beyond" after-school homework program. | Math Department Chair, Club sponsors, and Administrator in charge of activities | Ongoing review of tutoring attendance. | Classroom walk-throughs and observation Mini-assessment data BAT testing |

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:	By June 2013, 47% (16) of students who belong to the AYP subgroup English Language Learners (ELL) will demonstrate learning gains in mathematics. (Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.9% (19/34), satisfactory 44.1% (11)	47% (16)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need additional time in order to acquire the math concepts in conjunction with acquiring English comprehension.	Students identified as ELL will be allotted additional time for testing and assignments per the ELL matrix.	Department head, Administration, Class Teacher	Teachers will give time given to them to complete assignments.	Class and homework and teacher-created assessments.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013, 35% (13) of students who belong to the AYP subgroup Students with Disabilities (SWD) will demonstrate learning gains in mathematics.(Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.4% (26/38), satisfactory 31.6% (12/38)	35% (13)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling guidelines and constraints.	Level 1 and 2 Math students will be scheduled into Math classes based on the district's math placement guidelines. Level 1 10th grade math students will also be scheduled into Intensive Math for additional support. Level 1 9th grade math students will be scheduled in Algebra 1A/1B. Utilize diagnostic math assessment data (GMADE) to identify deficiencies for remedial interventions. General education teachers and ESE teachers will provide support for each other through open communication and discussion of student progress. Students will receive guidance from teachers for placement.	Assistant Principal in charge of scheduling, Mathematics Department Chair; Guidance	Ongoing review of student schedules prior to the school year to ensure that all students are appropriately placed in math classes before the first day of school. Data chats will be used to determine the effectiveness of placement into these courses.	Virtual Counselor and TERMS to review master and student schedules; Teacher recommendation
2	Student individual needs according to their various disabilities are not being met.	All teachers will review their students' Individualized Education Plans (IEPs) and modify classroom instruction to be in compliance with district standards. Teachers will provide ESE support specialist with feedback pertaining to student performance. Strategies from the District Assistance and Improvement Plan will be disseminated to teachers for utilization in creating lessons that focus on meeting the needs of our SWD students.	Math Department Chair Robyn Pesicek- ESE Specialist Teachers and administration	Teachers will include notations of modifications for ESE students per their IEP (Teachers will have an IEP printed out per student). Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments.	BAT Testing of all students, level 1-5 FCAT Scores MINI BAT Testing Student Attendance

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013, 59% (172) of students who belong to the AYP subgroup Economically Disadvantaged (ED) will demonstrate learning gains in mathematics. (Numbers will correlate to the Algebra and Geometry End of Course Exam)
2012 Current Level of Performance:	2013 Expected Level of Performance:
45.5% (133/292), satisfactory 54.5% (159)	59% (172)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 Students inability to focus in class due to basic needs not being met.	Emphasis will be placed on ensuring that students in the economically disadvantaged subgroup are provided information on free and reduced lunch to ensure that some of their most basic needs are met.	Administration and Clerical Liason in charge of Free and Reduced Lunch	Issuing of free and reduced lunch forms to all students who qualify and then monitoring of process to maximize return of completed forms.	Printout and checklist that keeps track of returned Free and Reduced Lunch forms.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	9th- 12th	Diane Fettrow	School-wide	8/14/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs
					Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and	

Common Core (Calm the Craziness)	9th-12th All subjects	Dan Lester (Reading coach)	School-wide	8/14/2012 5/24/2013	Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
Developing Plans of Action	9th-12th All subjects	Department Chairs and Administrators	School-wide	9/6/2012 10/4/2012	Plans of Action will be developed using student data for each class. Department chairs will monitor and assist teachers in developing individualized class plans. Administrators will review Plans of Action and monitor the implementation through classroom walkthroughs.	Administrators and Department Chairs
Rubrics and Scales (Marzano)	9th-12th All subjects	Angela Andriesse Jillian Berg	School-wide	8/16/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
Common Core Kickoff (Implementation of school-wide strategy)	9th-12th All subjects	Dan Lester (Reading coach) and Literacy PLC	School-wide	9/27/2012 12/6/2012 3/14/2013	Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers can also make appoinments with the Reading Coach for observation of the strategy in use and feedback.	Administrators, Department Chairs, and Reading Coach
BAT/Data Analysis	9th-12th All Subjects	Department Chairs and Administrators	School-wide	1/10/2013 2/7/2013	Classroom walkthroughs and observations to determine that lessons are structured around student needs. Teachers will meet by departments to analyze student data and create meaningful lessons using effective strategies.	Administrators and Department Chairs
Teacher Needs Assessment (Critical Thinking Strategies, Excel, Graphic Organizers and Strategies to teach Reading in the Content Area, Integrating Technology in the Classroom)	9th-12th All Subjects	Roxanne Brissett, Anita Gelman-Natale, Jillian Berg, Daniel Lester, Cecilia Ramirez	School-wide	1/18/2013 4/4/2013	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Jag Academy	Extended Learning Opportunity	Perkins Grant/ Accountability	$5,000.00
			Subtotal: $5,000.00

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

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

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:	By June 2013 43% (2) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2/5)	43% (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 with significant cognitive disabilities will need to acclimatize to the new access point standards that their non-disabled peers are working on, which includes science.	SVE teachers will attend trainings and workshops to learn how to implement and teach the Unique Curriculum to their 9th and 10th grade students who are FAA assessed in math. SVE teachers will practice administering and scoring the science portion of the FAA to prepare students for the formal FAA. They will use those practice test	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic record

	scores to design and plan effective instruction centered around their student needs.				

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:	By June 2013 43%(2) of students will score at level 7 on the 2012/2013 administration of the Florida Alternative Assessment for science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2/5)	43% (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 with significant cognitive disabilities will need to acclimatize to the new access point standards that their non-disabled peers are working on, which includes sciences.	SVE teachers will attend trainings and workshops to learn how to implement and teach the Unique Curriculum to their 9th and 10th grade students who are FAA assessed in math. SVE teachers will practice administering and scoring the science portion of the FAA to prepare students for the formal FAA. They will use those practice test scores to design and plan effective instruction centered around their student needs.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic record

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:	By June 2013, 37% (205) of students will achieve proficiency on the Biology End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.6% (186/554)	37% (205)

	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 may be unwilling to challenge themselves.	Students not responding to core instructions will be encouraged to participate in extended learning opportunities (ELOs). Teachers will utilize color coded note-taking strategies to teach students how to study pertinent information and to study from it. Teachers will create real world connections using current event articles on topics correlating to class instruction.	Paula Wagner-Science Dept. Chair, Paul Satty-Science Dept. Administrator, Guidance Counselor	Guidance counselors and science teachers will identify eligible students and actively encourage eligible student to take more rigorous courses. Teachers will monitor student progress and identify students who need additional help. Teachers will actively encourage these students to take advantage of extended learning opportunities (ELOs). Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: Observe ELO flyers posted in classroom and/or teacher encouraging students to attend science ELOs. Department chairs will give feedback to teachers via brief one-on-one conference.	Biology EOC, Ongoing lab assessments, teacher created assessments
2	Students unable to master use of Science equipment and standard science-based skills	Students will utilize hands-on laboratory experiments and activities to master scientific standards and benchmarks.	Paula Wagner-Science Dept. Chair	Teachers will use laboratory activities and monitor effectiveness Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: Observe teacher created labs that allow students to apply scientific learning. Department chairs will give feedback to teachers via brief one-on-one conference.	Biology EOC, Ongoing lab assessments, evidence of student work through lab reports or lab journals, common Biology teacher-created assessments.
	Student lack	Primary and secondary	Paula Wagner-	Teachers will monitor	Biology EOC,

3	knowledge and understanding of key scientific concepts.	Science Instructional Focus Calendars will be utilized by teachers to create lessons that focus on key scientific concepts. Teachers will intermittently conduct data chats with students to determine student level of mastery of concepts and the and students not responding to core instruction will be encouraged to participate in extended learning opportunities. Teachers are consistently using the instructional focus calendar to direct instruction by focusing on the benchmark clarifications and content limits related to the state determined benchmarks.	Science Dept. Chair	student progress and identify students who need additional help. Teachers will actively encourage these students to take advantage of extended learning opportunities. Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: Webb'd DOK posted in classroom, 2nd Tier Word Walls that focus on etymology, 3rd Tier Word Walls that are content specific, and lessons that follow the Instructional Focus Calendars and specifically address key scientific concepts. Department chairs will give feedback to teachers via brief one-on-one conference.	Ongoing lab assessments, common teacher-created assessments
4	Students lack an understanding of the application of real world science concepts in the classroom environment.	Apply science skills to the real world through the use of technology. Teachers will create real world connections using current event articles on topics correlating to class instruction.	Paula Wagner-Science Dept. Chair, Paul Satty-Science Dept. Administrator	Teachers will seek to maintain and/or improve scores on the Biology EOC through the evaluation of various student performance data. Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration.	Biology EOC, District created mini assessments, Teacher Made assessments
5	Student lack of critical reading skills.	Science teachers as well as teachers across departments will focus on vocabulary etymology (breaking down words, prefixes, suffixes, and roots). Teachers will implement Common Core reading strategies and Color-coded note-taking skills.	Paula Wagner-Science Dept. Chair, Paul Satty-Science Dept. Administrator School Leadership Team.	Teachers will monitor student progress and identify students who need additional help. Teachers will actively encourage these students to take advantage of extended learning opportunities. Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair	Biology EOC, Ongoing lab assessments, common teacher created assessments, Chapter Study Guide

| | | | | and 10 per week for administration. Focus of Classroom Walkthroughs: Observe 2nd Tier Word Walls that focus on etymology and 3rd Tier Word Walls that are content specific. Department chairs will give feedback to teachers via brief one-on-one conference. | |

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	By June 2013 41% (227) of students will achieve a level 4 on the Biology End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38.3% (212/554)	41% (227)

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 may be unwilling to challenge themselves.	Students not responding to core instructions will be encouraged to participate in extended learning opportunities (ELOs). Teachers will utilize Color Coded Note taking strategies to teach students how to determine pertinent information and to study from it. Teachers will create real world connections using current event articles on topics correlating to class iinstruction.	Paula Wagner-Science Dept. Chair, Paul Satty-Science Dept. Administrator, Guidance Counselor	Guidance counselors and science teachers will identify eligible students and actively encourage eligible student to take more rigorous courses. Teachers will monitor student progress and identify students who need additional help. Teachers will actively encourage these students to take advantage of extended learning opportunities (ELOs). Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty) Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: Observe teacher encouraging students to strive for better grades through improved studying strategies and attend science ELOs. Department chair will	Biology EOC, Ongoing lab assessments, common teacher created assessments

				give feedback to teachers via brief one-on-one conference	
2	Students unable to master use of Science equipment and standard science-based skills	Students will utilize hands-on laboratory experiments and activities to master science benchmarks.	Paula Wagner- Science Dept. Chair	Teachers will use laboratory activities and monitor effectiveness Classroom walk throughs and weekly Biology Teacher meetings by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: Observe teacher created labs that allow students to apply scientific learning. Department chair will give feedback to teachers via brief one-on-one conference	Biology EOC, Ongoing lab assessments, common biology teacher created assessments, evidence of student work through lab reports
3	Student lack knowledge and understanding of key scientific concepts.	Primary and secondary Science Instructional Focus Calendars will be utilized by teachers to create lessons that focus on key scientific concepts. Teachers will keep up to date Pinnacle grades and expect students to determine student level of mastery of concepts and the and students not responding to core instruction will be encouraged to participate in extended learning opportunities. Teachers are consistently using the instructional focus calendar to direct instruction by focusing on the benchmark clarifications and content limits related to the state determined benchmarks.	Paula Wagner- Science Dept. Chair	Teachers will monitor student progress and identify students who need additional help. Teachers will actively encourage these students to take advantage of extended learning opportunities. Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: maintaining pace with the Instructional Focus Calendar, 2nd Tier Word Walls that focus on etymology, 3rd Tier Word Walls that are content specific, and lessons that follow the Instructional Focus Calendar and specifically address key scientific concepts. Department chair will give feedback to teachers via brief one- on-one conference.	Biology EOC, Ongoing lab assessments, common teacher created assessments
	Students lack an understanding of the application of real	Apply science skills to the real world through the use of technology.	Paula Wagner- Science Dept. Chair, Paul	Teachers will seek to maintain and/or improved scores on the	Biology EOC, Common Teacher Made

4	world science concepts in the classroom environment.	Teachers will create real world connections using current event articles on topics correlating to class instruction.	Satty-Science Dept. Administrator	Biology EOC through the evaluation of various student performance data.

Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration | assessments |
| 5 | Student lack of critical reading skills. | Science teachers as well as teachers across departments will focus on vocabulary etymology (breaking down words, prefixes, suffixes, and roots) Teachers will implement Common Core reading strategies and Color Coded Note taking skills. | Paula Wagner-Science Dept. Chair, Paul Satty-Science Dept. Administrator School Leadership Team | Teachers will monitor student progress and identify students who need additional help. Teachers will actively encourage these students to take advantage of extended learning opportunities. Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for administration. Focus of Classroom Walkthroughs: Observe 2nd Tier Word Walls that focus on etymology and 3rd Tier Word Walls that are content specific, consistent usage of reading and not taking strategies. Department chairs will give feedback to teachers via brief one- on-one conference. | Biology EOC, Ongoing lab assessments, Chapter Study Guide, common teacher created 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
		Dan Lester (Reading coach)			Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through	

Common Core (Calming the Craziness)	9th-12th All subjects		School-wide	8/14/2012 5/24/2013	classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
Common Core Kickoff (Implementation of school-wide strategy)	9th-12th All subjects	Dan Lester (Reading coach) and Literacy PLC	School-wide	9/27/2012 12/6/2012 3/14/2013	Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers can also make appoinments with the Reading Coach for observation of the strategy in use and feedback.	Administrators, Department chairs, and Reading coach
Common Core	9th-12th All subjects	Diane Fettrow	School-wide	8/14/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs
Developing Plans of Action	9th-12th All subjects	Department CHairs and Administrators	School-wide	9/6/2012 10/4/2012	Plans of Action will be developed using student data for each class. Department chairs will monitor and assist teachers in developing individualized class plans. Administrators will review Plans of Action and monitor the implementation through classroom walkthroughs.	Administrators and Department Chairs
Rubrics and Scales (Marzano)	9th-12th All subjects	Angela Andriesse Jillian Berg	School-wide	8/16/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
BAT/Data Analysis	9th-12th All subjects	Department Chairs and Administrators	School-wide	1/10/2013 2/7/2013	Classroom walkthroughs and observations to determine that lessons are structures around student needs. Teachers will meet by departments to analyze student data and create meaningful	Administrators and department chairs

| Teacher Needs Assessment (Critical Thinking Strategies, Excel, Graphic Organizers and Strategies to Teach Reading in the Content Area, Integrating Technology in the Classroom) | 9th-12th All subjects | Roxanne Brissett, Anita Gelman-Natale, Jillian Berg, Daniel Lester, Cecilia Ramirez | School-wide | 1/18/2013 4/4/2013 | Teachers will add strategies to the Best Practices sections of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion. | Administrators and Department Chairs |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Jag Academy	Extended Learning Opportunity	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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:	By June 2013, 92% (500) of students will achieve proficiency (FCAT Levels 4 or above) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.8% (483/ 544)	92% (500)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are challenged with text complexity.	Brainstorming and pre-writing strategies and activities, both small-group and individually. Teachers will adhere to the department monthly calendar. Teachers will teach the Six Traits strategies. Teachers (across subject areas) will use the Guideline For Effective Writing	Department chairs, and Colleen Stearn-Assistant Principal over Language Arts	All student writing samples and work will be kept in student folders throughout the year and monitored by students and persons responsible for monitoring. In addition, FCAT writing prompts will be completed and scores entered into school's writing database. Keep up-to-date student Writing samples to monitor accurate growth.	Mock writing prompt Teacher created assessments District Writing Prompt FCAT Writes
2	Students have difficulty elaborating within their writing.	Small-group writing activities to enhance elaboration. Evaluating and scoring student writing samples. Teachers will teach the Six Traits strategies. Teachers will integrate varied writing activities to promote elaboration.	Department chairs, and Colleen Stearn-Assistant Principal over Language Arts	All student writing samples and work will be kept in student folders throughout the year and monitored by students and persons responsible for monitoring. In addition, FCAT writing prompts will be completed and scores entred into school's writing database. Keep up-to-date student Writing samples to monitor accurate growth.	Mock writing prompt Teacher created assessments District Writing Prompt FCAT Writes
3	Students struggles with conventions of grammar.	Teachers will implement editing strategies, as well as, peer-editing activities. Teachers will provide mini lessons to target specific convention and sentence errors.	Department chairs, and Colleen Stearn-Assistant Principal over Language Arts	All student writing samples and work will be kept in student folders throughout the year and monitored by students and persons responsible for monitoring. In addition, FCAT writing prompts will be completed and scores entred into school's writing database. Keep up-to-date student Writing samples to monitor accurate growth.	Mock writing prompt Teacher created assessments District Writing Prompt FCAT Writes
4	Students lack originality and voice in writing.	Writing activities written from various points of view. Teachers will teach the Six Traits strategies.	Classroom teachers	All student writing samples and work will be kept in student folders throughout the year and monitored by students and persons responsible for monitoring. In addition, FCAT writing prompts will be completed and scores entred into school's writing database.	Mock writing prompt Teacher created assessments District Writing Prompt FCAT Writes

					Keep up-to-date student Writing samples to monitor accurate growth.	
5	Students lack motivation to further master writing techniques.	Students will be encouraged to publish various genres of writing (poetry, essays, and short stories) through a variety of venues including writing competitions and contests.	Teachers/department chairs	Teachers will provide students with multiple opportunities to publish writing throughout the year. Keep up-to-date student Writing samples to monitor accurate growth.	Published stories and teachers surveys	

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:	53%(6) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (6)	53%(6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who have already met proficiency on standardized assessments lack motivation to improve writing skills towards college readiness.	Increase rigor in planning and implementation of core curriculums to ensure continuous improvement of college ready skills. Increase rigor in planning and implementation of IFC benchmarks with a concentration in higher order thinking skills	Administration, Leadership Team, Guidance Counselors	Analysis of student data though out the school year.	BAT Testing, Standardized Assessments specific to each content area, End of Course exams, Academic review, PERT/ACT/SAT

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
					Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year.	

Common Core	9th- 12th All subjects	Diane Fettrow	School-wide	8/14/2012	Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs
Common Core (Calming the Craziness)	9th-12th All subjects	Dan Lester (Reading Coach)	School-wide	8/14/2012 5/24/2013	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs
Rubrics and Scales (Marzano)	9th-12th All subjects	Angela Andriesse Jillian Berg	School-wide	8/16/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
Developing Plans of Action	9th-12th All subjects	Department Chairs and Administrators	School-wide	9/6/2012 10/4/2012	Plans of Action will be developed using student data for each class. Department chairs will monitor and assist teachers in developing individualized class plans. Administrators will review Plans of Action and monitor the implementation through classroom walkthroughs.	Administrators and Department Chairs
Common Core Kickoff (Implementation of school-wide strategy)	9th-12th All subjects	Dan Lester (Reading coach) and Literacy PLC	School-wide	9/27/2012 12/6/2012 3/14/2013	Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers can also make appoinments with the Reading Coach for observation of the strategy in use and feedback.	Administrators, Department Chairs, and Reading coach
BAT/Data Analysis	9th-12th All subjects	Department Chairs and Administrators	School-wide	1/10/2013 2/7/2013	Classroom walkthoughs and observations to determine that lessons are structured around student needs. Teachers will meet by departments to analyze student data and create meaningful lessons using effective strategies.	Administrators and Department Chairs
Teacher						

| Needs Assessment (Critical Thinking Strategies, Excel, Graphic Organizers and Strategies to teach Reading in the Content Areas, Integrating Technology in the Classroom) | 9th-12th All subjects | Roxanne Brissett, Anita Gelman-Natale, Jillian Berg, Daniel Lester, Cecilia Ramirez | School-wide | 1/18/2013 4/4/2013 | Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion | Administration and Department Chairs |

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	By June 2013, 50% of all students taking the American History course will successfully pass the American History End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50%
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with properly identifying the claim/argument in historical documents. Students are unable to interpret historical documents such as text, maps, charts, graphs, political cartoons, etc..	Teachers will utilize Common Core literacy strategies to improve student understanding of all historical documents. Teachers will increase student familiarity with all forms of historical documents. Teachers will attend departmental breakout sessions focused on improving student achievement through the use of historical documents in the classroom.	Department Chairs Administrator over Social Studies	Department Chair and Administrator Classroom Walkthroughs. Teacher self reflection on usage of effective teaching strategies	Teacher created assessments and essays American History EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	By June 2013, 50% of all students taking the American History course will successfully pass the American History End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to properly identify the claim/argument in historical documents. Students are unable to interpret historical documents such as text, maps, charts, graphs, political cartoons, etc...	Teachers will utilize Common Core literacy strategies to improve student understanding of all historical documents. Teachers will increase student familiarity with all forms of historical documents. Teachers will attend departmental breakout sessions focused on improving student achievement through the use of historical documents in the classroom.	Department Chairs Administrator over Social Studies	Department Chair and Administrator Classroom Walkthroughs. Teacher self reflection on usage of effective teaching strategies	Teacher created assessments and essays American History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core (Calm the Craziness)	9th-12th All subjects	Dan Lester (Reading Coach)	School-Wide	8/14/2012 5/24/2013	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs
Developing Plans of Action	9th-12th All subjects	Department Chairs and Administrators	School-wide	9/6/2012 10/4/2012	Plans of Action will be developed using student data for each class. Department chairs will monitor and assist teachers in developing individualized class plans. Administrators will review Plans of Action and monitor the implementation through classroom walkthroughs.	Administrators and Departmnt Chairs
Common Core	9th- 12th All subjects	Diane Fettrow	School-wide	8/14/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs
Rubrics and Scales (Marzano)	9th-12th All subjects	Angela Andriesse Jillian Berg	School-wide	8/16/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments will meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators and Department Chairs
Common Core Kickoff (Implementation of school-wide strategy)	9th-12th All subjects	Dan Lester (Reading coach) and Literacy PLC	school-wide	9/27/2012 12/6/2012 3/14/2013	Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers can also make appoinments with the Reading Coach for observation of the strategy in use and feedback.	Administrators, Department chairs, and Reading coach

BAT/Data Analysis	9th-12th All Subjects	Department Chairs and Administrators	School-wide	1/10/2013 2/7/2013	Classroom walkthoughs and observations to determine that lessons are structured around student needs. Teachers will meet by departments to analyze student data and create meaningful lessons using effective strategies.	Administrators and Department Chairs

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:	To increase the daily attendance rate to 94% in 2013. To decrease the number of excessive tardies by 25% in 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.4%	94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
446	335 (reduction by 25%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

			127		95 reduction by 25%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement in getting students to school.	Increase the involvement of parents by calling and meeting with them and the students when students begin to show a pattern of non-attendance. Take preventative measures with the use of parent link and parent meetings on all students before patterns begin.	Individual teachers, guidance, and APs.	Teachers monitor attendance of individual students in their classes and notify guidance and/or AP when a student begins to show pattern of non-attendance.	Daily attendance rate and attendance of individual students.
2	Low attendance rates on Early Release and Professional Development days.	Teachers provide meaningful classroom activities for students to encourage attendance. Reinforce the importance of attendance on all school days.	Department heads and Administration	Teachers monitor their attendance rates on Early Release and Professional Study Days.	Daily attendance rate.
3	Lack of incentives for students to attend school.	Meet with students who show patterns on non-attendance and develop a plan to help student increase attendance and meet their needs. Create attendance contracts for students with poor attendance.	APs and Guidance	APs and guidance counselors monitor attendance of student's identified as having a pattern of non-attendance.	Daily attendance rate.
4	Students struggle with connecting and comprehending the correlation with regular attendance and student achievement.	Teachers review Code of Conduct on the first day of school. Parents are encouraged to attend Open House where the attendance policy is reinforced in the administrative welcome as well as each teachers' classroom. Parents and students will be informed of the the school tardy policy.	Teachers, Guidance, Administrators	APs will monitor for increases and decreases in tardy rate.	Daily tardy log

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:	To decrease the number of external suspensions by 10% in 2012-2013.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
961	865
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
442	398
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

213	192
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
153	138

	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 Parental Involvement	Regularly contact parents via phone calls and letters home about potential problems and aim to prevent situations that can lead to student suspensions. All correspondence is documented into the Discipline Management System (DMS) by logging on and entering into Terms and parents are notified.	Administration	Check the suspension rates on a monthly basis.	Suspension rate data
2	Prevention programs are not meeting the needs of all students due to student inability to access them.	Increase student access to on campus prevention programs, like peer counseling or crime watch. Teachers will develop relationships with students to help create a positive learning environment.	Club leaders, guidance and AP's	Check attendance rates at clubs. Check the suspension rates on a monthly basis.	Club attendance rates and suspension rate data

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

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

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	To reduce the number of students who dropout by 5% for the 2012-2013 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2011 year 0% 2012 year TBA	TBA
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
85%	90%

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	High percentage of absences/pattern of non-attendance leads to student inability to maintain adequate levels of classwork performance.	Monitor student attendance and interim reports to make sure students are coming to class. The RtI process will be implemented to identify those who need additional help. Students with	Classroom teachers, administration, guidance	Improved attendance will show signs of improvement in grades.	Attendance reports and interim reports.

		excessive absences will receive counseling through guidance to try to improve attendance.			
2	Students inability to focus in class due to basic needs not being met.	Emphasis will be placed on ensuring that students are provided information on free and reduced lunch to ensure that some of their most basic needs are met	Administration and Clerical Liason in charge of Free and Reduced Lunch	Issuing of free and reduced lunch forms to all students who qualify and then monitoring of process to maximize return of completed forms	Printout and checklist that keeps track of returned Free and Reduced Lunch forms.
3	At Risk students are less likely to be involved in the school community	A wide array of activities, both academic and extracurricular, will be offered to all students in order to "anchor" students to the school. At Risk students will be identified and encouraged to be a part of our mentoring program designed to effectively monitor and help students who need intervention	Administration Coaches Club Sponsors	Students attending after-school activities will have better school attendance thus show signs of improvement in grades.	Teacher created assessments Report cards BAT testing FCAT testing End of Course exams
4	Students struggle with comprehending the various options for credit recovery	Virtual programs and/or community night school options will be offered to students. Students will have the opportunity to be allocated time within the regular school day for credit recovery.	Administration Guidance Director	Monitoring by FLVS teacher/guidance for progress toward online credit recovery coursework.	Graduation rates Student GPAs
5	Students may not be successful in the traditional school setting.	Refer to alternative schools and programs leading to a standard HS diploma.	Administration Guidance	Review of student GPA's to determine student progress	TERMS Virtual Counselor

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 2012, the percentage of parents who participated in school activities will increase to 60%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45%	55%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to reach/contact parents.	Encourage parents to join the PTSO (Parent-Teacher-Student Organization) via parent link, letter home, and email	Dana Goldfarb Administration	Review the parent enrollment/membership in PTSO	Attendance sheets Parent survey
2	Lack of funding for Informational /parent help newsletter	Encourage parent/student/ teacher involvement in the creation of newsletter Appeal to parents through School Advisory Council (SAC), School Advisory Forum (SAF), Parent Teacher Student Organization (PTSO)	Tariq Qaiyim and PTSO	Review the enrollment/membership of PTSO	Attendance sheets Parent Survey Amount of newsletters created each year
	Lack of funding for	JAG Academy dinner	Administrators	Number of those	Parent Survey

3	parent extended learning informational dinner.			attending the dinner	
4	Inadequate parent attendance at Open House	All parents will be invited to attend Open House and parent nights via parent link, website announcements and flyer sent home. Presentations will be offered through different languages in order to provide all parents with the necessary information about the school and their child.	Administration and Guidance	Collection of data from parent sign in sheet	Parent sign in sheets
5	Lack of parent awareness of issues concerning Advanced Placement courses. Parents and students are uninformed about the expected level and work of AP performance prior to signing up for AP courses	Parents will be invited to attend Advanced Placement night via parent link, letter home, and website announcement. Teachers of potential AP students will also make personal phone calls to the parents of the students they teach to invite them to AP Parent night.	Administration and Department Chairs.	Teachers will be asked to provide documentation of the phone calls they make to their respective administrator. Collection of data from parent sign in sheets	Parent sign in sheets
6	Parents do not consistently turn in volunteer hours.	Educate parents on the importance of accounting for all volunteer hours. Have available log-in sheet to keep better track of volunteer hours. Each club and organization will keep a folder with a contact person/volunteer coordinator for each club.	Lorenzo Wood	Collection of volunteer sheets will be conducted monthly.	Parent sign in sheets

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:	By June 2013, the amount of students enrolled in career and technical and higher-level science and mathematics classes will increase by 10%.

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' unfamiliarity with technology	Teachers will implement Common Core Standards to increase rigor in their curriculum and focus on the inclusion of technology into their curriculum.	Department Chairs and respective Administrators	Classroom walkthroughs and observations Departmental meetings to determine effectiveness of the use of technology	Teacher created assessments Career and Technical certifications
2	Students' lack of involvement in STEM clubs such as Math Honor Society (Mu Alpha Theta), National Science Honors Society, DECA (National Technical Honor Society), Game and Simulation Programming Club	STEM clubs will encourage student participation by advertising clubs at Open House and Freshman Round Up. Utilize flyers, WJAG announcements, and afternoon announcements to encourage attendance.	Administrators Math, Science and CTE Department Chairs	Attendance at club meetings Attendance at academic competitions	Certification exams Competition awards and recognition

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	By June 2013, 65% of all CTE students will achieve a positive outcome on an industry certification exam

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not anticipate the degree of difficulty of industry certification exams	Encourage students to realize the positive outcomes of achieving certification in their respective industries. Teachers will continue professional	Jillian Berg, CTE Department Chair	Completion of computer based programs Assignments, projects and portfolios created by students	Industry certifications Teacher created assessments

development offered through Broward CTE in order to learn new strategies of engaging students.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
National Academy Foundation	9-12	National Academy Foundation designee	Jillian Berg (Finance, 9-12)	End of September, 2012	Classroom walkthroughs	Lorenzo Wood

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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)

Health/Wellness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Health/Wellness Goal Health/Wellness Goal #1:	Students need to develop/enhance healthy behaviors that influence lifestyle choices, student health, fitness, and emotional and mental health.
2012 Current level:	2013 Expected level:
95.2%	98%

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 student support	Anti-bullying Prevention	Anne Weinrib Toni Freeborn	Teachers will work with Coral Glades High School Business partners to effectively communicate the dangers, signs, and resolutions to bullying.	Pre- and Post-Test
2	Resources unavailable to facilitate student learning about healthy behaviors/lifestyle	Health/wellness programs will be offered and will be made public; Drug Prevention, HIV/AIDS Awareness, Abstinence, Nutrition/Exercise, Peer Pressure, Decision-Making, Self-Esteem	Anne Weinrib Toni Freeborn	Rate of at-risk students decrease. Student enrollment in awareness programs increases. Student increasingly accessing peer counseling remediation.	End of the year student and parent survey.
3	Lack of parental involvement	Parents will be invited to attend Parent Night and Open House via parent link and school web site	Anne Weinrib Toni Freeborn	Parent feedback. Student enrollment in awareness programs increases Increase in number of parent volunteers.	End of the year parent surveys.
4	Student resistance to reading strategies.	Introduce new and relevant material to students.	Anne Weinrib	Teachers will work with students to increase student vocabulary and reading scores.	Pre and Post tests.

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

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

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

Budget:

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

End of Health/Wellness Goal(s)

Advanced Placement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Advanced Placement Goal Advanced Placement Goal #1:	By June 2013, the number of Advanced Placement (AP) test takers and pass exam rates will increase by 3%.
2012 Current level:	2013 Expected level:
53% pass rate (499/1018)	56% (564/1045)
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
	Course progressions have suspended teacher	Use AP Potential to actively identify and encourage eligible	Guidance and classroom teachers	Guidance will identify students who are eligible for Advanced	Virtual Counselor to determine enrollment in AP

1	recommendations and therefore students may not be properly placed.	students to enroll in AP courses via letters sent home, parent links, teacher phone calls and parent conferences. Parents are encouraged to attend Open House to meet and greet the teachers and gain an understanding of the demands/rigor of AP classes.		Placement classes. Teachers will recommend their eligible students for AP classes and play an active role in making contact with the parents to encourage student enrollment in AP classes.	classes
2	Teachers not properly trained in content material.	Teachers (AP and pre-AP) will be encouraged to take AP workshops to facilitate AP readiness in students.	Administration, departmentchairs	Administration and department chairs identify teachers that need additional AP training	Pass rates per subject area will be evaluated along with enrollment numbers.
3	Parents and students are uniformed about the expected level and work of AP performance prior to signing up for AP courses.	Parents will be invited to attend Advanced Placement Night in which students and parents learn about the benefits of taking AP courses.	Guidance counselors/Director, Administration	Guidance and Administration will invite parents via phone calls, website announcements and/or letter home. Teachers will encourage their students to bring their parents to AP Night.	AP student enrollment data (add/drop).
4	Many students lack "soft skills" such as study skills, reading skills, outlining/notetaking, and/or positive work ethic/discipline.	Teachers will introduce and facilitate different note-taking/outlining/study skills.	Classroom teachers	Student work will be reviewed on an on-going basis to ensure quality of work.	Teacher assessments. AP Exams
5	Student lack of awareness of available AP Review sessions through county and school.	Teachers will post district review sessions for students to see in a timely fashion. Teachers will post any ELOs (i.e. review sessions) for students to sign up to attend.	Classroom Teachers	Students will take the mandated national AP Exam at the end of the year.	AP Exam Results Student sign-in sheets to ELOs.

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

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

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

Budget:

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

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

End of Advanced Placement Goal(s)

Chemistry Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Chemistry Goal Chemistry Goal #1:	By 2014, All students will be instructed with 100% of the new standards (NGSSS) in chemistry as per SB4 legislation, and meet the science graduation requirement.
2012 Current level:	2013 Expected level:
N/A	100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transition with students and staff to new chemistry standards.	Teachers will continue to infuse new strategies for teaching chemistry skills into curriculum. Teachers will incorporate Common Core Standards in biweekly researching science current events.	Paula Wagner-Science Dept. Chair, Paul Satty-Assistant Principal	Teachers will monitor student progress and identify students who need additional help mastering new chemistry standards. Teachers will actively encourage these students to take advantage of extended learning opportunities. Classroom walk throughs by department chair (Paula Wagner) and administration (Paul Satty). Frequency of Classroom Walkthroughs: 1 per quarter for dept. chair and 10 per week for	Teacher created lesson plans Department discussion minutes Teacher created assessments

| | | | | | administration. Focus of Classroom Walkthroughs: Observe teachers debriefing students on chemistry standards and/or incorporating strategies that teach chemistry skills into curriculum. Department chairs will give feedback to teachers via brief one-on-one conference. | |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	9th- 12th	Diane Fettrow	School-wide	8/14/2012	Teachers will add strategies to the Best Practices section of Jaguar Journal to incorporate during the school year. Administrators and Department Chairs will monitor the implementation through classroom walkthroughs and observations. Teachers by departments wil meet to discuss the utilization of strategies in class and the effectiveness of the strategies. Department chairs will guide discussion	Administrators Department Chairs

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 Chemistry Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning Opportunity (ELO) Jag Academy	Paid teachers, Reading materials	Perkins Grant/ Accountability	$5,000.00
CELLA	S.H.E.L.L. Program	Extended Learning Opportunity	Operating Budget	$400.00
Mathematics	Jag Academy	Extended Learning Opportunity	Perkins Grant/ Accountability	$5,000.00
Science	Jag Academy	Extended Learning Opportunity	Accountability	$1,000.00
				Subtotal: $11,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $11,400.00

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

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
SAC funds will be utilized for extended learning opportunities in the area of Math,Reading and Science. Additionally funds will be used to upgrade and enhance technological needs that directly impact student achievement in the classroom.	$9,000.00

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

SAC Sub-committees (based on SIP goals) will meet monthly to review goals and action steps. This process will serve as progress monitoring towards increasing student achievement.

SAC will invite administrators and teacher leaders to assist with to determine effectiveness of plan and suggest modifications if needed.

SAC will continue solicit community input to assist in targeting and prioritizing needs for all students.

SAC will continue to serve as a forum communicate all goals (district and school wide) relating to student achievement initiatives.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District CORAL GLADES HIGH SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	78%	84%	44%	255	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	51%	70%			121	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?	48% (NO)	59% (YES)			107	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					493	
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 CORAL GLADES HIGH SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	82%	90%	42%	265	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	53%	79%			132	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?	43% (NO)	70% (YES)			113	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					520	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested