

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: BLANCHE ELY HIGH SCHOOL

District Name: Broward

Principal: Mr. Karlton O. Johnson

SAC Chair: Mr. Kevin Eason

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/19/2012

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)
		B.S. -Business Education M.S.-Educational Leadership Ed.D. - Organizational Leadership (in			2011-2012 Blanche Ely High School • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, 2010-2011 Blanche Ely High School • School Grade: A • Reading Mastery: 28% Math Mastery: 61% Writing Mastery: 75% Science Mastery: 31% • AYP: 77% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. 2009-2010 Blanche Ely High School • School Grade: C • Reading Learning Gains – 37%; High Standards – 27% Lower 25% Gains – 30% • Mathematics Learning Gains – 70%; High

Principal	Karlton O. Johnson	<p>progress)</p> <p>Certified: Educational Leadership (All Levels) and Elementary Education</p>	4	10	<p>Standards – 65% Lower 25% Gains – 69%</p> <ul style="list-style-type: none"> • Writing proficiency 88% ; Percent Score 4 and Above 72% • Science meeting high standards – 22% • AYP: 67% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. <p>2008-2009 Blanche Ely High School</p> <ul style="list-style-type: none"> • School Grade: D (AYP-No) • All subgroup FCAT results - 65% of students at or above grade level in Math•67% of students making a year's worth of progress in math; 62% of struggling students making a year's worth of progress in Math; 57% of 11th and 12th grade students passed the FCAT Math Retake. • Reading-32% met high standards in reading (42% Learning gains) Lower 25% Gains – 45% Received 10 Bonus Points for Retakes (60% passed reading)
Assis Principal	Antonio Womack	<p>B.S. - Music Education, Alabama State University</p> <p>M.M.- Music, University of Miami</p> <p>Educational Leadership Nova Southeastern University</p> <p>Certified: Educational Leadership (All Levels) and Music (All Levels)</p>	4	15	<p>2011-2012 Blanche Ely High School</p> <ul style="list-style-type: none"> • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, <p>2010-2011 - Blanche Ely High</p> <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 28% Math Mastery: 61% Writing Mastery: 75% Science Mastery: 31% • AYP: 77% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. <p>2009-2010 - Blanche Ely High</p> <ul style="list-style-type: none"> • School Grade: C • Reading Mastery: 27% Math Mastery: 65% Writing Mastery: 88% Science Mastery: 22% • AYP: 67% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. <p>2008-09 Blanche Ely High School</p> <ul style="list-style-type: none"> • School Grade: D (AYP-No), • Assistant Principal for enrichment programs and Retakes, • Math; 57% of 11th and 12th grade students passed FCAT Math Retakes, 60% passed reading – Received the 10 Bonus Points for Retakes. <p>2007- 2008 Deerfield Beach High School –</p> <ul style="list-style-type: none"> • School Grade: C AYP- no • Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, • The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.
		<p>B.S. Communications (West Virginia State University)</p> <p>M.S. Educational Leadership (Nova Southeastern University)</p>			<p>2011-2012 Blanche Ely High School</p> <ul style="list-style-type: none"> • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, <p>2010-2011 - Blanche Ely High</p> <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 28% Math Mastery: 61% Writing Mastery: 75% Science Mastery: 31% • AYP: 77% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. <p>2009-2010 - Blanche Ely High</p> <ul style="list-style-type: none"> • School Grade: C • Reading Mastery: 27% Math Mastery: 65% Writing Mastery: 88% Science

Assis Principal	Malcolm Spence	Certified: Educational Leadership (All Levels), English 5-9, and ESOL Endorsed English 5-9 ESOL Endorsed	4	4	Mastery: 22% • AYP: 67% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. 2008-2009 Blanche Ely High School • School Grade: D (AYP-No) • All subgroup FCAT results - 65% of students at or above grade level in Math•67% of students making a year's worth of progress in math•62% of struggling students making a year's worth of progress in Math; 57% of 11th and 12th grade students passed the FCAT Math Retake. 2007- 2008 Boyd Anderson High • School Grade: F (AYP- No) • School Percent Scoring 3 and Above in Science Increased from 12 to 17. Mean score also Increased from 275 to 281.
Assis Principal	Tarachell Thomas	BS – Science (Stetson University) MS-Science Education, (Nova Southeastern University) Ed. S – Education Leadership (Nova Southeastern University) Certified: Biology 6-12 and Educational Leadership (All Levels)	1	4	2011-2012 Blanche Ely High School • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, 2010-2011 Monarch High • Grade: A • Reading Mastery: 43% Math Mastery: 74% Writing Mastery: 85% Science Mastery: 26% • AYP: 74% • AYP in Reading: White, Black, Hispanic, and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: White, Black, Hispanic, and Economically Disadvantaged did NOT make adequate yearly progress. 2009-2010 - Monarch High • Grade: B • Reading Mastery: 47% Math Mastery: 77% Writing Mastery: 92% Science Mastery: 33% • AYP: 85% • AYP in Reading: White and Black did NOT make adequate yearly progress. • AYP in Math: Black, Hispanic, and Economically Disadvantaged did NOT make adequate yearly progress.
Assis Principal	Cheryl Hodgson-Toeller	B.A. - Music M.S. -Educational Administration Certifications: Music K-12 ESOL Endorsement Educational Leadership (All Levels) School Principal		7	2011-2012 Everglades High School • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, 2010-2011 Everglades High School School Grade A

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)
		Bachelor of Arts English & Mass Communications Masters of			2011-2012 Blanche Ely High School • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, 2010-2011 - Blanche Ely High • Grade: A • Reading Mastery: 28% • 33% met learning gains in Reading • 36% of Lowest quartile made learning gains in Reading • AYP: 77%

Reading	Masharie Powell	Science Reading Reading Endorsed Reading Certified K-12 ESOL Endorsed	3	3	<ul style="list-style-type: none"> • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged 2009-2010 - Blanche Ely High • School Grade: C • Reading Mastery: 27% • 37% met learning gains in Reading • 30% of Lowest 25 % made learning gains in Reading • AYP: 67% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress.
Science	Dorothy Gregg	B.S. - Science Education Masters - Science Education Biology 6-12 General Science 6-9 ESOL Endorsed NBCT AYA Science (1998-2018)	4	4	<p>2011-2012 Blanche Ely High School</p> <ul style="list-style-type: none"> • School Grade (Pending) • Reading Mastery: 39%, Math Mastery: 53, Writing Mastery 81%, <p>2010-2011 - Blanche Ely High</p> <ul style="list-style-type: none"> • Grade: A • Science Mastery: 31% • AYP: 77% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. <p>2009-2010 - Blanche Ely High</p> <ul style="list-style-type: none"> • School Grade: C • Science Mastery: 23% • AYP: 67% • AYP in Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress. • AYP in Math: Black and Economically Disadvantaged did NOT make adequate yearly progress. <p>2008-2009 Blanche Ely High School (Science Coach)</p> <ul style="list-style-type: none"> • FCAT Science 19

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	Administrators, Coaches and Department Chairs will serve as support for all new staff members.	Antonio Womack, Assistant Principal, NESS	06/2013	
2	Teachers new to school will be invited in days prior to the start of school for an introduction, orientation, and tour. While there they will receive essential materials needed for the classroom and school operations.	Antonio Womack, Assistant Principal, NESS	06/2013	
3	Open communication is maintained to keep teachers abreast of district and state educational news and teacher recognition is also provided to reinforce motivation and morale	Karlton Johnson, Principal	06/2013	
4	Teachers new to the teacher professional will be assigned a coach to assist with the transition. The Department Chairperson and coaches will also provide assistance with content and delivery.	Antonio Womack, Assistant Principal, NESS	06/2013	
5	Administrators will invite graduate schools to speak, promote and recruit participants for advanced degree programs after school and during staff meetings.	Karlton Johnson, Principal	06/2013	
6	Teachers will be allowed to use a TDA to attend purposeful Professional Development, which aligns with the SIP.	Cheryl Hodgson-Toeller, Assistant Principal	06/2013	
7	Monthly meetings such as department, curriculum, and faculty meetings and staff development are in place to assist teachers to grow professionally.	Karlton Johnson, Principal Cheryl Hodgson-Toeller, Assistant Principal	06/2013	
	Administrative staff and leadership team will encourage and	Cheryl Hodgson-		

8	support teachers attending Professional development and pursuing advanced degrees through graduate level work.	Toeller, Assistant Principal	06/2013
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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
Out-of-field 24%(23)	Training and assistance to help teachers earn certification in their respective areas. Teachers will be allowed to use TDA's to attend professional development and courses aligned with their certification requirements.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
93	7.5%(7)	10.8%(10)	40.9%(38)	40.9%(38)	48.4%(45)	67.7%(63)	10.8%(10)	7.5%(7)	73.1%(68)

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
Twyler Ferguson	Diane Spencer	Common Course Similar Academic Focus NBCT Social Studies Experienced NESS Coach	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Richard Beckford	Nora Perez	Common Course Similar Academic Focus Experienced NESS Coach and Educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Kristin Potter	Mary Lindner	Common Course Similar Academic Focus Department Chair	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling

Sandra Fencher	Donna Robinson	Common Course Similar Academic Focus Department Chair	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Felipe Brown	Tyler Martin	Common Course Similar Academic Focus Department Chair	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Winsome Flynn	Brian DeSouza	Common Course Similar Academic Focus Department Chair	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Dorothy Gregg	Kregg Johnson	Common Course Similar Academic Focus Department Chair Science Coach	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Pedro Torres	William Lambert	Common Course Similar Academic Focus Department Chair	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Steven Woloszn	Camilo Layne	Common Course Similar Academic Focus Department Chair Experienced NESS Coach and Educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Kristin Potter	Gary Davis	Common Course Similar Academic Focus Department Chair	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Dorreen Kennedy	Michelle Daily	Common Course Similar Academic Focus Department Chair Experienced NESS Coach and Educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
William Desalazaar	Albertha Stephens	Common Course Similar Academic Focus	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
		Common	Differentiated Instruction

Steven Woloszn	Yolanda Brown	Course Similar Academic Focus Department Chair Experienced NESS Coach and Educator	Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Wilgens Joseph	Elyse Steiner	Common Course Similar Academic Focus Experienced educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Dorothy Gregg	Stephen Halpern	Common Course Similar Academic Focus Department Chair Experienced NESS Coach and Educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Ladoris Jordan	Paulette Coombs	Common Course Similar Academic Focus Experienced NESS Coach and Educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling
Gail Bankston	Jay Feinstein	Common Course Similar Academic Focus Experienced Educator	Differentiated Instruction Monthly meetings in the schools New Educator Support System (NESS). Daily assistance from assigned Coach/Mentor. In-House workshops on topics relating to needs of a new educator. Lesson delivery modeling

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.

Antonio Womack, Assistant Principal
Cheryl Hodgson-Toeller, Intern Principal
Malcolm Spence, Assistant Principal
Tarachell Thomas, Assistant Principal
Carla Knight, Guidance (10th grade)
Suzette Wright, Guidance (11th grade)
Antonia Williams, Guidance (12th grade)
Phyllis Shinn, School Psychologist
Dona Robinson, ESE Specialist
Marsharie Powell, Reading Coach
Kathy Kissane, Attendance Clerk
Elizabeth Rouhizad, Speech Therapist
JoAnn Labossiere, Social Worker
Jessica Rothschild, ESE Support

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?

Tier I data is routinely inspected in the area of reading, math, writing, science and behavior. Students are correctly placed into reading and math intervention courses as needed. Data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. This data is used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier II and III interventions. The team monitors the interventions supporting teachers in personalizing the student's education, which will

increase student achievement. The school-based RtI Leadership Team meets bi-monthly to focus on problem solving, goal setting and the implementation of plans to increase the success of struggling students. During these meetings, data is discussed for those students that have been referred to the RtI Team. Students are referred due to academic and/or behavioral concerns reflected by data and teacher recommendations.

The RtI Team members serve as Case Managers for students and are responsible for communicating with the classroom teachers, parents, students and other support staff.

The school's reading coach (Marsharie Powell) and ESE Support Specialist (Jessica Rothschild) are responsible for coordinating CPS team meetings.

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

The RtI Team uses the following Problem Solving Process: (1) define the problem; (2) determine why this problem is occurring; (3) develop a plan; (4) implement the plan; and (5) measure progress and assess effectiveness. The complete Problem Solving Process is used in developing and implementing the SIP by focusing on a tiered approach to providing intensive interventions to student with educational problems needing (academic/behavioral) support.

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.

Tier 1 data is routinely inspected as follows: Ongoing Pinnacle information in all courses (i.e., attendance records, class grades, teacher observations- weekly assessment; on-task behavior/task completion). Reading using Baseline Data (Mini-benchmark Assessment), BAT I & II, , FAIR and DAR, End of Year: FAIR/FCAT Math and Science using Baseline Data (Mini-benchmark Assessment), BAT I & II, End of Course Exams. Writing using monthly writing prompts and FCAT. Behavior using DMS data, which is reviewed weekly by all administrators, based on their assigned grade level.

Collectively, Tier 1 data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management for Tier 1 students. Additionally, this data is used as a means of screening to help identify students who are struggling with either academics or behavior, who may be in need of Tier 2 and Tier 3 interventions.

Tier 2 interventions include the Child Study Team, Conflict Remediation, Mentorship programs, Coaches "Push-In", Co-Teach, Model Lessons and small groups.

Tier 3 interventions include Student Pull-Outs, Social Worker, Progress Reports, Social Worker, Child Protective Services, Functional Behavior Assessment, Spectrum, Henderson Clinic, Lutheran Services

Describe the plan to train staff on MTSS.

Staff will participate in RtI professional Development during pre-planning days and during common planning time. The RtI Leadership will participate in (BASIC) Behavioral & Academic Student Information System, training sponsored by the district. Professional Development for utilizing the RtI problem solving process is scheduled early in the school year and is on going as needed. There are separate trainings for teachers and the Leadership Team, led by district, area and school based staff. The specific content of the training will include the purpose and function of RtI Team, the referral process and how the use of evidence based interventions are supported at each of the (3) tiers. Also teacher interventions and grafting student data will be discussed as a part of RtI/ CPS, Staff trainings.

Describe the plan to support MTSS.

District website will host a link for Response to Intervention that will provide stakeholders with information about the vision and listed RtI practices. Administrators and instructional personnel will be provided on-line resources for classroom behavior and academic interventions. School based teams will be established to provide training and coaching for the school staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Antonio Womack, Assistant Principal
Cheryl Hodgson-Toeller, Intern Principal
Malcolm Spence, Assistant Principal
Tarachell Thomas, Assistant Principal
Jessica Rothchild, ESE Support
Dona Robinson, ESE Specialists
Marsharie Powell, Reading Coach
Shonner Gainer, Reading Coach
Leijil Holloway, Reading Department Chair
Kristin Potter, English Department Co-Chair
Steven Woloszn, English Department Co-Chair
Felipe Brown, Foreign Languages Department Chair
Simon Dritz, Department Chair
Tonya Sevalia, Social Studies Department Chair
Dorothy Gregg, Science Department Co-Chair
Pedro Torres, Science Department Co-Chair
Ann-Marie Gilbert, Magnet Coordinator
Kathleen Weathers, Magnet Coordinator
Winsome Flynn, Math Department Chair
Dorreen Kennedy, Vocational Department Chair
Marcos Pernas, Business Department Chair

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. One of the key goals of the School Leadership Team will be to ensure that all school stakeholders understand and support the work of the reading coaches/reading resource specialist and obtain support for achieving the school's reading goals through a whole-school approach.

Under the guidance of the principal and the reading coaches, the LLT will meet monthly to discuss literacy concerns, developments and goals derived from disaggregated data, the school's mission statement, Differentiated Accountability meetings and initiatives, community focused meetings, Response to Intervention (RtI) initiatives for student success, and teacher needs assessments.

The Literacy Team currently operates with specific benchmark aligned focus for all academic departments represented. There has been further conversation and decision to foster a more interdisciplinary approach through a literacy team Professional Learning Community (PLC) geared towards strategically planning and implementing school-wide literacy initiatives across the curriculum and in the community.

Literacy Team members are responsible for sharing and modeling of research-based practices, state and district mandated literacy initiatives and implementation standards associated with literacy in both intervention and content area settings through well-developed lessons reflecting the Next Generation Standards for reading.

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

The principal will support the role of the LLT in the development of reading related goals and objectives for the School Improvement Plan, the school professional development plan (including professional learning communities, study groups, and lesson study), reading initiatives throughout the school, collaborative problem solving, and the Response to Intervention process.

Major goals of the school's Literacy Team include:

- establishing a literacy vision for the school that includes all stakeholders.
- developing and engaging in ongoing professional development opportunities that support the school's literacy vision and needs.
- supporting the administration by providing cross-curricular input that represent the staff on literacy issues.
- creating and implementing plans for cohesive literacy integration across the curriculum.
- establishing a system that supports the new state mandates in technology.
- participating in Literacy Professional Learning Communities.
- using data to analyze mastery of skills in order to re-evaluate and implement new strategies that meet the needs of all students.
- modeling of research-based reading strategies for all instructional staff.
- mentoring teachers and sharing best practices.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Disaggregated data is used to determine school-wide students' benchmark weaknesses and strengths. This data is used to generate "skill of the week" benchmark focused activities to be integrated in all content area classes. Student progression is monitored through formal and informal teacher-made content assessments using the FCAT cognitive complexity question stems. At least once a week, there will be some form of written assessment, which may include: assignment for student portfolio, ticket out the door activity. Content area leaders will analyze student assessment data and create a plan to re-teach the benchmark until student mastery. Students may also be assessed using district adopted textbook benchmark-aligned supplemental materials.

*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?

At-risk students and lower performing students are placed in the appropriate courses based on the District's Course Progression Matrix. Course sections will be designed to infuse basic skill review and requirements for successful achievements in Reading, Writing, Math and Science. All students will be provided data cards and receive opportunities for "data chats" with their classroom instructors, guidance counselor and/or Administrator. All students will be informed of the requirements for graduation and are encouraged to exceed those requirements to increase post-secondary opportunities. As well, for at-risk and low performing students, guidance places a strong emphasis on vocational exploration/completion and participation in Share Time programs.

College Bound students (in and out of the School's Magnet Programs) are placed in the appropriate courses based on the District's Course Progression Matrix. Special attention is given to students to ensure that basic content knowledge is not lost as they matriculate through advanced coursework. All students are given data cards and receive opportunities for "data chats" with their classroom instructors, guidance counselor and/or Administrator. All students are informed of the requirements for graduation and are required to exceed those requirements to insure access to post-secondary opportunities. With college bound students, a strong emphasis is placed on vocational exploration/completion as well as participation in Dual Enrollment, Advanced Placement and Share Time programs.

Students in the Medical Sciences & the Sciences/Pre-Engineering Magnet Programs are required to take higher-level math & science courses, which exceed graduation requirement. These courses are sequenced to give students a strong college preparatory foundation, explore options for their future career and stimulate career interests. Unique courses such as Research I & II, Forensics, Robotics & Drafting, integrate hands-on, real-world problem-solving experiences with knowledge-based and the project-based learning. Required participation in annual science fairs and competitions provides opportunity to discover diversity within fields relevant to the medical and the Pre-engineering fields. Also, students will visit the First Responder Lab & Anatomy & Physiology Labs at FAU as part of the Dual Enrollment Anatomy & Physiology course.

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 guidance team will schedule at least three meetings with all students, two meetings will be individualized and one meeting will be in the classroom guidance environment. All students are required to use the ePep system (created by the State), FACTS.org and the District's Virtual Counselor. Each system develops and maintains the balance of academic planning

and career exploration. For at-risk and low performing students the course selection process supports academic achievement and Vocational and Fine Arts exposure. The annual review of both the four-year plan and career options strengthens the student's knowledge of the importance of academic and career planning. Students also receive support from the BRACE Advisor whose primary goal is college preparedness. Additionally, the BRACE advisor meets with all grade levels to discuss career opportunities, as well as coordinates, College Conferences, College/University Fairs and Vocational Fairs.

Students in the Medical Sciences & the Sciences/Pre-Engineering Magnet Programs meet at least once yearly with a Magnet Coordinator for individualized academic & career guidance. This includes selecting a Florida major (career/college interest), creating a 4-yr academic/college/career plan with parent input, scholarship searches, and summer programs search. The plan is reviewed and modified yearly to reflect changes in the school & program's curriculum and student's goals. Attend BEHS Annual Career & College Fair and shadow physicians and CVS pharmacist at assigned locations.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The Guidance team works diligently to:

- Increase frequency of dissemination of college readiness information to students and parents. (to increase PSAT, ACT and SAT percentages)
 - Increase monitoring of documents tracking college readiness activities of students (to increase percentage of students completing at least one AP or Dual Enrollment course)
 - Monitor enrollment of vocational course enrollment to increase number of Bright Futures awardees. (49.9% enroll in college while only 26.7% qualified for BF)
 - * Increase awareness of scholarship/financial aid opportunities.
 - * Increase awareness of and participation in district/school/community-based partnerships and programs (Parent University, CTACE)
 - Administer College Placement Test (CPT), ASVAB, PSAT, and Career and technology Ready to Work exam to qualifying students. These results are used to guide students' academic and career plans.
 - Offer exposure to regionally accredited educational institutions through college visits and college fairs for post secondary opportunities.
 - Offer free after-school tutoring for all students.
 - Offer APEX for students for the purpose of credit recovery and to increase graduation rate among at risk students.
 - Encourage senior students (who have failed the FCAT) to take advantage of the opportunity to take the ACT test at no cost. Encourage student participation in the College Board's online SAT preparation programs.
- Students in the Medical Sciences & the Sciences/Pre-Engineering Magnet Programs:
- Are provided individualized college planning and guidance throughout four years.
 - Students with level 3 FCAT Score or higher are required to take honors classes or higher; at least 2 college level math and science by the time they graduate.
 - Parent meetings to discuss college readiness: AP courses, Dual Enrollment courses, Pre-requisites (Test Scores & GPA), after school SAT, ACT, & CPT prep classes.
 - Summer Programs: Select and enroll qualified students in NOVA AHAC, Quest Bridge, UF STTP & FAU Engineer Scholars' Program for high school students.
 - Field trips to UM/FAU medical School.

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:	<p>1.1 To increase monitored student reading comprehension of grade level literary and non-literary text in content area classes.</p> <p>1.2 To ensure teacher readiness in meeting individual student reading needs through skill-based, data-driven differentiated instruction practices during daily instruction across the curriculum.</p> <p>1.3 To increase students' use and continued awareness of: a. Content specific Tier 2 vocabulary b. Vocabulary associated with with the FCAT, PSAT, ACT, CPT in order to meet graduation requirements and standards of post-secondary readiness.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (195)	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	Students' daily exposure to consistent use of relevant content and NGSSS benchmark focused before, during and after reading strategie	Create and implement secondary NGSSS benchmark Instructional Focus Calendar with identified reading/scaffolding tools that are relevant to specific content area classes and to specific NGSSS benchmarks. Departments will identify and receive training content-based strategies that will assist students to understand the benchmarks. Other strategies to be implemented across the curriculum are: Vocabulary Instruction Strategy Chart(VIS); Marzano Effective Instruction Strategies; Question Answer Relationship (QAR); Activating Afferent and Efferent thinking through selective underlining and margin notes before, during and after reading	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. midterms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	To increase the number of students scoring in the "Achieved" category of the FAA, by implementing Access Points and various reading strategies, with fidelity, thereby improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9.1% (11)	11%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' daily exposure to the consistent use of relevant content and Access Points before, during and after reading strategy implementation	Train teachers to implement Access Points, thereby leading to an improvement in academic achievement.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Reading strategy implementation demonstrated during classroom walkthrough (CWT) Lesson plan review for incorporation of Access Points and reading strategies.	Classroom walk through tool Lesson Plan Review Teacher needs assessment
2	Limited professional development to support the facilitation and the implementation of Access Points and appropriate reading strategies.	Instructional staff will be exposed to the names of professional development courses in the area of: • Access Points • Curriculum Learning and Management System (CPALMS) training • Collaborative Teaching and Planning	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Access Points Mini-workshops discussed in monthly department meetings. Reading skill implementation demonstrated through Classroom walk through. Lesson Plan Review for incorporation of Access Points, CPALMS activities and reading strategies. Teacher collaboration and planning meetings.	Monthly department meeting minutes Mini-workshop feedback Classroom walk through tool Lesson Plan Review for incorporation of Access Points, CPALMS activities and reading strategies.
3	Resources to purchase the tools necessary to provide for the full implementation of Access Points and Unique Learning System curriculum.	Collaborate with neighboring schools and their ESE team to purchase curriculum license, share reading strategies, activity ideas and Best Practices, that will improve reading scores of the FAA.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Lesson Plans that demonstrate the effective planning and usage of purchased curriculum and incorporated activity/Best Practices ideas. Classroom walk through Teacher needs assessment Student work samples/portfolios	Lesson Plan Book Classroom walk through CWT tool Results of teachers needs assessment

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	2.a 1 To increase monitored student independent reading comprehension in content area classes with post reading activities aligned with the bi-monthly Reading Instructional Focus Calendar.
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Level 4 in reading. Reading Goal #2a:	2a.2 To increase at-risk students' reading comprehension support in content area classes using before, during and after reading strategies aligned with the Reading Instructional Focus Calendar and which are relevant to the course curriculum 2.3 To increase student performance in reading comprehension
2012 Current Level of Performance:	2013 Expected Level of Performance:
15.5% (131)	21%

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 and/or limited use of available resources to provide students rich and frequent experiences in independent reading.	Teachers will collaborate with media specialist to check-out resources (content themed fiction and non-fiction novels; magazines, journals etc.) from the media center to build content themed classroom libraries for weekly Silent Sustained Reading; Students will complete an after-reading response log to summarize their reading or to respond to specific benchmark-focused moderate to high level complexity questions	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
2	Lack of and/or limited and consistent exposure to across-text reading experiences of complex text.	Teachers will be trained in using the Destiny Quest Portal to identify and acquire content and standard specific reading materials to engage students in reading comprehension activities that require them to analyze and synthesize information across multiple pieces of complex text.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. midterms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
	Students are deficient in critical thinking skills that are necessary for understanding and responding to complex texts	Students will receive consistent, direct, scaffolded and rigorous instruction of strategies to independently define vocabulary words in context and in active reading comprehension and high level questioning and critical thinking skills using authentic reading,	Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Masharie Powell All Department Leaders	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments.	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. midterms, final exams, classroom assessments that include question

3		<p>writing, and speaking activities/tasks.</p> <p>Strategies will include but not be limited to close reading through text annotation with the core cognitive processes of Previewing and Predicting, Questioning, making Inferences to evaluate and summarize key information text.</p>	<p>6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests</p>	<p>stems. USA Test Prep Assessment Data FAIR Data BAT Data</p>
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:</p>	<p>Increase the number of students scoring in the "Commended" category of the FAA, by implementing Access Points and various reading strategies, with fidelity, thereby improving student achievement.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>54.5% (11)</p>	<p>55% (38)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The variety of learning styles amongst Students with Disabilities (SWD).	Differentiate instruction as mandated by each student's Individualized Education Plan (IEP), through the use of Classroom Planning and Learning Management System (CPALMS) activities, tools and resources.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Reading strategy implementation demonstrated during classroom walk through (CWT) Lesson plan review for incorporation of Access Points and reading strategies.	Classroom walk through tool Lesson Plan Review Student work samples Student performance-informal test data (i.e. DAR, mini-checkpoints)
2	Student ability levels are more than 1-2 years below grade level.	Comply with the student's Individualized Education Plan (IEP) and use small, skill specific small group intervention groupings.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Small group, skill specific instruction exhibited during classroom walk through (CWT) Lesson plan review for incorporation of Access Points and reading strategies.	Classroom walk through tool Lesson Plan Review Student work samples Student performance-informal test data (i.e. DAR, mini-checkpoints)
3	Students With Disabilities (SWD) have limited background knowledge of subject matter.	Expand background knowledge through the use of technology integration.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Technology and background knowledge instruction and implementation evident during classroom walk through (CWT) Lesson plan review for incorporation of technology-based	Classroom walk through tool Lesson Plan Review Student work samples Student performance-

			reading lessons and activities.	informal test data (i.e. DAR, mini-checkpoints)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase direct student support according to individual needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (457)	60%

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 demonstrate weakness in specific benchmark and cognitive skills for successful Reading Comprehension	Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching/Retell/Summarize/Paraphrase, Anticipation Guides Discuss, Preview and Predict, Monitoring/Metacognition, Summarizing, Writing to Learn, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
2	Students demonstrate consistent weakness in Vocabulary.	Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, Word sorts, Text, Do-Now, Anticipation Guides, Question Stems and Student Generated Questions.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
	Students demonstrate Weakness in Reading Fluency.	Students will receive instruction and opportunities to practice Reading Fluency using strategies including the following:	Administrators Cheryl Toeller Tarachell Thomas	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student

3	Repeated Reading, Teacher Read Aloud, Partner Reading and SSR.	Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
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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:	Increase the number of students making Learning Gains of the FAA, by implementing Access Points and various reading strategies, with fidelity, thereby improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45.5% (11)	49%

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	Accommodations identified not implemented across all settings.	Incorporation of manipulative, visuals, and assistive technology, in addition to core to teach reading concepts and strategies. Use picture walks to assist students in making predictions within a reading selection. Allow students to dictate written responses.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Classroom walk through (CWT) Lesson plan review for incorporation of manipulatives, visuals and assistive technology imbedded in individual lessons and activities.	Classroom walk through tool Lesson Plan Review Student work samples Student performance - informal test data
2	Failure to use diagnostic assessment data to effectively determine specific areas of academic need.	Use diagnostic tests to identify appropriate interventions and accommodations for each Student With Disability, that will generate skill specific strategy implementation.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Demonstration of appropriate intervention and accommodations during classroom walk through. Lesson Plan review exhibiting the strategic infusion of intervention and accommodations that will generate skill specific strategies.	Classroom walk through tool Lesson Plan Review Student work samples Student performance - informal test data
	Limited ability for Student's With Disabilities (SWD) to stay focused.	Facilitate the use of peer supports in inclusive settings and develop activities that provide students with visual choices as presented in	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Use the visual prompts to provide students with test appropriate choices, as presented in the Florida Alternate Assessment (FAA).	Classroom walk through tool Lesson Plan Review Student work samples Student

3		the Florida Alternate Assessment (FAA)		Lesson Plan review exhibiting the strategic infusion of interventions and accommodations that will generate skill specific strategies.	performance - informal test data
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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:	4.1a. To increase direct student support according to individual needs 4. 2. To provide instructional support and remediation for students beyond the designated school hours. 4.3 To ensure teacher readiness in implementing differentiated instruction according to individual student needs by providing staff development and lesson modeling in skill based practices for daily instruction across the curriculum. 4.3a To increase students' daily use and continued awareness of: a. Content specific Tier 2 vocabulary b. Common vocabulary associated with the FCAT. 4.3b To increase monitored student independent reading comprehension in intensive reading classes with after-reading activities aligned with the Instructional Focus Calendar and NGSSS benchmarks..
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (126)	63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Coaches need consistent uninterrupted opportunities to provide consistent direct support with the most struggling students	Provide consistent student remediation /intervention sessions by creating and activating push-in/pull-out student support schedule. - Train/mentor students in their areas of mastery to facilitate peer push-in sessions through collaborative learning and differentiated grouping. - Intensive Reading teacher will use the RtI tier 2 intervention model to provide direct instruction in small groups based on individual student needs	Administrators Cheryl Toeller Malcolm Spence Antonio Womack Tarachell Thomas Reading Coach Masharie Powell Reading Team Leader Lejill Holloway	Classroom Walkthrough (CWT) Lesson Plan Review for incorporation of strategies Classroom visitation by reading coach and leadership team members Teacher Needs Assessment Reading Coaches/Teacher Collaborative lesson planning and lesson implementation sessions Survey of Student Work/Artifacts	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
	Students in this subgroup are unmotivated and demonstrate low participation in voluntary extended learning	Establish community partnerships to provide incentives for students' consistent attendance and high achieving	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence	1. . Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student

2	opportunities such as after-school and Saturday tutoring sessions.	performance in the sessions.	Reading Coach Masharie Powell All Department Leaders	3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	Reflection Journals Lesson plans and teachers assessments i.e. midterms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
3	4.A 3.a Authentic implementation of grade level & content based vocabulary words in daily instruction 4.A 3b. To increase monitored student independent reading comprehension in intensive reading classes with after-reading activities aligned with the Instructional Focus Calendar and NGSSS benchmarks.	4A.3.a Explicit instruction and daily reinforcement of selected vocabulary words through content relevant reading and authentic speaking and writing activities; integration of reinforcement practices including but not limited to the use of interactive word walls and cognitive/metacognitive strategies and manipulatives. 4.A 3b Students will be engaged in daily skill focused independent reading activities utilizing practices that reflect active engagement in the before, during and after reading processes. Practices include close reading through text annotation to demonstrate awareness and show evidence of connecting clues to better understand words as used in context, to differentiate between relevant and irrelevant details to an argument, make predictions and justify predictions, questioning of the text and self and summarizing of key details that lead to the main idea/theme of the text; and to make inferences /draw conclusions based on information in the text. Students will complete post reading skill focused questions that shows comprehension of the of the text.	4a.3. Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	4a.3. 1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Mini-benchmark assessments and Mock Tests	4a.3. Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data

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

Reading Goal #

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

Incorporating literacy across the curriculum and implementing supplemental reading programs to close the achievement gap.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	51%	45%	39%	33%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase student performance in Reading benchmarks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 48% (16) Black: 61% (446) Hispanic: 51% (70) Indian: 100% (1)	White: 43% Black: 56% Hispanic: 46% Indian: 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students within the various Ethnic Subgroups demonstrate weakness in specific benchmarks	Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions when appropriate and to meet individual student needs.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	Disaggregation of performance data and data analysis. 8 Step Instructional Process Classroom Walkthrough by Reading Coach weekly with weekly pre and post lesson reflections with teachers Review of Lesson Plans Data Chats PLC(Professional Learning Community) NGCAR-PD(New Generation Content Area Reading Professional Development) Provide rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmark strategies with scaffolded support using highly complex, grade level content area and literary text.	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
	Students within the various Ethnic subgroups demonstrate weakness in have understanding contextual	Students will receive instruction and opportunities to practice Vocabulary comprehension and	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence	1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies	1. Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student

2	vocabulary.	<p>acquisition skills using strategies including the following: Contextual Clues Strategies, Direct, Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, and Question Stems and Student Generated Questions when appropriate to meet individual student needs.</p> <p>Students will also receive support through audio visual supplemental curriculum program that read question stems to students.</p>	<p>Reading Coach Masharie Powell</p> <p>All Department Leaders</p>	<p>3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests</p>	<p>Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data</p>
3	Students within the various Ethnic subgroups have weaknesses with regard to Reading Fluency.	Students will receive instruction and opportunities to practice Reading Fluency using strategies including the following: Repeated Reading, Teacher Read Aloud, Partner Reading, practice with short and extended reading passages, and SSR when appropriate and to meet individual student needs	<p>Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence</p> <p>Reading Coach Masharie Powell</p> <p>All Department Leaders</p>	<p>Disaggregation of performance data and data analysis. 8 Step Instructional Process Classroom Walkthrough by Reading Coach weekly with weekly pre and post lesson reflections with teachers Review of Lesson Plans Data Chats PLC NGCAR-PD Provide rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmark strategies with scaffolded support using highly complex, grade level content area and literary text.</p>	<p>Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data</p>

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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>To assist students to become fluent English Readers and to increase performance in at least 50% of the reporting categories n=benchmarks</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>98% (56)</p>	<p>93%</p>

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	Students in this category are non-English speaking, at the beginning level of English Language proficiency.	Students will be provided intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	Disaggregation of performance data and data analysis. 8 Step Instructional Process Classroom Walkthrough Review of Lesson Plans Data Chats PLC NGCAR-PD Provide rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmark strategies with scaffolded support using highly complex, grade level content area and literary text.	Common Assessment Mini-BAT BAT FAIR CELLA
2	Students of ELL subgroup have weaknesses with regard to oral and written English abilities.	Students will be provided intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	Disaggregation of performance data and data analysis. 8 Step Instructional Process Classroom Walkthrough Review of Lesson Plans Data Chats PLC NGCAR-PD Provide rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmark strategies with scaffolded support using highly complex, grade level content area and literary text.	Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data CELLA
3	Students of ELL subgroup have weaknesses with regard to Reading Fluency.	Students will be provided intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.	Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	Disaggregation of performance data and data analysis. 8 Step Instructional Process Classroom Walkthrough Review of Lesson Plans Data Chats PLC NGCAR-PD	Common Assessment Mini-BAT BAT Classroom Walkthrough FAIR CELLA

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:

Ensure student readiness through daily instruction in the Learning Strategies curriculum or individual support facilitation, which utilizes skill-based practices to meet individual student needs.

2012 Current Level of Performance:

2013 Expected Level of Performance:

93% (53)		88%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. For SWD not in a Learning Strategies class, Support Facilitators and Reading Coaches need scheduled, consistent opportunities to provide direct support.	5D.1. Collaborative Reading Coach/Learning Strategies Teacher planning and lesson implementation sessions for benchmark focused Skill of the Week.. Create and implement a schedule of individual and small group support facilitation sessions for remediation/intervention of students not enrolled in a Learning Strategies class.	5D.1. Tarachell Thomas, ESE Administrator Cheryl Toeller, Reading Administrator Donna Robinson, ESE Specialist ESE Support Facilitators Reading Coach	5D.1. 1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	5D.1. Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, Economically Disadvantaged subgroup not making satisfactory progress in Reading will decrease by 10% 56% (388.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (439)	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	5E.1. Students of the Economically Disadvantaged subgroup demonstrate consistent Weakness in two or more of the NGSSS FCAT 2.0 Reporting Categories for Reading comprehension.	5E.1. Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching, two- Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions when appropriate and to meet individual student needs.	5E.1. Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	5E.1. 1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data	5E.1. Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data

				9. Min-benchmark assessments and Mock Tests	
2	5E.2. Students of the Economically Disadvantaged subgroup demonstrate consistent weakness in Vocabulary.	5E.2. Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, and Question Stems and Student Generated Questions when appropriate and to meet individual student needs.	5.E.2. Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	5.E.2. 1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	5.E.2. Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT Data
3	5E.3. Students of the Economically Disadvantaged subgroup demonstrate weaknesses in Reading Fluency.	5E.3. Students will receive instruction and opportunity to practice Reading Fluency using strategies including the following: Repeated Reading, Teacher Read Aloud, Partner Reading and SSR.	5E.3. Administrators Cheryl Toeller Tarachell Thomas Antonio Womack Malcolm Spence Reading Coach Masharie Powell All Department Leaders	5E32. 1. Classroom Walkthrough's CWT 2. Lesson Plan Review for incorporation of Reading strategies 3. Classroom Visits by Reading Coaches and Team Leaders 4. Survey of Student Artifacts 5. Progress Monitoring Assessments. 6. Lesson Plans 7. Bi-Monthly NGSSS Benchmark focused data. 8. FAIR Data 9. Min-benchmark assessments and Mock Tests	5E.3. 1. Marzano/iObservation "Head Talk" Cognitive/Meta-cognitive Student Reflection Journals Lesson plans and teachers assessments i.e. mid-terms, final exams, classroom assessments that include question stems. USA Test Prep Assessment Data FAIR Data BAT 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
Chit-Chat Café NGSSS, CCS, and Marzano Effective Strategies PD PLC	9-12, All content areas	Masharie Powell, Reading Coach	School-wide	Bi-monthly according to IFC skill rotation	Departmental Lesson Plan Review, CWT, Data Chats PLC Implementation Plan Follow-Up Form Submission of evidence of student work	Masharie Powell, Reading Coach Shonner Gainer, Literacy PLC Designee Cheryl Toeller, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
"Head Talk": A Cognitive/Meta – Cognitive Toolkit for Critical Thinking	Cognitive Strategies for Reading Development	SAC	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
USA Test Prep Simulated Online FCAT 2.0 Reading Program	Program Renewal	General Funds	\$325.00
			Subtotal: \$325.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Collaborative Planning & Cognitive Strategies for Reading Development Training	Provide Substitute for "Head Talk" Cognitive Development Toolkit Training	Professional Development Funds	\$2,000.00
NG-CAR PD Training	Teachers will attend district scheduled training with support from Reading Coach	N/A	\$0.00
Chit-Chat Café	NGSSS, CCS, and Marzano Effective Strategies PD PLC	Perkins Grant	\$500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will have the opportunity to increase their proficiency in reading.	After school reading tutoring sessions.	Perkins Grant	\$2,500.00
FCAT Camp will be offered to increase student proficiency.	Saturday FCAT Camp sessions	Perkins Grant	\$5,000.00
Students will development Learning Adjustment Skills (Marzano)	School-wide Literacy Journals	General Funds	\$2,000.00
Copy Paper for the utilization of USA Test Prep for Homework and Text Annotation Activities	Close Reading of Text Through Text Annotation/Intensive reading Classes	SAC	\$2,500.00
			Subtotal: \$12,000.00
			Grand Total: \$19,325.00

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.		The English Language Learners will increase their proficiency level of performance by 5% on the 2013 CELLA assessment.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
32%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Teachers cannot communicate effectively with their students due to language barriers.	Assist students with academic language and skills in core classes.	English department co-team leaders	Teacher observations	Spring IPT II
2	Students are not working with the English language at grade levels	Collaborate with teachers to monitor student progress. Provide suggestions on teacher practices and strategies.	Developmental Language teacher English department	Teacher evaluations Review of lesson plans	Teacher tests English proficiency assessments

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:

The percent of students achieving proficiency level in reading will increase by 5%.

2012 Current Percent of Students Proficient in reading:

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	Language acquisition	ELL strategies implemented in regular classrooms (students in need of more intensive interventions).	Reading department	Evidence of ELL strategies being used in lesson planning	CELLA
2	Not using reading strategies for ESOL	Sheltered academic instruction to allow students to gain reading proficiency.	Developmental Language teacher	Evidence of ELL strategies being used in lesson planning	FCAT, BAT, Use of short, simple sentences; controlled vocabulary; visual reinforcement; frequent comprehension checks.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

All ELL students will show an increase of 6% in achieving writing proficiency.

2012 Current Percent of Students Proficient in writing:

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
	Language acquisition	Create a positive	English co-team	Progress monitoring for	CELLA

1		classroom environment to accommodate the various learning styles and cultural backgrounds of the students.	leaders	writing, lesson plans, and student work	
2	Lack of vocabulary skills, grammar, sentence fluency	Provide students w/ reading materials on their level	English department	Writing portfolios	FCAT
3	Blending of native language in writing	6 Traits of Writing instruction	Assistant principal over English	Writing portfolios	Monthly writing prompts

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	To increase the number of students scoring in the "Achieved" category of the FAA, by implementing various mathematics strategies, with fidelity, there by improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (6)	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	5D.1. For SWD not in a Learning Strategies class, Support Facilitators and mathematics department chair need scheduled, consistent opportunities to provide direct support.	5D.1. Collaborative learning strategies, Teacher planning and lesson implementation sessions for writing skills. Create and implement a schedule of individual and small group support facilitation sessions for remediation/intervention of students not enrolled in a Learning Strategies class.	5D.1. Tarachell Thomas, ESE Administrator Cheryl Toeller, Writing Administrator Donna Robinson, ESE Specialist ESE Support Facilitators Winsome Flynn, Department Chair	5D.1. 1. Classroom Walkthrough's CWT 3. Classroom Visits by Mathematics Department chair 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 9. Mock Tests	5D.1. Portfolios BAT Data

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the number of students scoring in the "Commended" category of the FAA, by implementing various mathematics strategies, with fidelity, thereby improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	30%

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' daily exposure to the consistent use of relevant content and Access Points before, during and after mathematics strategy implementation.	Train teachers to implement Access Points, thereby leading to an improvement in academic achievement.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Reading strategy implementation demonstrated during classroom walkthrough (CWT) Lesson plan review for incorporation of Access	Classroom walk through tool Lesson Plan Review Teacher needs assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Increase the number of students making Learning Gains of the FAA, by implementing Access Points and various mathematics strategies, with fidelity, thereby improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56.4% (6)	60%

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	Accommodations identified not implemented across all settings.	Incorporation of manipulatives, visuals, and assistive technology, in addition to core to teach mathematics concepts and strategies. Use picture walks to assist students in making predictions within a mathematics selection. Allow students to dictate written responses.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	Classroom walk through (CWT) Lesson plan review for incorporation of manipulatives, visuals and assistive technology imbedded in individual lessons and activities.	Classroom walk through tool Lesson Plan Review Student work samples Student performance - informal test data

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students will maintain proficiency at level 3 or increase at least 1 level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (81)	47% (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
	Students' daily exposure	Create and implement	Math PLCs	Classroom	- CWT documents.

1	to consistent use of relevant content and NGSSS benchmark.	secondary NGSSS benchmark Instructional Focus Calendar aligned with content material.	Math Dept. Chair Math Administrator	Walkthrough's CWT - Lesson Plan Review for incorporation of Math strategies. - Monthly NGSSS Benchmark focused data. - Mini-benchmark assessments	- Mini-assessment data. - Lesson Plans and Teachers assessments i.e. mid-terms, final exams, classroom assessments
2	Limited professional development opportunities to support ongoing teacher readiness in instruction.	Continue professional development on the NGSSS Standards and the Common Core Standards.	Math Administrator Math Dept. Chair Math PLCs	Registering and attending Professional Developments focused on NGSSS and Common Core Standards. - Sharing of best practices within the subject area Professional Learning Communities (PLC) and the mathematics department. Taking minutes to validate the meetings.	Review of PLC minutes to ensure sharing of best practices. - Approval and review of Professional Development training.
3	Student's challenges with insufficient reading skills and problem solving strategies necessary for solving word problems.	Intensify the use of reading and problem solving strategies. - Use of word walls in all instructional classrooms for mastery of vocabulary associated with content and key terminology associated with the end-of-course exam.	Math Administrator Math Dept. Chair Math PLCs	Classroom Walk-throughs to focus on problem solving strategies and reading skills. - Implementation of PLCs and common formative assessments.	Mini-assessments. - Classroom 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students will maintain proficiency at level 4 or 5 or increase one level through increase teaching strategies in the use of higher order thinking skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (29)	20% (38)

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	Limited emphasis on word problems that would increase the rigor in some academic courses.	Increase the amount of word problems and free-response questions.	Math Administrator Math Dept. Chair Math PLCs	Professional Learning Community meetings where common assessments and strategies are developed And modified based on previous and ongoing data reviews.	Results of Formative student assessments and Algebra and Geometry end of course exams as well as results from twice annual BAT assessments.
	Students lack the metacognitive skills to	Teachers will include higher order thinking	Math Administrator	Teachers will infuse higher order thinking	Monitoring of Data Classroom

2	complete higher order thinking problems.	teaching practices and/or higher order thinking questions when preparing assessments.	Math Dept. Chair Math PLCs	teaching practices and/or higher order thinking questions when formulating assessments	Assessments. BAT meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing assessments will be given as well to meet the needs of the students.
3	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair	EPAT meetings to train all administrators and proctors.	Results of EOC Algebra 1 Exam.

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 # Incorporating supplemental mathematics programs to close the achievement gap.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41.7%	35.7%	29.7%	23.7%	17.7%	

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 May 2013, at least 45% of students in all ethnicity in Algebra 1 or equivalent, meeting the criteria for the DOE Accountability Rule, will achieve a level 3 on the Algebra 1 End of Course Exam(EOC)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36.4% (4) Black: 40.5% (109) Hispanic: 51.7% (15)	White: 45% (5) Black: 45.5%(122) Hispanic: 56.7% (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' challenges with insufficient reading skills and problem solving strategies necessary for solving word problems.	Intensify the use of reading and problem solving strategies. - Use of word walls in all instructional classrooms for mastery of vocabulary associated with content and key terminology associated with the end-of-course exam.	Math Administrator Math Dept. Chair Math PLCs	Evaluation of scores on BAT and End of Course Exams scores - Sharing of best practices through monthly PLC meetings.	Evaluation of scores on BAT and End of Course Exams scores.
	Students need more exposure to reading strategies in the math classroom.	Teachers will infuse research based effective reading strategies into their math curriculum.	Math Administrator Math Dept. Chair	Sharing best practices through monthly/weekly Math PLC and assistance from the reading coach.	Classroom walkthroughs, BAT data, and common assessments.

2		- Attend monthly professional development given by the Reading Coach.	Math PLCs		
3	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair Math PLCs	EPAT meetings to train all administrators and proctors.	Results of EOC Algebra 1 Exam.

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	By May 2012, 17.8% students in the English Language Learners subgroup will achieve at or above proficiency in the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.8% (5)	17.8% (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' challenges with insufficient reading skills and problem solving strategies necessary for solving word Problems.	Intensify the use of reading strategies. -Problem solving strategies posted and used frequently - Increased vocabulary acquisitions through student created word walls.	Math Administrator Math Dept. Chair Math PLCs Reading Coach	CWT to ensure use of reading & problem solving strategies utilized weekly - Data will be charted, reviewed and analyzed for remediation purposes	BAT and Mini Assessments. Classroom Walkthrough data. Lab usage print- out (Odyssey, and FCAT Explorer, Florida Achieves).
2	Students lack of mathematics vocabulary skills.	Use of word walls in all instructional classrooms for mastery of vocabulary associated with content and key terminology associated with the end-of-course exam.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	CWT to ensure use of vocabulary strategies.	Mini assessment data and classroom assessment data. Algebra EOC scores.
3	Due to the students' inability to show proficiency on basic skills, teachers lack the ability to offer higher order questions in classroom.	Training (school based and out of school) on utilizing differentiated instruction to incorporate high order questioning techniques.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	CWTs to ensure use of higher order questions. Review of PLC minutes. Review of teacher made Assessments.	Mini assessment data and classroom assessment data. Algebra EOC scores.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the percentage of ESE students with disabilities meeting high standards on the Algebra EOC.	Targeted instructional strategies that will impact student progress and which are designed in consideration of the ESOL K-12 plan.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	Monitoring and evaluation of teacher lesson plans and guided instruction.	Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the students.
2	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair Math PLCs	EPAT meetings to train all administrators and proctors.	Results of EOC Algebra 1 Exam.

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By May 2012 44.2% students in the Economically disadvantaged subgroup will achieve at or above proficiency in the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.2% (105)	44.2% (118)

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	Difficulty attending afterschool and weekend enrichment sessions due to lack of transportation.	Enrichment transportation for students receiving enrichment in all academic areas.	Administration	Monitoring and evaluation of teacher lesson plans and guided instruction.	Results of EOC Algebra 1 Exam.
2	Lack of parental involvement in the child's education.	Invitations to Parent Universities. - School website with up to date information. - Newsletters of parent activities.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	Tally sheet of conferences for these identified students.	Parent University record log. Teacher parent conference records.
3	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair Math PLCs	EPAT meetings to train all administrators and proctors.	Results of EOC Algebra 1 Exam.

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:	Students will maintain proficiency at level 3 or increase at least 1 level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Although students took the Geometry EOC last year (2011-2012) the DOE did not report the scores in terms of levels. Thus, there is no data to determine the levels.	47% (56)

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' daily exposure to consistent use of relevant content and NGSSS benchmark.	Create and implement secondary NGSSS benchmark Instructional Focus Calendar aligned with content material.	Math PLCs Math Dept. Chair Math Administrator	Classroom Walkthrough's CWT - Lesson Plan Review for incorporation of Math strategies. - Monthly NGSSS Benchmark focused data. - Mini-benchmark assessments	CWT documents. - Mini-assessment data. - Lesson Plans and Teachers assessments i.e. mid-terms, final exams, classroom assessments
2	Limited professional development opportunities to support ongoing teacher readiness in instruction.	Continue professional development on the NGSSS Standards and the Common Core Standards	Math Administrator Math Dept. Chair Math PLCs	Registering and attending Professional Developments focused on NGSSS and Common Core Standards. - Sharing of best practices within the subject area Professional Learning Communities (PLC) and the mathematics department. Taking minutes to validate the meetings.	Review of PLC minutes to ensure sharing of best practices. - Approval and review of Professional Development training.
3	Student's challenges with insufficient reading skills and problem solving strategies necessary for solving word problems.	Intensify the use of reading and problem solving strategies. - Use of word walls in all instructional classrooms for mastery of vocabulary associated with content and key terminology associated with the end-of-course exam	Math Administrator Math Dept. Chair Math PLCs	Classroom Walk-throughs to focus on problem solving strategies and reading skills. - Implementation of PLCs and common formative assessments.	Mini-assessments. - Classroom 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Students will maintain proficiency at level 4 or 5 or increase one level through increase teaching strategies in the use of higher order thinking skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Although students took the Geometry EOC last year (2011-2012) the DOE did not report the scores in terms of levels. Thus, there is no data to determine the levels.	20% (24)

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	Limited emphasis on word problems that would increase the rigor in some academic courses.	Increase the amount of word problems and free-response questions.	Math Administrator Math Dept. Chair Math PLCs	Professional Learning Community meetings where common assessments and strategies are developed And modified based on previous and ongoing data reviews.	Results of Formative student assessments and Algebra and Geometry end of course exams as well as results from twice annual BAT assessments.
2	Students lack the metacognitive skills to complete higher order thinking problems.	Teachers will include higher order thinking teaching practices and/or higher order thinking questions when preparing assessments.	Math Administrator Math Dept. Chair Math PLCs	Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments	Monitoring of Data Classroom Assessments. BAT meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the students.
3	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair	EPAT meetings to train all administrators and proctors.	Results of EOC Algebra 1 Exam.

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 #				
	Incorporating supplemental mathematics programs to close the achievement gap.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	36%	30%	24%	

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 May 2013, at least 70% of students in all ethnicity in Geometry or equivalent, meeting the criteria for the DOE Accountability Rule, will achieve a level 3 on the Geometry End of Course Exam(EOC)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60% (3) Black: 51.5% (53) Hispanic: 55.6% (5)	White: 70% (4) Black: 56.5% (58) Hispanic: 66% (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' challenges with insufficient reading skills and problem solving strategies necessary for solving word problems.	Intensify the use of reading and problem solving strategies. - Use of word walls in all instructional classrooms for mastery of vocabulary associated with content and key terminology associated with the end-of-course exam.	Math Administrator Math Dept. Chair Math PLCs	Evaluation of scores on BAT and End of Course Exams scores - Sharing of best practices through monthly PLC meetings.	Evaluation of scores on BAT and End of Course Exams scores.
2	Students need more exposure to reading strategies in the math classroom.	Teachers will infuse research based effective reading strategies into their math curriculum. - Attend monthly professional development given by the Reading Coach.	Math Administrator Math Dept. Chair Math PLCs Reading Coach	Sharing best practices through monthly/weekly Math PLC and assistance from the reading coach.	Classroom walkthroughs, BAT data, and common assessments.
3	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair Math PLCs	EPAT meetings to train all administrators and proctors.	Results of EOC Algebra 1 Exam.

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	By May 2012, 25% students in the English Language Learners subgroup will achieve at or above proficiency in the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3% (1)	25% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students' challenges with insufficient reading skills and problem solving strategies necessary for solving word Problems.	Intensify the use of reading strategies. - Problem solving strategies posted and used frequently - Increased vocabulary acquisitions through student created word walls.	Math Administrator Math Dept. Chair Math PLCs Reading Coach	CWT to ensure use of reading and problem solving strategies utilized weekly - Data will be charted, reviewed and analyzed for remediation purposes.	BAT and Mini Assessments. Classroom Walkthrough data. Lab usage print- out (Odyssey, and FCAT Explorer, Florida Achieves).
2	Students lack of mathematics vocabulary skills	Use of word walls in all instructional classrooms for mastery of vocabulary associated with content and key terminology associated with the end-of-course exam	Math Administrator Math Dept. Chair Math PLCs Math Teachers	CWT to ensure use of vocabulary strategies.	Mini assessment data and classroom assessment data. Geometry EOC scores.
3	Due to the students' inability to show proficiency on basic skills, teachers lack the ability to offer higher order questions in classroom.	Training (school based and out of school) on utilizing differentiated instruction to incorporate high order questioning techniques.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	CWTs to ensure use of higher order questions. Review of PLC minutes. Review of teacher made Assessments.	Mini assessment data and classroom assessment data. Geometry EOC scores.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By May 2012, 50% students in the Students with Disabilities subgroup will achieve at or above proficiency in the Geometry EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the percentage of ESE students with disabilities meeting high standards on the Geometry EOC.	Targeted instructional strategies that will impact student progress and which are designed in consideration of the ESOL K-12 plan.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	Monitoring and evaluation of teacher lesson plans and guided instruction.	Meetings to review, assess, and evaluate curriculum content delivery, benchmark assessments, student progress and resource requests. Additional ongoing alternative assessments will be given as well to meet the needs of the students.
2	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair	EPAT meetings to train all administrators and proctors.	Results of EOC Geometry 1 Exam.

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By May 2012 55% students in the Economically disadvantaged subgroup will achieve at or above proficiency in the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (45)	55% (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	Difficulty attending afterschool and weekend enrichment sessions due to lack of transportation.	Enrichment transportation for students receiving enrichment in all academic areas.	Administration	Monitoring and evaluation of teacher lesson plans and guided instruction.	Results of EOC Geometry 1 Exam.
2	Lack of parental involvement in the child's education.	Invitations to Parent Universities. - School website with up to date information. - Newsletters of parent activities.	Math Administrator Math Dept. Chair Math PLCs Math Teachers	Tally sheet of conferences for these identified students.	Parent University record log. Teacher parent conference records.
3	Familiarity with computer based testing format.	EPAT trainings for all students prior to EOC testing.	Math Administrator Math Dept. Chair Math PLCs	EPAT meetings to train all administrators and proctors.	Results of EOC Geometry 1 Exam.

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
Use of technology in the mathematics classroom to align with new Computer Based Testing requirements: Promethean Board, Document Camera, LCD	Grades 9-12 Algebra 1 Geometry Geometry Honors Integrated Math 3 Pre-Calculus Calculus	PLC leaders, District Staff, Math Dept. Chair	All content area teachers 9-12	Early release PLC dates and dates selected by group members.	CWT and Monitor equipment checkout log	Math Administrator Math Dept. Chair

projectors, and clickers.						
Content PLC Training and Implementation of NGSSS	Grades 9-12 Algebra 1 Algebra 1A/1B Geometry Geometry Honors	Content Area Teachers	All content area teachers 9-12	Professional Study Days and Monthly PLC meetings	Minutes of meetings	Math Administrator Math Dept. Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmo	Online remediation used to prepare student for EOC in Mathematics and Science		\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Clickers	E-Instruction Clickers for the classroom	N/A	\$0.00
Calculators (Graphing, Scientific, and 4 function)	Daily Instruction in classroom	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Technology training: GeoGebra, Promethean Board; Document Cameras; Online ancillary materials	Technology Integration	N/A	\$0.00
Odyssey, Focus, Florida Achieves	Online tutorial in Mathematics	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom set of Textbooks for EOC subjects	Daily classroom instruction	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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:	To increase the number of students scoring in the "Achieved" category of the FAA, by implementing Access Points and various science strategies, with fidelity, thereby improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	45%
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	For SWD not in a Learning Strategies class, Support Facilitators and Science department chairs need scheduled, consistent opportunities to provide direct support.	Collaborative learning strategies, Teacher planning and lesson implementation sessions for science skills. Create and implement a schedule of individual and small group support facilitation sessions for remediation/intervention of students not enrolled in a Learning Strategies class.	Tarachell Thomas, ESE Administrator Cheryl Toeller, Writing Administrator Donna Robinson, ESE Specialist ESE Support Facilitators Dorothy Gregg, Science Department Co-Chair	1. Classroom Walkthrough's CWT 3. Classroom Visits by Science Department chairs 4. Survey of completed student work 5. Progress Monitoring Assessments. 6. Lesson Plans 9. Mock Tests	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 group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Increase the number of students scoring in the "Commended" category of the FAA, by implementing science strategies, with fidelity, thereby improving student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	35%

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' daily exposure to the consistent use of relevant content and Access Points before, during and after science strategy implementation.	Train teachers to implement Access Points, thereby leading to an improvement in academic achievement.	Train teachers to implement Access Points, thereby leading to an improvement in academic achievement.	Reading strategy implementation demonstrated during classroom walkthrough (CWT) Lesson plan review for incorporation of Access Points and science strategies.	Classroom walk through tool Lesson Plan Review Teacher needs assessment

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:	To increase the number of students considered proficient on the Biology EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48 % (192) of the ninth and tenth graders (400)	30% of the ninth and tenth graders will perform in the

	performed in the lower third tier.		lower third tier.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher unfamiliarity with the Next Generation Biology Standards.	Professional development throughout the year to unwrap the standards. Review of district Instructional Focus Calendar Common planning for biology teachers Professional Learning Community for research and biology teachers	Science Administrator Science Coach/Department Chair	Review lesson plans quarterly Classroom visits/CWT to ensure understanding of standards weekly	Inservice report PLC logs to review minutes to ensure standards are being unwrapped and explained Administrative chats
2	Teacher unfamiliarity with the Item Test Specs for the Biology EOC exam.	District and school training Professional Learning Community for Biology teachers Sharing of best practices and laboratory activities	Science Administrator - Tarachell Thomas Science Coach – Dorothy Gregg	Review of lesson plans and tests quarterly Snapshots/Classroom Walkthroughs to ensure teacher familiarity of test specs weekly	Administrative Chats Test results
3	Students have difficulty retaining concepts over time.	Differentiating Instruction Daily review of previous concepts Comprehensive tests that include material covered from previous topics. Training and use of Selected instructional materials to be used to reinforce and review biological concepts over time Use of computer simulations to reinforce concepts Use of USAtestprep program to reinforce concepts Afterschool 21st Century Tutoring Program	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review of lesson plans and tests quarterly Snapshots/Classroom Walkthroughs to ensure evidence of differentiating instruction and review weekly Concept word wall	Administrative chats GZMOS and USAtestprep activity logs Attendance at the Afterschool 21st Century Tutoring Program
	Low reading scores.	Incorporate appropriate high-yield reading/writing/learning strategies within the daily activities (pre-reading, during reading, vocabulary improvement strategies, KWL, charts, etc.)	Science Administrator – Tarachell Thomas Master scheduler – Tarachell Thomas Guidance	Review lesson plans, documents, syllabi, lab reports quarterly Classroom walkthroughs to ensure that common core literacy strategies are being conducted	Lesson plans Teacher tests Activities documentation

4		<p>Training and/or implementation of CRISS/McRel/common core strategies for science literacy</p> <p>Practice use of prefixes, suffixes and root words</p> <p>Use of nonlinguistic representations and modeling to assist all students, including ELL and ESE students.</p> <p>Fully support the school-wide literacy initiative using Common Core Standards.</p> <p>Students will be placed in the appropriate biology course based on their previous science course grades and the district course progression chart.</p>	Science Coach – Dorothy Gregg		
5	Inability to effectively process and solve scientific problems using the scientific method	<p>Conduct weekly lab activities according to the curriculum map for their particular course.</p> <p>Use a departmental lab report format.</p> <p>Conduct inquiry based lab activities.</p>	<p>Science Administrator – Tarachell Thomas</p> <p>Science Coach – Dorothy Gregg</p>	<p>Review lesson plans, documents, syllabi, lab reports</p> <p>Classroom walkthroughs/visits to ensure that laboratory activities being conducted</p>	<p>Lesson plans</p> <p>Teacher tests</p> <p>Activities documentation</p>
6	Schedule change from 90 minutes for half the year to 50 minutes for the entire year	District and school based workshops	<p>Science Administrator – Tarachell Thomas</p> <p>Science Coach – Dorothy Gregg</p>	<p>Review lesson plans, documents, syllabi</p> <p>Classroom walkthroughs to ensure that the Biology IFC is being followed</p>	<p>In-service records</p> <p>PLC logs</p>

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:	To increase the number of students proficient in the top third tier on the Biology EOC exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
23 % (92%) of ninth and tenth graders (400) were in the top third tier performance	35% of ninth and tenth graders will be in the top third tier.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Teacher unfamiliarity with the Next Generation Biology Standards.	Professional development throughout the year to unwrap the standards Review of district Instructional Focus Calendar Common planning for biology teachers Professional Learning Community for research and Biology teachers	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review lesson plans quarterly Weekly classroom visits/CWT to ensure understanding of standards	In-service records PLC logs to review minutes to ensure standards are being unwrapped and explained Administrative chats
2	Teacher unfamiliarity with the Item Test Specs for the Biology EOC exam.	District and school training Professional Learning Community for Biology teachers Sharing of best practices and laboratory activities	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review of lesson plans and tests quarterly Snapshots/Classroom Walkthroughs to ensure teacher familiarity of test specs weekly	Administrative Chats Test results
3	Students have difficulty retaining concepts over time.	Differentiating Instruction Daily review of previous concepts Comprehensive tests that include material covered from previous topics. Training and use of Selected instructional materials to be used to reinforce and review biological concepts over time Use of computer simulations to reinforce concepts Use of USAtestprep/ GIZMOS programs to reinforce concepts Afterschool 21st Century Tutoring Program Review of lesson plans and tests quarterly Snapshots/Classroom Walkthroughs to ensure evidence of differentiating instruction and review weekly Concept word wall	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review of lesson plans and tests quarterly Snapshots/Classroom Walkthroughs to ensure evidence of differentiating instruction and review weekly Concept word wall	Administrative chats GIZMOS and USAtestprep activity logs Attendance at the Afterschool 21st Century Tutoring Program
	Maintain or increase reading scores.	Incorporate appropriate high-yield reading/writing strategies within the daily activities (pre-reading, during reading, vocabulary improvement strategies, KWL,	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review lesson plans, documents, syllabi, lab reports quarterly Classroom walkthroughs to ensure that common core literacy strategies are being conducted	Lesson plans Teacher tests Activities documentation

4		charts Training and/or implementation of CRISS/McRel/common core strategies for science literacy Practice use of prefixes, suffixes and root words Use of nonlinguistic representations and modeling to assist all students, including ELL and ESE students. Fully support the school-wide literacy initiative using Common Core Standards. Students will be placed in the appropriate biology course based on their previous science course grades and the district course progression chart.			
5	Inability to effectively process and solve scientific problems using the scientific method	Conduct weekly lab activities according to the curriculum map for their particular course. Use a departmental lab report format. Conduct inquiry based lab activities.	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review lesson plans, documents, syllabi, lab reports Classroom walkthroughs/visits to ensure that laboratory activities being conducted	Lesson plans Teacher tests Activities documentation
6	Schedule change from 90 minutes for half the year to 50 minutes for the entire year	District and school based workshops	Science Administrator – Tarachell Thomas Science Coach – Dorothy Gregg	Review lesson plans, documents, syllabi Classroom walkthroughs to ensure that the Biology IFC is being followed	In-service records PLC logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Literacy	9-12	Dorothy Gregg Kienna Knowles	Departmental Science PLC	Pre-planning, Professional Development Days	Lesson plans Teacher chats Classroom visits/CWT	Dorothy Gregg Kienna Knowles Pedro Torres
Biology EOC	9-12	District and Science Coach	Biology Teachers	Summer 2012 and throughout the year	Lesson plans Teacher chats Classroom visits/CWT	Dorothy Gregg

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
USAtestprep – Biology EOC	Online remediation used to prepare students for Biology EOC exam	Accountability - SAC	\$300.00
			Subtotal: \$300.00
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: \$300.00

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:		Ensure full mastery of writing process by giving specialized team support through pull-outs, focusing on prompt review and analysis, prompt dissection, review of basic skills, and monthly revisions. In addition, we will minimally realign the Spring Board curriculum to allow more focus on FCAT Writing by using the core reading selections as steering for monthly prompts, mini assessments based on teacher prescribed lessons, and adherence to school-wide writing initiative.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
81% (317)		85%			
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' weaknesses in grammar and word choice.	Teaching students grammar through mini-lessons on certain skills. Teachers will have Word Walls with words students can use in their writing. Teachers	Kristin Potter, Co-Department Leader, Steve Woloszn, Department Leader, Cheryl Toeller, Intern	Classroom Walkthroughs, Lesson Study Groups, Administer weekly mini-assessments on the skill of the week.	Informal Observation, Binder checklist, Data Chat results, Student Writing

1		will model the use of these words in the classroom in oral communication with students. Teachers will Vocabulary for High School Student books to help students improve vocabulary.	Principal		Folders
2	Students' lack of planning, writing and revision skills.	Students will be given one formal prompt a month to write and will be given the opportunity to revise that prompt two weeks later. Students will track their progress by keeping portfolios. Mini lessons will focus on planning strategies as well as strategies for revision. Fall and Spring Writing Conference in Media Center Teachers will give feedback to students on their writing during in-class writing conferences.	Kristin Potter, Co-Department Leader, Steve Woloszn, Department Leader, Cheryl Toeller, Intern Principal	Classroom Walkthroughs, Lesson Study Groups, Student Writing Conferences	Informal Observation, Binder checklist, Data Chat results, Student Writing Folders
3	Students relying on formulaic writing and not able to write essays with supporting evidence and a variety of sentences.	Students will be taught how to write expository and persuasive essays. Students will learn persuasive techniques such as logic. Additionally, students will learn how to effectively use transitional	Kristin Potter, Co-Department Leader, Steve Woloszn, Co-Department Leader, Cheryl Toeller, Intern Principal	Classroom Walkthroughs, Lesson Study Groups, Student Writing Conferences	Informal Observation, Binder checklist, Data Chat results, Student Writing Folders

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:	Ensure student readiness through daily instruction in planning and writing strategies or individual support facilitation, which utilizes skill-based practices to meet individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5)	75%

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	For SWD not in a Learning Strategies class, Support Facilitators and Language arts department chairs need scheduled, consistent opportunities to provide direct support.	Collaborative learning strategies, Teacher planning and lesson implementation sessions for writing skills. Create and implement a schedule of individual and small group support facilitation sessions for	Tarachell Thomas, ESE Administrator Cheryl Toeller, Writing Administrator Donna Robinson, ESE Specialist ESE Support Facilitators	Classroom Walkthrough's CWT 3. Classroom Visits by Language Arts Department chairs 4. Survey of completed student work 5. Progress Monitoring Assessments.	Student Reflection Journals Portfolios BAT Data

		remediation/intervention of students not enrolled in a Learning Strategies class.	Kristin Potter, Language Arts Co-Chair	6. Lesson Plans 9. Mock Tests	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS-transitioning from the Sunshine State Standards to the Common Core State Standards to fulfill requirements of the End of Course Exams and the PARCC assessment	English 9-12	Kristin Potter Steve Woloszn	English department/school-wide	Meet for a minimum of 1 hour a month on employee planning days, early release days, lunch meetings and after school meetings	Binder with all PLC meeting dates, agenda, minutes, goals and samples of lessons and student work.	Kristin Potter Steve Woloszn
Training for FCAT 2.0 Writing	English 9-10	Broward County	All 9th and 10th grade writing teachers	October or November 2012	Follow up assignment for training	Kristin Potter Steve Woloszn

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
Analyze model essay writing through use of document cameras.	Technology-Document Cameras	Document cameras available in media center for check out	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 Writing Training	Training on the new requirements for scoring FCAT 2.0 Writing	Professional Development/Substitutes	\$833.00
			Subtotal: \$833.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$833.00

U.S. History 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 U.S. History. U.S. History Goal #1:	By May 2013, 75% of students (273) will receive a 70% or higher on the United States History End of the Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently the data from the 2012 US History EOC field test has not been released from the Florida Department of Education.	By May 2013, 75% of students will receive a passing score on the End of the Course exam for United States History.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unfamiliar with Next Generation Sunshine State Standards in American History	Professional Development throughout the year to unwrap the standards Implementation of Broward School District Pacing Guides.	Social Studies Administrator Social Studies Department Chair	Review Lesson Plans quarterly Classroom walkthroughs to ensure understanding of standards Administrative data chats	In-service Records
2	All American History teachers do not have the same/ common planning period.	Professional Learning Community	Professional Learning Community Facilitator	PLC meetings	PLC Logs to review minutes
3	Teachers unfamiliar with Item Test Specs for the United States History EOC	District and school training Distribution of Item Test Specs EOC Professional Learning Community Implement US History Pacing Guide	Social Studies Administrator Social Studies Dept. Team Leader PLC Facilitator	Monitor Pacing Guide Implementation Administrative Data Chats	Sample of Student Work Test results District Mid-Term Exam
4	Students have difficulty grasping concepts and retention of information	Differentiating Instruction	Social Studies Administrator Social Studies Dept. Team Leader PLC Facilitator	Vocabulary Word Wall Common Board Configuration	Samples of Student Work Test results

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HS US History Textbook Workshop	9-12	Tonya Sevalia	PLC for United States History End of the Course Exam	Early Release Day and Teacher Planning Day Meetings	PLC Meeting Minutes	Malcolm Spence Tonya Sevalia

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:

Increase daily and average attendance rate by 2%.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89.6% (1534)	92%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
58.7% (1011)	55%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
.01% (7)	.01%

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	Parental awareness of child's attendance record and the importance of adhering to the attendance policy.	Parents will be contacted after third absence. Notify administration after a 5-day patterns of non-attendance. Communication of district's attendance policy at Orientation, SAC, newsletter & website. Social Worker interventions as needed.	Individual classroom Teachers, Guidance and Aps Teachers, Guidance & Attendance Clerk Assistant Principal Social Worker	Review of daily, weekly and monthly attendance reports to determine effectiveness by the leadership team.	Monthly attendance reports
2	Reminders to teachers to post their attendance on pinnacle, daily, every block. School – based incentive for teachers, aim at improving the reporting of tardies and absences.	Review of daily, weekly and monthly attendance reports to determine effectiveness by the leadership team	Attendance Clerk Administrators IM	Monthly attendance reports of students	Monthly attendance reports
3	Assemblies, orientation, small-group conferencing and mentoring. Mentors, peer counselors, wake-up calls. Incentives	One – on – one conferences Classroom Observations Internal Suspension Attendance log Attendance recognition breakfast.	Administrators	Student attendance reports	Monthly attendance reports

(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
Attendance Policy Training	9-12	Assistant Principal	School-Wide	Early Release Days Planning days	Attendance Report	Assistant Principal
CHAMPS for Behavior	9-12	District Facilitated	School-Wide	TDA According to district schedule	In-service Records Teacher Blogging Sessions PLC Records	In-service coordinator Assistant Principal
Drop out prevention PLC	9-12	PLC Facilitator	Specialize school-based PLC	Early Release Days Planning days	Attendance Report; PLC minutes and follow-up activities	PLC Facilitator

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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 reduce the suspension rate and improve school-wide discipline.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
26% (454)	22%

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15% (261)	10%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
.01% (25)	.01%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
.01% (25)	.01%

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 curriculum planning and preparation (bell to bell instruction) leading to classroom management issues.	Professional development training in Differentiated Instruction, CHAMPS, CRISS, Framework for Understanding Poverty Common Lesson Planning Templates within subject areas Teacher Mentoring/NESS program	Team Leaders NESS Coaches Peer Mentors Leadership Team	Suspension Report-DMS Referral Data	Administrative Data Chats Staff Development Report Lesson Plan Review
2	Lack of positive parental involvement	Implementation of Parent Involvement Plan	Assistant Principal Parent Involvement Liaison	Parental Involvement Suspension Rate Referral Data	Sign- in sheets Data chats
3	Students are not following the Code of Conduct, leading to increased student referrals	Peer Counseling RtI Interventions Child Study Review Consistent use of SBBC discipline Matrix Promote extracurricular involvement	Assistant Principal RtI Team Leadership Team Club and organization sponsors	Suspension Rate Referral Data	Peer Counseling Review RtI Data Participation in extracurricular activities

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
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RtI Team Training	9-12	Antonio Womack (Assistant Principal)	Core RtI Team All Teachers	Professional Study Days Pre-Planning Week	In-service Records RtI Reports Teacher Blogging Sessions PLC Records	Antonio Womack (Assistant Principal) Kimberly Williams (In-service coordinator)
CHAMPS	9-12	District Facilitated	School-Wide	TDA According to district schedule Pre-Planning Week	In-service Records Teacher Blogging Sessions PLC Records	Kimberly Williams (In-service coordinator) Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	To Increase graduation rates.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
.25% (7)	.22%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

87% (409)		89%			
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	Incoming 9th graders identified in the 'At Risk' category need additional attention to assist them with their transition to high school.	All 9th graders have been placed in a small learning community "BEST ACADEMY" to enhance their academic and social transition from Middle School to High School. There is an administrator and a guidance counselor assigned to the BEST Academy.	Malcolm Spence Administrator Guidance Counselor Analyze student data	Analyze student data Teacher Data Chats Parent Meetings Student Data Chats	Review of student data of the "At Risk" students at the end of the 2011-2012 school year and cohort graduation rates Review Student Grade and discipline data
2	Students lack understanding of state requirements for graduation.	Guidance Department will conduct Data Chats with students to review graduation requirements. Grade level assemblies will be scheduled for all students with Grade Level Counselor to review graduation requirements. Counselors will schedule meetings with all 11th and 12th grade students to review graduation requirements. BRACE Advisor will meet with students in small groups. Parent Academy will be scheduled on graduation and college requirement.	All Administrators Buffy Phillips, Brace Advisor Antonio Williams, Guidance Director and 9th grade Guidance Counselor	Analyze student data, educate students and parents on the use of Pinnacle and review information from student focus group survey. Student sign-in sheets for individual appointments with counselors	Analyze and track graduation data Review BRACE Advisor logs

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
N/A						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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:		To increase participants of parents and students in school and community trainings by 28%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
47% (889(75%			
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	Working and single parents with children who would need supervision	Early communication Employ a ESOL para-professional for child care and advertise this service	Kimberly Williams Cheryl Hodgson-Toeller	Parent Attendance Survey Feedback	Parent Conference logs Sign-in sheets
2	English is not the first language for many of the parents.	Create flyer in a Creole and Spanish	Olga Ramos Rosie Joseph Kimberly Williams Cheryl Hodgson-Toeller	Parent attendance records	Sign-in sheets Parent surveys

3	This time may interfere with homework time for students and maybe dinner.	Provide refreshments for parents and students in childcare	Kimberly Williams	Parent attendance records and feedback	Sign-in sheets Parent surveys
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ESOL Family Night	9-12/All subjects	Olga Ramos/Rosie Joseph	ELL parents	October 11, 2012	Administrative/Teacher Data Chat	Tarachell Thomas Cheryl Hodgson-Toeller Kimberly Williams
Literacy Family Night	9-12/Reading	Reading department Cheryl Hodgson-Toeller	9-12 Grade Parents	December 11, 2012	Administrative/Teacher Data Chat	Cheryl Hodgson-Toeller Kimberly Williams
College Family Night	All students	Buffie Phillips	All Students. Focus on 11-12 grade parents.	December 2012	Guidance Classroom visits/logs	Tarachell Thomas Cheryl Hodgson-Toeller Kimberly Williams

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Parent Trainings Literacy, ESOL, EOC and College Family Night.	Instructional Books, Copied Handouts, and Teacher Salaries	School Budget	\$2,000.00
Paraprofessional and Child Care for parent trainings	For the above mentioned trainings	School Budget	\$500.00
Refreshments for parent trainings	For the above mentioned parent trainings	School Budget	\$200.00
			Subtotal: \$2,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Facilitator-Teacher Trainings	Teacher salaries	School budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,700.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To integrate STEM into the curriculum through project-based learning; collaborate to share best practices, develop critical thinking and college/career readiness skills in students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers unfamiliarity with the Next Generation Science Standards No Professional Study Days. No common planning for STEM teachers.	Professional development throughout the year to unwrap the standards. Review of district Instructional Focus Calendar Professional Learning Community for STEM teachers.	Science Administrator Department Co-chair	Review Lesson Plans Quarterly. Weekly classroom visits/CWT to ensure understanding of standards	In-service records. PLC logs to review minutes to ensure standards are being unwrapped and explained. Administrative chats.
2	Inadequate technology for classroom size	Create a technology/equipment schedule Arrange students into working teams. Sharing of best practices and laboratory activities for technology integration	Science Administrator Department Co-chair	Classroom visits	PLC follow up activities
3	Students have difficulty retaining concepts over time.	Differentiating Instruction Daily review of previous concepts Comprehensive tests that include material covered from previous topics Afterschool 21st Century Tutoring Program	Science Administrator Department Co-chair	Review lesson plans, documents, syllabi, lab reports quarterly. Snapshots/Classroom walkthroughs to ensure evidence of differentiating instruction and review weekly. Concept word wall	Administrative chats Attendance at the after school 21st Century Tutoring Program
	Low reading scores	Incorporate appropriate high-yield reading/writing/learning strategies within the daily activities (pre-reading, during reading, vocabulary improvement strategies, KWL, charts, etc.) Training and/or implementation of CRISS/McRel/Common core	Science Administrator Department Co-Chair Master Scheduler Guidance	Review lesson plans, documents, syllabi, lab reports quarterly. Classroom walkthroughs to ensure that common core literacy strategies are being conducted.	Lesson plans Teacher tests Activities documentation

4		<p>strategies for science literacy.</p> <p>Practice use of prefixes, suffixes and root words.</p> <p>Use of nonlinguistic representations and modeling to assist all students, including ELL and ESE students.</p> <p>Fully support the school-wide literacy initiative.</p>			
5	Inability to effectively process and solve scientific problems using the scientific method	<p>Conduct weekly lab activities according to the curriculum map for their particular course.</p> <p>Use a departmental lab report format.</p> <p>Conduct inquiry based lab activities.</p>	<p>Science Administrator</p> <p>Department Co-chair</p>	<p>Review lesson plans, documents, syllabi, lab reports quarterly.</p> <p>Classroom walkthroughs to ensure that laboratory activities being conducted.</p>	<p>Lesson plans</p> <p>Teacher tests</p> <p>Activities documentation</p>
6	Schedule change from 90 minutes for half the year to 50 minutes for the entire year.	District and school based workshops	<p>Science Administrator</p> <p>Department Co-chair</p>	<p>Review lesson plans, documents, syllabi, lab reports quarterly.</p> <p>Classroom walkthroughs to ensure that the IFC's are being followed.</p>	<p>Lesson plans</p> <p>Teacher tests</p> <p>Activities documentation</p>

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
PLC for STEM teachers	9-12	District	Math & Science teachers: 9-12 grade	Monthly: early release & lunch meetings	<p>Lesson plans</p> <p>Sharing best practices for Project-based learning</p> <p>Collaboration via Learning Community</p> <p>Classroom visits/CWT</p>	Dr. Pedro Torres

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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:		To support and enhance student achievement and college readiness by increasing the number of students who achieve Industry Certification in various content areas specific to Vocational and Business Disciplines from 86%(435) to 90% (450).			
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	Inappropriate placement into class levels	Identify the number of students who meet industry certification criteria and work closely with guidance to ensure that these students are correctly placed in the different sections of the disciplines	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE Teachers.	Classroom Walk - Throughs	Lesson Plans and teacher assessment. Example mid terms, final exams and classroom assessment that includes practice test according certification criteria
2	Diversity level of comprehension skills and background of the students.	Teacher implementation of Differentiated Instruction	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE Teachers.	Lesson Plan Review for inclusion of CTE and Common Core Strategies.	Lesson Plans and teacher assessment. Example mid terms, final exams and classroom assessment that includes practice test according certification criteria
3	Decoding information and assimilate information	Technology infusion Team/Peer Tutoring	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE teachers.	Provide practice test at regular intervals to determine student level	Lesson Plans and teacher assessment. Example mid terms, final exams and classroom assessment that

					includes practice test according certification criteria
4	Decoding information and assimilate information	Technology infusion Team/Peer Tutoring	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE teachers.	Provide practice test at regular intervals to determine student level	Lesson Plans and teacher assessment. Example mid terms, final exams and classroom assessment that includes practice test according certification criteria
5	Decoding information and assimilate information	Technology infusion Team/Peer Tutoring	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE teachers.	Provide practice test at regular intervals to determine student level	Lesson Plans and teacher assessment. Example mid terms, final exams and classroom assessment that includes practice test according certification criteria
6	Student attendance and lack of parental involvement	Staff telephone call, letter to parent or parent conference with teacher and grade level administrator	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE teachers.	Monitor student attendance reports and parent conference logs in guidance department	Lesson Plans and teacher assessment. Example mid terms, final exams and classroom assessment that includes practice test according certification criteria
7	Lack of funding for CTE projects and course materials.	<p>Community Partnerships:</p> <p>The Culinary Arts program has partnerships with: Broward County Public Schools North Area ESE Secretaries, North Area Supervisors Office, Johnson and Wales, Fountain and Blue, Art Institute, Lincoln Culinary School of Arts, YMCA, Blanche Ely Faculty and Staff, and Missionary Baptist Church.</p> <p>The Early Childhood Education program has partnerships with: Hopewell Preschool, Shaffer's Academy and Preschool, In the Spirit Preschool and Nova Southeastern University.</p> <p>The Nursing program has partnerships with Broward County District Hospitals (Coral Springs Medical Center and St.</p>	Antonio Womack, Marcos Pernas, Dorreen Kennedy, and Vocational and Business CTE teachers.	Practice tests to monitor student progress	Technical Certification and college readiness rates

		<p>Johns Rehab), VISTA, and Life Alliances and Organ Recovery Agency at University of Miami.</p> <p>The Drafting program has partnerships with West Point Bridge Designs and Bergeron Rodeo Grounds.</p> <p>The Business program has partnerships with the National Academy Foundation, Devry University, ITWomen Foundation, BEHS Science/Pre-Engineering BOD, Florida Atlantic University, Florida International University, and Broward County NAF Academies Advisory Board.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Industry Certification	9-12	Marcos Pernas/Dorreen Kennedy	Vocational and Business teachers	9/27/2012, 10/25/12, 1/17/13, 2/7/13, 3/21/13, and 4/6/13	<p>Classroom Walk Throughs</p> <p>Lesson Plan Review for inclusion of CTE and Common Core Strategies.</p> <p>Sharing of best practices within the professional learning communities</p> <p>Provide practice test at regular intervals to determine student's level</p>	Antonio Womack, Marcos Pernas and Dorreen Kennedy

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
HESI	Testing package PN students	Perkins	\$2,639.00
Nursing Consortium	Centralized clinical placement system	Perkins	\$1,200.00
First Lab	Drug Screening	Perkins	\$416.00
			Subtotal: \$4,255.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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: \$4,255.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	"Head Talk": A Cognitive/Meta – Cognitive Toolkit for Critical Thinking	Cognitive Strategies for Reading Development	SAC	\$4,500.00
Mathematics	Gizmo	Online remediation used to prepare student for EOC in Mathematics and Science		\$600.00
Attendance				\$0.00
Suspension	N/A			\$0.00
Dropout Prevention	N/A			\$0.00
Parent Involvement	Curriculum Parent Trainings Literacy, ESOL, EOC and College Family Night.	Instructional Books, Copied Handouts, and Teacher Salaries	School Budget	\$2,000.00
Parent Involvement	Paraprofessional and Child Care for parent trainings	For the above mentioned trainings	School Budget	\$500.00
Parent Involvement	Refreshments for parent trainings	For the above mentioned parent trainings	School Budget	\$200.00
STEM	N/A			\$0.00
CTE	HESI	Testing package PN students	Perkins	\$2,639.00
CTE	Nursing Consortium	Centralized clinical placement system	Perkins	\$1,200.00
CTE	First Lab	Drug Screening	Perkins	\$416.00
				Subtotal: \$12,055.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	USA Test Prep Simulated Online FCAT 2.0 Reading Program	Program Renewal	General Funds	\$325.00
CELLA				\$0.00
Mathematics	Clickers	E-Instruction Clickers for the classroom	N/A	\$0.00
Mathematics	Calculators (Graphing, Scientific, and 4 function)	Daily Instruction in classroom	N/A	\$0.00
Science	USAtestprep – Biology EOC	Online remediation used to prepare students for Biology EOC exam	Accountability - SAC	\$300.00
Writing	Analyze model essay writing through use of document cameras.	Technology-Document Cameras	Document cameras available in media center for check out	\$0.00
Attendance				\$0.00
Suspension	N/A			\$0.00
Dropout Prevention	N/A			\$0.00
Parent Involvement	N/A			\$0.00
STEM	N/A			\$0.00
CTE	N/A			\$0.00
				Subtotal: \$625.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Collaborative Planning & Cognitive Strategies for Reading Development Training	Provide Substitute for "Head Talk" Cognitive Development Toolkit Training	Professional Development Funds	\$2,000.00
		Teachers will attend		

Reading	NG-CAR PD Training	district scheduled training with support from Reading Coach	N/A	\$0.00
Reading	Chit-Chat Café	NGSSS, CCS, and Marzano Effective Strategies PD PLC	Perkins Grant	\$500.00
CELLA				\$0.00
Mathematics	Technology training: GeoGebra, Promethean Board; Document Cameras; Online ancillary materials	Technology Integration	N/A	\$0.00
Mathematics	Odyssey, Focus, Florida Achieves	Online tutorial in Mathematics	N/A	\$0.00
Writing	FCAT 2.0 Writing Training	Training on the new requirements for scoring FCAT 2.0 Writing	Professional Development/Substitutes	\$833.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Dropout Prevention	N/A			\$0.00
Parent Involvement	Curriculum Facilitator-Teacher Trainings	Teacher salaries	School budget	\$2,000.00
STEM	N/A			\$0.00
CTE	N/A			\$0.00
				Subtotal: \$5,333.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will have the opportunity to increase their proficiency in reading.	After school reading tutoring sessions.	Perkins Grant	\$2,500.00
Reading	FCAT Camp will be offered to increase student proficiency.	Saturday FCAT Camp sessions	Perkins Grant	\$5,000.00
Reading	Students will development Learning Adjustment Skills (Marzano)	School-wide Literacy Journals	General Funds	\$2,000.00
Reading	Copy Paper for the utilization of USA Test Prep for Homework and Text Annotation Activities	Close Reading of Text Through Text Annotation/Intensive reading Classes	SAC	\$2,500.00
CELLA				\$0.00
Mathematics	Classroom set of Textbooks for EOC subjects	Daily classroom instruction	N/A	\$0.00
				Subtotal: \$12,000.00
				Grand Total: \$30,013.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
"Head Talk": A Cognitive/Meta –Cognitive Toolkit for Critical Thinking for Reading Department	\$4,500.00

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

The SAC will continue to monitor the School Improvement Plan (SIP) throughout the year. Meetings will be conducted on the third Tuesday of each month. The focus of business will be to address the needs of the school and make decisions as to whether SIP plan modifications need to be made. The SAC is also responsible for determining how accountability funds are allocated and used for student achievement. Members of the committee will spearhead the Academic All American Awards program to recognize students and their outstanding achievements.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District BLANCHE ELY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	28%	61%	75%	31%	195	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	33%	68%			101	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	36% (NO)	66% (YES)			102	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					408	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District BLANCHE ELY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	27%	65%	88%	22%	202	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	37%	70%			107	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	30% (NO)	69% (YES)			99	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					408	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested