

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EVERGLADES HIGH SCHOOL

District Name: Broward

Principal: Mrs. Haleh Darbar

SAC Chair: Mrs. Candace Blake and Mr. David Eves

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 10/20/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Assis Principal	Daniel Most	MEd Educational Leadership, certified in Educational Leadership, Social Science	10	1	<p>Teacher at Everglades HS, '09-'12</p> <p>2011-2012 Grade: Pending - Reading Mastery: 49% - Math Mastery: 67% - Science Mastery: NA - Writing Mastery: 86% AYP Information: Pending</p> <p>2010-2011 Grade: A - Reading Mastery: 45% - Math Mastery: 77% - Science Mastery: 36% - Writing Mastery: 90% AYP: Black, Hispanic, Economically Disadvantaged and SWD subgroups did not make AYP in reading; Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Math; all subgroups made AYP in writing.</p> <p>2009-2010 Grade: B - Reading Mastery: 48% - Math Mastery: 77%</p>

					<ul style="list-style-type: none"> <li>- Science Mastery: 33%</li> <li>- Writing Mastery: 92%</li> </ul> <p>AYP: White, Black and SWD subgroups did not make AYP in reading; SWD subgroups did not make AYP in math; all subgroups made AYP in writing</p>
Assis Principal	Anthony Smith	MEd Educational Leadership, certified in Administration, Social Science, Economics	7	7	<p>Assistant Principal at Everglades HS, '09-'12</p> <p>2011-2012 Grade: Pending</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 49%</li> <li>- Math Mastery: 67%</li> <li>- Science Mastery: NA</li> <li>- Writing Mastery: 86%</li> </ul> <p>AYP Information: Pending</p> <p>2010-2011 Grade: A</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 45%</li> <li>- Math Mastery: 77%</li> <li>- Science Mastery: 36%</li> <li>- Writing Mastery: 90%</li> </ul> <p>AYP: Black, Hispanic, Economically Disadvantaged and SWD subgroups did not make AYP in reading; Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Math; all subgroups made AYP in writing.</p> <p>2009-2010 Grade: B</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 48%</li> <li>- Math Mastery: 77%</li> <li>- Science Mastery: 33%</li> <li>- Writing Mastery: 92%</li> </ul> <p>AYP: White, Black and SWD subgroups did not make AYP in reading; SWD subgroups did not make AYP in math; all subgroups made AYP in writing</p>
Assis Principal	David Gonzalez	B.S. English Education, M.S. English, certified in English, Spanish, Ed. Leadership, School Principal, Gifted endorsed, ESOL endorsed	4	10	<p>Assistant Principal at Everglades HS, '09-'12</p> <p>2011-2012 Grade: Pending</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 49%</li> <li>- Math Mastery: 67%</li> <li>- Science Mastery: NA</li> <li>- Writing Mastery: 86%</li> </ul> <p>AYP Information: Pending</p> <p>2010-2011 Grade: A</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 45%</li> <li>- Math Mastery: 77%</li> <li>- Science Mastery: 36%</li> <li>- Writing Mastery: 90%</li> </ul> <p>AYP: Black, Hispanic, Economically Disadvantaged and SWD subgroups did not make AYP in reading; Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Math; all subgroups made AYP in writing.</p> <p>2009-2010 Grade: B</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 48%</li> <li>- Math Mastery: 77%</li> <li>- Science Mastery: 33%</li> <li>- Writing Mastery: 92%</li> </ul> <p>AYP: White, Black and SWD subgroups did not make AYP in reading; SWD subgroups did not make AYP in math; all subgroups made AYP in writing</p>
Assis Principal	Gerry Broucek	B.A., M.Ed Educational Leadership, certified in Biology, Chemistry and Educational Leadership	3	10	<p>Assistant Principal at Everglades High School, '10-'12</p> <p>2011-2012 Grade: Pending</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 49%</li> <li>- Math Mastery: 67%</li> <li>- Science Mastery: NA</li> <li>- Writing Mastery: 86%</li> </ul> <p>AYP Information: Pending</p> <p>2010-2011 Grade: A</p> <ul style="list-style-type: none"> <li>- Reading Mastery: 45%</li> <li>- Math Mastery: 77%</li> <li>- Science Mastery: 36%</li> <li>- Writing Mastery: 90%</li> </ul> <p>AYP: Black, Hispanic, Economically Disadvantaged and SWD subgroups did not make AYP in reading; Black, Hispanic, and Economically Disadvantaged subgroups did not make AYP in Math; all subgroups made AYP in writing.</p> <p>Assistant Principal at Hollywood Hills H.S., '09-'10</p>

					Grade: C -Reading Mastery: 39% -Math Mastery: 69% -Science Mastery: 36% -Writing Mastery: 91% AYP: No subgroups made AYP in Reading; Hispanic students made AYP in Math; All subgroups made AYP in writing.
Principal	Haleh Darbar	B.A. in Chemistry; M.S. in Guidance and Counseling; certified in Educational Leadership	1	7	Assistant Principal at Cypress Bay High School '09-'12  2011-2012 Grade: Pending - Reading Mastery: 77% - Math Mastery: 85% - Science Mastery: NA - Writing Mastery: 93% AYP Information: Pending  2010-2011 Grade: A - Reading Mastery: 75% - Math Mastery: 95% - Science Mastery: 52% - Writing Mastery: 91% - AYP: Hispanic, Economically Disadvantaged Students, ELL and SWD students did not make AYP in Reading; All subgroups made AYP in Math and Writing.  2009-2010 Grade: A - Reading Mastery: 78% - Math Mastery: 95% - Science Mastery: 57% - Writing Mastery: 95% - AYP: SWD students did not make AYP in Reading; All subgroups made AYP in Math and Writing.
Assis Principal	Vanessia Blackshire	B.A. in English; M.Ed. in Administration and Supervision; certified in English 6-12, ESOL, Reading and Middle Grades Endorsed	1	1	Writing Coach at Dillard H.S., '09-'12  2011-2012 Grade: Pending - Reading Mastery: 38% - Math Mastery: 53% - Science Mastery: NA - Writing Mastery: 91% AYP Information: Pending  2010-2011 Grade: B - Reading Mastery: 33% - Math Mastery: 79% - Science Mastery: 32% - Writing Mastery: 91% AYP Information: Black and Economically Disadvantaged subgroups did not make AYP in Reading or Math; All subgroups met AYP in writing.  2009-2010 Grade: B - Reading Mastery: 26% - Math Mastery: 74% - Science Mastery: 27% - Writing Mastery: 92% AYP Information: Black and Economically Disadvantaged subgroups did not make AYP in Reading or Math; All subgroups met AYP in writing.

## 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)
					2011-2012: Grade: Pending Reading Mastery: 49% Learning Gains: 63% Lowest 25%: 71% AYP: Pending  2010-2011:

Reading	Keetha Moore	M.S. Reading Education, Reading Endorsed, ESOL Endorsed, Certified in Math	9	5	Grade: A Reading Mastery: 45% Learning Gains: 47% Lowest 25%: 43% AYP: Black, Hispanic, Economically Disadvantaged and SWD subgroups did not make AYP in reading.  2009-2010: Grade: B Reading Mastery: 48% Learning Gains: 50% Lowest 25%: 38% AYP: White, Black and SWD subgroups did not make AYP in reading.
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## 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	New Educator Support System: Ongoing meetings, observations, collaborative sharing and trainings for educators in their first and second year of teaching.	Corkie Woerner	6/2013	
2	Professional Small Learning Communities: Small group meetings/trainings by instructional needs.	Department Heads; PLC Facilitators; Administrators	6/2013	
3	New Teacher Orientation: District sponsored training for new teachers	NESS Liason	First week of school	
4	Mentor Teachers: experienced veteran teachers paired with educators in their first three years of teaching	Mr. Daniel Most, Assistant Principal	6/2013	
5	Collaborative Decision Making: Teacher input is solicited and incorporated in school-wide decision making.	SAC Chair	6/2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
TBD	Instructional staff and paraprofessionals that are teaching out-of-field are taking necessary courses and examinations to become certified in the field by the end of the year.  Instructional staff who received less than an effective rating will benefit from ongoing meetings (both individual and professional small learning communities), observations (by administration; by and of fellow teachers), and collaborative sharing and training with veteran instructors.

## 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
111	5.4%(6)	8.1%(9)	39.6%(44)	46.8%(52)	45.0%(50)	0.0%(0)	23.4%(26)	4.5%(5)	82.9%(92)

## 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
Maureen Eves	Catalina Brasil	New teacher paired with experienced teacher from the same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Monica Wozniak	Daniel Egnor	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Ramon Arias	Edward Hampton	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Donamarie Florio	Veronica Isidron	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Marilyn Zaragoza	Michael Olesko	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Janet Rubinson	Charles Sanz	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Corkie Woerner	Kenneth Spielvogel	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Lisa Gould	Danielle Veltri	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.

Uma Iyer	Jessica Watson	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Steve Bounoutas	Inna Yurchenko	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Keetha Moore	David Fishkind	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Candace Blake	Andrew Mclean	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.
Michele Cash	Omni Freeman	New teacher paired with experienced teacher from same department, where possible.	Ongoing meetings, observations (by and of mentor), and collaborative sharing and trainings; Professional Small Learning Communities.

## 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.

Mr. David Gonzalez, Assistant Principal, RtI Leadership Team Coordinator  
Mr. Bruce Klein, Comprehensive Problem Solving Team Liaison, Child Study Coordinator, ESE support facilitator  
Ms. Heidi Golovin, School Psychologist  
Ms. Maria Vera, Social Worker  
Mrs. Yehlin Colon, ESE Specialist

Ms. Gina Alvarez, Guidance Director, Ms. Lided Cerda, ELL Coordinator, guidance counselors, individual subject area teachers, and department heads serve as necessary.

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

The Everglades High School RtI meets on a bi-weekly basis to review data and discuss school/student needs and is coordinated by Mr. David Gonzalez, Assistant Principal. Additional meetings are scheduled as needed. The RtI team receives referrals from teachers for students that are falling short of academic and/or behavioral expectations. Each teacher then serves as the case manager for the student they refer. In conjunction with the teacher, the team uses a tiered approach to develop interventions that the teacher can implement in order to ensure that the student meets the expected level of performance. Then, the Comprehensive Problem Solving Team Liaison, Mr. Klein, maintains files on every student and EDMS (Everglades Data Management System) is used to file data regarding grades, behavior and interventions. The RtI team also works with the Professional Development Team to identify and meet student needs by implementing trainings focused on specific strategies to address student achievement and behavior improvement. The RtI team also meets with the curriculum council to create extended learning opportunities.

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

The RtI Leadership team met with the SAC, the principal and school stakeholders to help develop the SIP. The RtI problem solving process is used in developing the SIP in that, through data review, the RtI team and SAC subcommittees are able to target major deficiency areas and brainstorm potential goals and strategies for inclusion in the SIP. During Tier I, teachers observe students in the core subject areas of Math, Science, Writing and Reading as well as behavior and make recommendations for Tier II and III interventions for students who need it. These recommendations were then used to

include specific Tier II and III strategies in the SIP. Behavior data on referrals and suspensions was also used to develop the suspension and attendance goals and strategies in the SIP, such as student mentoring programs to reduce absenteeism and suspensions, and professional development for teachers on classroom management.

## 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.

Everglades High School schedules students according to the struggling readers chart and the struggling math chart. For reading, students identified as at-risk are placed in an appropriate Edge course. FCAT test scores are used for placement as well as DAR and fluency scores. We monitor progress through BAT tests, teacher-made tests, and assessments provided by the curriculum publishers. For math, all at-risk students are placed according to the district's struggling math chart. This is based on FCAT scores, EOC scores, and grades received in prior math classes. Progress monitoring is done through BAT testing, mini-Bat tests, teacher-made and publisher-made assessments.

### Reading:

Baseline data: Florida Comprehensive Assessment Test (FCAT), Broward Assessment Test (BAT 1 & 2), BASIS  
Progress Monitoring: BASIS, Mini Assessments, FCAT Simulation  
Midyear: Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)  
End of year: FCAT, DMS  
Frequency of Data Days: twice a month for data analysis

### Mathematics:

Baseline data: Broward Assessment Test (BAT 1 & 2), Algebra End of Course Examination (EOC), Geometry EOC  
Progress Monitoring: Mini Assessments, EOC Simulation (where appropriate), BASIS  
Midyear: District midterm exams, BASIS  
End of year: Algebra EOC, Geometry EOC  
Frequency of Data Days: twice a month for data analysis

### Science:

Baseline data: Broward Assessment Test (BAT 1 & 2), Florida Comprehensive Assessment Test (FCAT), Biology 1 EOC, Everglades Data Management System (EDMS)  
Progress Monitoring: Mini Assessments, EOC Simulation  
Midyear: EDMS  
End of year: EOC (Biology), EDMS  
Frequency of Data Days: twice a month for data analysis

### Writing:

Baseline data: Florida Comprehensive Assessment Test (FCAT), Broward Assessment Tests (BAT 1 & 2), BASIS  
Progress Monitoring: FCAT Simulation  
Midyear: BASIS  
End of year: FCAT, BASIS  
Frequency of Data Days: twice a month for data analysis

### Behavior:

Baseline data: Everglades Data Management System (EDMS), Discipline Management System (DMS)  
Progress Monitoring: EDMS, DMS  
Midyear: EDMS, DMS  
End of year: EDMS, DMS  
Frequency of Data Days: twice a month for data analysis

Tier II and Tier III data sources consist of intervention records and progress monitoring graphs generated for individual students.

Everglades High School is using both Excel and Chart Docs to generate charts that show response to intervention for Tier II and Tier III students.

Everglades High School has a school-wide discipline plan that is used in all classes along with the District's discipline matrix. Included in this plan are after-school detention for excessive tardies and internal suspension for dress code violations, missed detention, and other discipline issues. The school has a threat assessment team that works with the RtI team when



necessary.

Describe the plan to train staff on MTSS.

During pre-planning week 2012-13, professional development was provided on RtI, including how to use EDMS and BASIS to document interventions and how to refer students to the RtI team. Additional training and information will be provided on an as-needed basis throughout the year by Mr. David Gonzalez, Assistant Principal or Mr. Bruce Klein, Comprehensive Problem Solving Team Liaison. The RtI team will discuss the need for follow-up trainings after collecting data on the effectiveness of the implementation of RtI by the entire staff.

Describe the plan to support MTSS.

The RtI team will use numerical and anecdotal data from DMS, EDMS and conferences to review the types of concerns being raised by teachers, administrators and other interested parties, as well as the interventions being employed and the success of these interventions. This information will help them to develop more effective meeting agendas, as well as professional development sessions, to address common complaints, or to improve the success and effectiveness of the interventions being utilized.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Mrs. Haleh Darbar, Principal  
Daniel Most, Assistant Principal  
Vanessia Blackshire, Assistant Principal  
Keetha Moore, Reading Coach  
Yehlin Colon, ESE coordinator  
Lided Cerda, ELL coordinator  
Melissa Megna, Media Specialist  
Dr. Michele Cash, Reading/English Department Head  
Corkie Woerner, Math Department Head  
Leo Torres, Social Studies Department Head  
Gina Alvarez, Guidance Director  
Dr. Marilyn Zaragoza, Science Department Head

These individuals were chosen to be a part of the LLT to ensure that a broad range of expertise was included and to make sure that all student groups and core curriculum areas would be represented.

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

The Everglades High School LLT meets on a bi-weekly basis to collaboratively review data and discuss school and student needs. Additional meetings are scheduled as needed. The team reviews data from the FCAT and BAT. Once trends are identified, strategies for remediation are created and implemented to deal with the problems. The LLT will share information with the staff through discussions with individual teachers and students.

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

EHS Schoolwide Metacognitive Thursdays (MC Thursdays) Common Core Standards Initiative

In all seven periods, students will focus on some aspect of literacy for at least the first 10-15 minutes of class.

First period: Pleasure Reading  
Second period: Close Reading  
Third period: Vocabulary  
Fourth period: Grammar  
Fifth period: Writing  
Sixth period: Graphic organizers  
Seventh period: Speaking/Listening

Summer Reading Assignment: All students were required to read either *Catching Fire* by Suzanne Collins or *Unwind* by Neal Shusterman. All English/Reading classes will give assessments on this required reading.

Year-long extended learning opportunities

After-school academic tutoring

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

Everglades High School continues to engage in Metacognitive Thursdays. This program has every student and teacher engaged in some aspect of literacy by participating in a content-related reading assignment. Each period focuses on a different aspect, such as close reading or speaking and listening.

100% of the Reading and English teachers are, or are in the process of, becoming reading endorsed or certified.

### \*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?

Essentials of the disciplines are taught in the core courses: English/Reading, Math and Science. English and reading instructors are paired with social studies teachers to ensure an integrated approach to applying techniques and strategies to support effective student academic development.

Students at Everglades High School can achieve industry certifications through the communications technology program. This vocational certification makes them employable immediately upon graduation.

Guidance counselors meet with all students to ensure students are staying on track for graduation.

The BRACE adviser visits classrooms and has open office hours during lunch to help students with college applications and scholarships.

SAT prep classes, sponsored through community school, are taught on the Everglades campus and offered to our students.

All 10th grade students are administered the PSAT.

A college Fair is hosted in the gymnasium. Over 25 colleges are represented.

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?

Students are counseled individually on their post-secondary plans and guided in course selection so that they have ownership of their academic career. Juniors and Seniors complete the ASVAB to determine vocational aptitude. Everglades also ensures that all 9th graders have a completed EPep and that they reference it when making course selections.

## 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

Post-secondary planning at our school begins in the 9th grade, when students revise their EPep via FACTS.org. Students in the 9th grade use the EPep to create a course of study for themselves and then revisit this plan as 10th, 11th and 12th graders to review and revise as necessary. Additionally, students are encouraged to use FACTS.org to learn about post-secondary opportunities, financial aid, and acceleration mechanisms. Counselors work with students to help them choose courses that will be rigorous in content as well as relevant to their future plans. This continues in the 10th grade through various career and personality type assessments that help students to narrow their post-secondary choices. In the 11th and 12th grades, students meet one-on-one with counselors and the BRACE adviser to make final decisions on colleges and/or job preparatory programs. Our BRACE adviser and guidance counselors encourage students to maximize the use of fee waivers for SAT/ACT exams and for college applications. Juniors at Everglades High School are also offered the opportunity to attend a college tour along with their guidance counselors to a number of state universities. All of these programs are supplemented with annual parent involvement opportunities focusing on post-secondary planning and career decision-making. All of these activities contribute to the development of our Annual Guidance Plan.

## 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:	At EHS, 25% (289) of our students achieved mastery at level 3 on the 2012 administration of the FCAT Reading Test. Our goal is for EHS students to increase their performance level by 10% on the 2013 FCAT Reading Test. EHS students will achieve 27% (317) mastery at Level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (289) of students are achieving proficiency	27% (317) of students will achieve proficiency

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology</p> <p>Strategies include:                      *Double Entry Notes                      *Question/Answer/Response (QAR)                      *Guided Comprehension                      *Inferring Word Cart                      *Determining Importance Note Taking Form                      *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul>	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports
	Higher order thinking (HOTS) skills deficiencies ie. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.</p> <p>Strategies include:</p>	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders,	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; CWT/ iobservation reports

2		<p>*Identification and recall of information  *Organization and selection of facts and ideas  *Use of facts, rules, and principles  *Separation of the whole into component parts  *Combination of ideas to form a new whole  *Development of opinions, judgments, or decisions</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul>	Department Chairs, and all administrators	for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.	
3	Differentiated Instruction (DI) Lack of the existence of effective DI in the classroom.	Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards

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:	Based on the 2012 Reading Florida Alternate Assessment data, 61% (11) of the students scored a level 4, 5 or 6. Based on the 2013 Reading Florida Alternate Assessment data, we have a goal of a 5% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (11)	66% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student skill level is far below grade level. Lack of prerequisite skills.	Integration of Unique Curriculum with Reading text and ancillary materials	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tracking of student data	ESE progress reports
2	Teacher Skill- Teacher lack of familiarity with Unique Curriculum.	Integration of Unique Curriculum with Reading text and ancillary materials.	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department	Administrator/Teacher data chats.	Student Portfolios

			Head		
3	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction.	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System.	Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	At EHS, 24% (284) of our students achieved above proficiency at levels 4 and 5 on the 2012 administration of the FCAT Reading Test. Our goal is for our students to increase their performance level by 10% on the 2013. FCAT Reading Test. 27% (312) of EHS students will achieve at levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (284) of students are achieving above proficiency	27% (312) of students will achieve above proficiency

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of, and ability to implement Common Core Standards, and Marzano's Model	Professional Development to address Common Core standards, which will include text complexity, Marzano's Model, MC Thursday assignments/activities, focused infusion of informational text, and integration of technology  Struggling teachers will be offered assistance to implement Common Core standards, and integration of technology utilizing the Marzano Model  Peer Mentors will be assigned to teachers on an as needed basis to assist in deficient areas	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet, collect, and review student work from MC Thursday; CPST team review of strategy implementation; PLC agenda/minutes/student evidence; Teacher/Administrator data chats; CTWs will be used to provide the teacher with feedback utilizing Marzano's Model; Mentor feedback to department chair and administrator	Teacher generated assessments; BAT I & II results; FCAT 2.0, ACT/SAT, and PERT Scores; CWT; iobservation reports
	Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing	School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.  Strategies include: *Identification and recall of information *Organization and	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.	Teacher generated assessments; BAT I & II results; FCAT 2.0, ACT/SAT, and PERT scores; CWT/ iobservation reports

2		<p>selection of facts and ideas  *Use of facts, rules, and principles  *Separation of the whole into component parts  *Combination of ideas to form a new whole  *Development of opinions, judgments, or decisions</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/Teacher/Parent Data Chats</li> </ul>			
3	<p>Higher order thinking (HOTS) skills deficiencies ie. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation</p>	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>*Identification and recall of information</li> <li>*Organization and selection of facts and ideas</li> <li>*Use of facts, rules, and principles</li> <li>*Separation of the whole into component parts</li> <li>*Combination of ideas to form a new whole</li> <li>*Development of opinions, judgments, or decisions</li> </ul> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/Teacher/Parent Data Chats</li> </ul>	<p>Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators</p>	<p>Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p>	<p>Teacher generated assessments; BAT I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; CWT/ iobservation reports</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:

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in

Based on the 2012, Florida Alternate Assessment in Reading

reading. Reading Goal #2b:	data, 0% (0) of the students scored at or above level 7. Based on the 2013 Reading Florida Alternate Assessment we have a goal for a 5% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	5% (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	Student skill level is far below grade level. Lack of Prerequisite skills	Integration of Unique Curriculum with Reading text and ancillary materials	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tacking of student data	ESE Progress Reports
2	Teacher Skill- Teacher lack of familiarity with Unique Curriculum.	Teacher training in the use of Unique Curriculum	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats.	Student Portfolios
3	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction.	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System	Florida Alternate Assessment 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At EHS, 63% of our students made learning gains in reading on the 2012 administration of the FCAT reading test. Our goal is to increase the number of students making learning gains on the 2013 FCAT Reading Test by 10%. 69% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (708.6) of our students made learning gains.	69% (778.6) of our students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing	School-wide Metacognitive Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology  Strategies include: *Double Entry Notes *Question/Answer/Response (QAR)	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports



1		<p>*Guided Comprehension          *Inferring Word Cart          *Determining Importance          Note Taking Form          *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul>		data chats will then take place.	
2	Higher order thinking (HOTS) skills deficiencies ie. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>*Identification and recall of information</li> <li>*Organization and selection of facts and ideas</li> <li>*Use of facts, rules, and principles</li> <li>*Separation of the whole into component parts</li> <li>*Combination of ideas to form a new whole</li> <li>*Development of opinions, judgments, or decisions</li> </ul> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul>	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; CWT/ iobservation reports
3	Differentiated Instruction (DI) Lack of the existence of effective DI in the classroom.	Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards

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>3b. Florida Alternate Assessment:          Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>Based on the 2012 Florida Alternate Assessment in Reading data, 41% (5) of the students made learning gains. Based on the 2013 Reading Florida Alternate Assessment we have a goal for a 5% increase.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (5)	46% (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	Student skill level is far below grade level. Lack of Prerequisite skills	Integration of Unique Curriculum with Reading text and ancillary materials	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tacking of student data	ESE Progress Reports
2	Teacher Skill- Teacher lack of familiarity with Unique Curriculum.	Teacher training in the use of Unique Curriculum	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats	Student Portfolios
3	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction.	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System.	Florida Alternate Assessment 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	At EHS, 71% of our students in the lowest 25% made learning gains in reading on the 2012 administration of the FCAT reading test. Our goal is for the learning gains of our students in the lowest 25% to increase by 10%. 77% of our students in the lowest 25% will make learning gains in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (214.2) of students made learning gains	77% (256) of students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Higher order thinking (HOTS) skills deficiencies ie. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation	School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.  Strategies include: *Identification and recall of information *Organization and selection of facts and ideas *Use of facts, rules, and principles	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; Incentives program participant log

1		<p>*Separation of the whole into component parts  *Combination of ideas to form a new whole  *Development of opinions, judgments, or decisions</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p>		Monitor/track the number of students who participate in the incentives program	
2	Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology</p> <p>Strategies include:  *Double Entry Notes  *Question/Answer/Response (QAR)  *Guided Comprehension  *Inferring Word Cart  *Determining Importance Note Taking Form  *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p>	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	<p>Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p> <p>Monitor/track the number of students who participate in the incentives program</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports</p> <p>Incentives program participant log</p>
3	Differentiated Instruction (DI) Lack of the existence of effective DI in the classroom	Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	According to the 2010-2011 baseline data, 51% of our student population is proficient in reading. Our goal for the next six years is to reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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:	All ethnicity AYP subgroups will decrease the number of students not making AYP in reading in the 2012 FCAT reading test by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 39% (43) Black: 60% (259) Hispanic: 50% (260) Asian: 31% (25) American Indian: 100% (3)	White: 36% Black: 54% Hispanic: 45% Asian: 27% American Indian: 90%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher order thinking (HOTS) skills deficiencies ie. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation	School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.  Strategies include: *Identification and recall of information *Organization and selection of facts and ideas *Use of facts, rules, and principles *Separation of the whole into component parts *Combination of ideas to form a new whole *Development of opinions, judgments, or decisions  Students are encouraged to participate in the following extended learning opportunities: • Saturday Success Sessions • Peer Tutoring • Home language tutors • Focus on School Wide Literacy • Student/ Teacher/Parent Data Chats	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.  Monitor/track the number of students who participate in the incentives program and receive free and/or reduced lunch	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; Incentives program participant log

		Incentives: Students are encouraged to participate in the school-wide incentives program			
2	Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology</p> <p>Strategies include:            *Double Entry Notes            *Question/Answer/Response (QAR)            *Guided Comprehension            *Inferring Word Cart            *Determining Importance Note Taking Form            *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p>	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	<p>Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p> <p>Monitor/track the number of students who participate in the incentives program and receive free and/or reduced lunch</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports</p> <p>Incentives program participant log</p>
3	Differentiated Instruction (DI) Lack of the existence of effective DI in the classroom	Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Based on the 2012 administration of the FCAT reading test, 89% of ELL students did not make AYP. The ELL subgroup will decrease the number of students not making AYP in reading on the 2013 FCAT reading test by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

89% (46) did not make AYP

80% (41) will not make AYP

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 knowledge of, and ability to implement Common Core Standards, and Marzano's Model	<p>Professional Development to address Common Core standards, which will include text complexity, Marzano's Model, MC Thursday assignments/activities, focused infusion of informational text, and integration of technology</p> <p>Weekly team meetings to address new Common Core standards and DI</p> <p>Struggling teachers will be offered assistance to implement Common Core standards, and integration of technology utilizing the Marzano Model</p> <p>Peer Mentors will be assigned to teachers on an as needed basis to assist in deficient areas</p> <p>Home Language Tutoring will be offered to assist with ELLs; Students are scheduled in Developmental Language Courses</p>	Bruce Klein (ESOL Coordinator) Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	<p>Team leaders will meet, collect, and review student work from MC Thursday; CPST team review of strategy implementation; PLC agenda/minutes/student evidence;</p> <p>Teacher/Admin data chats; CTWs will be used to provide the teacher with feedback utilizing Marzano's Model; Mentor feedback to department chair and administrator; Home Language Tutoring tracking log</p>	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT Scores; CWT; iobservation reports
2	Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology</p> <p>Strategies include:                      *Double Entry Notes                      *Question/Answer/Response (QAR)                      *Guided Comprehension                      *Inferring Word Cart                      *Determining Importance                      Note Taking Form                      *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:                      • Saturday Success Sessions                      • Peer Tutoring                      • Home language tutors                      • Focus on School Wide Literacy                      • Student/ Teacher/Parent</p>	Bruce Klein (ESOL Coordinator) Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	<p>Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p> <p>Monitor/track the number of students who participate in the incentives program; Home Language Tutoring tracking log</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports</p> <p>Incentives program participant log</p>

		<p>Data Chats</p> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p> <p>Home Language Tutoring will be offered to assist with ELLs; Students are scheduled in Developmental Language Courses</p>			
3	<p>Differentiated Instruction (DI)</p> <p>Lack of the existence of effective DI in the classroom</p>	<p>Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.</p>	<p>Bruce Klein (ESOL Coordinator) Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators</p>	<p>Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards</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>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Based on the 2012 administration of the FCAT reading test, 84% of SWD did not make AYP. The SWD subgroup will decrease the number of students not making AYP in reading on the 2013 FCAT reading test by 10%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>84% (76) of our students with disabilities did not make AYP</p>	<p>75% (69) of our students with disabilities will not make AYP</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
	<p>Teacher knowledge of, and ability to implement Common Core Standards, and Marzano's Model</p>	<p>Professional Development to address Common Core standards, which will include text complexity, Marzano's Model, MC Thursday assignments/activities, focused infusion of informational text, and integration of technology</p> <p>Weekly team meetings to address new Common</p>	<p>Yehlin Colon (ESE Specialist), Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders,</p>	<p>Team leaders will meet, collect, and review student work from MC Thursday; CPST team review of strategy implementation; PLC agenda/minutes/student evidence; Teacher/Admin data chats; CTWs will be used to provide the teacher with feedback utilizing</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT Scores; CWT; iobservation reports</p>

1		<p>Core standards and DI</p> <p>Struggling teachers will be offered assistance to implement Common Core standards, and integration of technology utilizing the Marzano Model</p> <p>Peer Mentors will be assigned to teachers on an as needed basis to assist in deficient areas</p> <p>Executive interns will be assigned to tutor specific SWD</p>	<p>Department Chairs, and all administrators</p>	<p>Marzano's Model; Mentor feedback to department chair and administrator; Executive tutoring tracking log</p>	
2	<p>Comprehension strategy deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing</p>	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology</p> <p>Strategies include:          *Double Entry Notes          *Question/Answer/Response (QAR)          *Guided Comprehension          *Inferring Word Chart          *Determining Importance Note Taking Form          *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:          • Saturday Success Sessions          • Peer Tutoring          • Home language tutors          • Focus on School Wide Literacy          • Student/ Teacher/Parent Data Chats</p> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p> <p>Executive interns will be assigned to tutor specific SWD</p>	<p>Yehlin Colon (ESE Specialist), Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators</p>	<p>Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p> <p>Monitor/track the number of students who participate in the incentives program and Executive tutoring tracking log</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports</p> <p>Incentives program participant log</p>
3	<p>Differentiated Instruction (DI) Lack of the existence of effective DI in the classroom</p>	<p>Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.</p>	<p>Yehlin Colon (ESE Specialist), Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators</p>	<p>Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards</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:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Based on the 2012 administration of the FCAT reading test, 60% of Economically Disadvantaged students did not make AYP. The Economically Disadvantaged subgroup will decrease the number of students not making AYP in reading on the 2013 FCAT reading test by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (343) of students did not make AYP	53% (309) of students will not make AYP

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	Higher order thinking (HOTS) skills deficiencies ie. Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation	<p>School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various higher order thinking skills, while focusing on the infusion of informational text, and the integration of technology.</p> <p>Strategies include:                      *Identification and recall of information                      *Organization and selection of facts and ideas                      *Use of facts, rules, and principles                      *Separation of the whole into component parts                      *Combination of ideas to form a new whole                      *Development of opinions, judgments, or decisions</p> <p>Students are encouraged to participate in the following extended learning opportunities:                      • Saturday Success Sessions                      • Peer Tutoring                      • Home language tutors                      • Focus on School Wide Literacy                      • Student/ Teacher/Parent Data Chats</p> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p> <p>Encourage more students to apply for free and reduced lunch so they can receive additional benefits</p>	Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators	<p>Team leaders will meet and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p> <p>Monitor/track the number of students who participate in the incentives program and receive free and/or reduced lunch</p>	Teacher generated assessments; BA I & II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; Incentives program participant log and free and/or reduced lunch recipients
	Comprehension strategy	School-wide Metacognitive	Daniel Most	Team leaders will meet	Teacher

2	<p>deficiencies ie. Making Connections, Questioning the Text, Visualizing, Inferring, Determining Importance, and Synthesizing</p>	<p>Thursday (MC Thursday) assignments/ activities will address various comprehension strategies, while focusing on the infusion of informational text, and the integration of technology</p> <p>Strategies include:          *Double Entry Notes          *Question/Answer/Response (QAR)          *Guided Comprehension          *Inferring Word Cart          *Determining Importance Note Taking Form          *Synthesizing and Retelling</p> <p>Students are encouraged to participate in the following extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Saturday Success Sessions</li> <li>• Peer Tutoring</li> <li>• Home language tutors</li> <li>• Focus on School Wide Literacy</li> <li>• Student/ Teacher/Parent Data Chats</li> </ul> <p>Incentives: Students are encouraged to participate in the school-wide incentives program</p> <p>Encourage more students to apply for free and reduced lunch so they can receive additional benefits</p>	<p>(English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators</p>	<p>and review progress of grade level team meetings. During the grade level team meetings, teachers will discuss and review student work from MC Thursdays. Teachers will also discuss action plans for improvements and/or adjustments of integrated strategies. Teacher/ Administrator data chats will then take place.</p> <p>Monitor/track the number of students who participate in the incentives program and receive free and/or reduced lunch</p>	<p>generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports</p> <p>Incentives program participant log and free and/or reduced lunch recipients</p>
3	<p>Differentiated Instruction (DI) Lack of the existence of effective DI in the classroom</p>	<p>Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms.</p>	<p>Daniel Most (English/Reading Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators</p>	<p>Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)</p>	<p>Teacher generated assessments; BA I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ iobservation reports; BAT Report Cards</p>

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
ELA/CCSS	9-12/ ELA	Michele Cash	Michele Cash, Keetha Moore, Donamarie Florio, Gwendolyn Smith	8/13, 8/16, 9/6, 10/4, 11/1, 12/6, 1/10, 2/21, 3/14, 4/4 (21 hours- avg. 2 hours/month)	PLC Database / Analysis of trend student performance data	Administration
College Readiness	9-12/Across Curriculum	Mrs. Di Benedetto	School-wide	8/13, 8/16, 9/6, 10/4, 11/1, 12/6, 1/10, 2/21, 3/14, 4/4 (21 hours- avg. 2 hours/month)	FCAT 2.0/ACT/SAT/PERT	Administration
Close Reading	9-12/ Across Curriculum	Donamarie Florio and Keetha Moore	School-wide	8/13, 8/16, 9/6, 10/4, 11/1, 12/6, 1/10, 2/21, 3/14, 4/4 (21 hours- avg. 2 hours/month)	Student work samples/Student performance data	Administration

### Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, the percentage of Everglades High School's ELL students scoring at the proficient level in listening and speaking will increase by 17% (approximately 12 students out of 142; 3 per grade level)
2012 Current Percent of Students Proficient in listening/speaking:	
Currently, Everglades High School's ELL students have a 48% proficiency rate in listening/speaking. (68 out of 142)	

students are proficient in listening and speaking.)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of Common Core Standards	Professional Development of the Common Core Standards for oral presentations	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	Classroom evaluations, tests, quizzes	FCAT/IPT II (Spring testing)
2	Teacher knowledge of Direct Instruction	Professional Development on Direct Instruction	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	Data Tracking	Tracking learning gains based on student performance, classroom quizzes, tests
3	Teacher interventions	Peer mentors assigned to struggling teachers; management assistance	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	Classroom observations and walk-throughs	Classroom observations

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:

By June 2013, the percentage of Everglades High School's ELL students scoring at the proficient level in reading will increase by 20% (7 out of 146 students).

2012 Current Percent of Students Proficient in reading:

Currently, Everglades High School's ELL students have a 26% proficiency rate in reading. (38 out of 146 students are proficient in reading.)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of Common Core Standards	District training on implementation in the classroom	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	Individualized classroom assessments	FCAT Classroom Walkthroughs
2	Student's skill levels Student's current reading levels in native language are not at	Students will gain exposure to different reading genres. "MC Thursdays" school-	David Gonzalez/AP Keetha Moore/Reading Coach	BAT 1 & 2 DAR and Fluency	CELLA FCAT

	grade level	wide reading program	Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator		
3	Teacher knowledge of Direct Instruction.	District training on Direct Instruction.	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	PGPs	BASIS database  Classroom observations

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, the percentage of Everglades High School's ELL students scoring at the proficient level in writing will increase by 20% (approximately 9 students out of 146)
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2012 Current Percent of Students Proficient in writing:

Currently Everglades High School's ELL students have a 32% proficiency rate in writing. (46 out of 146 students are proficient in writing.)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of Common Core standards for writing	District training on the Common Core writing strategies	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	PGPs  Classroom walk-throughs	FCAT Writes
2	Student's skill levels	A1 and A2 will use the ENGLISH NOW writing program.  District materials. (school volunteered)  All ELL students are exposed to writing through the school-wide writing program in all classes.	David Gonzalez/AP Keetha Moore/Reading Coach Bruce Klein/ESOL Coordinator Lided Cerda/ Developmental Language Arts teacher	Classroom observations  Data tracking	Pre- and post-tests administered; Results are monitored by the district ESOL dept.  CELLA
3	Teacher knowledge of Differentiated Instruction	District training on Differentiated Instruction.	David Gonzalez/AP Keetha Moore/Reading Coach Dept. Heads Team Leaders Bruce Klein/ESOL Coordinator	Classroom observations  Basic monitoring	Individual student assessments  CELLA

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

End of CELLA Goals

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	Based on the 2012 Math Florida Alternate Assessment data, 44% (8) of the students scored a level 4, 5 or 6. Based on the 2013 Math Florida Alternate Assessment data, we have a goal of a 6% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (8)	50% (9)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student skill level is far below grade level. Lack of prerequisite skills	Integration of Unique Curriculum with Math text and ancillary materials.	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tracking of student data	ESE Progress Reports
2	Teacher Skill- Teacher lack of familiarity with Unique Curriculum	Teacher training in the use of Unique Curriculum.	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats.	Student Portfolios
3	Lack of appropriate vocabulary skills.	Incorporate vocabulary in daily instruction	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System	Florida Alternate Assessment 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	Based on the 2012 Math Florida Alternate Assessment data, 11% (2) of the students scored at or above level 7. Based on the 2013 Math Florida Alternate Assessment data, we have a goal of a 5% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	(16%)(3)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Teacher Skill- Teacher lack of familiarity with Unique Curriculum	Teacher training in the use of Unique Curriculum	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats	Student Portfolios
2	Student skill level is far below grade level. Lack of Prerequisite skills.	Integration of Unique Curriculum with Math text and ancillary materials	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tacking of student data.	ESE Progress Reports
3	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction.	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System.	Florida Alternate Assessment 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Based on the 2012, Florida Alternate Assessment in Math data, 33% (4) of the students made learning gains. Based on the 2013 Reading Florida Alternate Assessment we have a goal for a 5% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4)	38% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation system	Florida Alternate Assessment results
2	Student skill level is far below grade level. Lack of Prerequisite skills	Integration of Unique Curriculum with Math text and ancillary materials	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tacking of student data.	ESE Progress Reports
3	Teacher Skill- Teacher lack of familiarity with Unique Curriculum.	Teacher training in the use of Unique Curriculum.	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats	Student Portfolios



\* 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:	At EHS, 41.3% (236) of our students achieved mastery at level 3 on the 2012 administration of the Algebra EOC. Our goal is to increase the number of students achieving level 3 by 5% on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.3% (236)	46.3% (265)

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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy, CDs, and online technology, to remediate skills and spiral curriculum daily.	Mr. Anthony Smith, AP for mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student and observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests and End of Course Exam (EOC, 9th- 11th graders)
2	Recognition of importance of mathematics in life and therefore necessary success in school.	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications.	Mr. Anthony Smith, AP for mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation
3	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Mr. Anthony Smith, AP for mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation
4					

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:	At EHS, 25.7% (147) of our students achieved mastery at level 4 or 5 on the 2012 administration of the Algebra EOC. Our goal is to increase the number of students achieving level 4 or 5 by 5% on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25.7% (147)	30.7% (176)

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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy, CDs, and online technology, to remediate skills and spiral curriculum daily.	Mr. Anthony Smith, AP for mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests and End of Course Exam (EOC 9th- 11th graders
2	Recognition of importance of mathematics in life and therefore necessary success in school.	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications.	Mr. Anthony Smith, AP for mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation
3	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Mr. Anthony Smith, AP for mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation

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 #					
	At EHS, according to the 2011-2012 Algebra EOC results, 67.0% (147) of our students were proficient on the Algebra EOC. Our goal is to cut the achievement gap by 50% over the next 6 years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	80	

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:	At EHS, 24.4% (11) of our White students, 38.9% (84) of our Black students, 31.5% (84) of our Hispanic students, 22.2% (8) of our Asian students, and 100% (1) of our American Indian students did not make satisfactory progress on the 2012 administration of the Algebra EOC. Our goal is to reduce the number of students not making satisfactory progress by 5% in each of the aforementioned subgroups on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 24.4% (11) Black: 38.9% (84) Hispanic: 31.5% (84) Asian: 22.2% (8) American Indian: 100% (1)	White: 19.4% (9) Black: 33.9% (73) Hispanic: 26.5% (71) Asian: 17.2% (6) American Indian: 95% (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	Student ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy, CDs and online technology, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student and EOC (9th and observations, District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests and EOC (9th - 11th graders)
2	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

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:	At EHS, 55.6% (25) of our ELL students did not make satisfactory progress on the 2012 administration of the Algebra EOC. Our goal is to reduce the number of ELL students not making satisfactory progress by 5% on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.6 % (25)	50.6% (23)

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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy, CDs and online technology, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests and EOC (9th-11th graders)
	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary	Mr. Anthony Smith, AP for Mathematics Ms. Corkie	Weekly assignments, MC Thursday, that are reading and vocabulary	Rubric for evaluation

2		to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Woerner, Dept Chair, Math	focused and also require students to verbalize understanding/responses.	
3	Recognition of importance of mathematics in life and therefore success in school.	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

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:	Based on the 2012 Algebra EOC, 62.5% of SWD students did not make satisfactory progress. Our goal is to reduce that number by 5% to 57.5 % on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.5% )25)	57.5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying exceptionalities	Students will be placed in a class for Learning Strategies with an ESE facilitator (math certified 5-9). Students will also have access to a computer lab for spiraling and/or remediation	Mr. Anthony Smith, AP for Mathematics Mr. Gerry Broucek, AP for ESE	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats	District BAT tests, District Mid-term Exams, and EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	Based on the 2012 Algebra EOC, 39.2% of Economically disadvantaged students did not make satisfactory progress. Our goal is to decrease that number by 5% to 34.2% on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.2% (111)	34.2%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests and EOC (9th - 11th graders)
2	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:		At EHS, 36.5% (220) of our students achieved mastery at level 3 on the 2012 administration of the Geometry EOC. Our goal is to increase the number of students achieving level 3 by 5% on the 2013 Geometry EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
36.5% (220)		41.5% (250)			
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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to remediate skills and spiral curriculum, utilize additional teacher	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests, District Mid-term Exa and EOC (9th - 10th graders)

		directed practice in class.			
2	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

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:	At EHS, 28.1% (169) of our students achieved mastery at level 4 or 5 on the 2012 administration of the Geometry EOC. Our goal is to increase the number of students achieving level 4 or 5 by 5% on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.1% (169)	33.1% (200)

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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests, District Mid-term Exams and EOC (9th and 10th graders)
2	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation

		emphasize math vocabulary and describing processes.			
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

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 # At EHS, according to the 2012 Geometry EOC, 64.6% (213) of our students were proficient on the Geometry EOC. Our goal is to cut the achievement gap by 50% over the next 6 years.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64.6	69	73	77	

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:	At EHS, 28.1% (16) of our White students, 42.9% (96) of our Black students, 33.6% (88) of our Hispanic students, 19.6% (9) of our Asian students, and 100% (2) of our American Indian students did not make satisfactory progress on the 2012 administration of the Geometry EOC. Our goal is to reduce the number of students not making satisfactory progress by 5% in each of the aforementioned subgroups on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 28.1% (16) Black: 42.9% (96) Hispanic: 33.6% (88) Asian: 19.6% (9) American Indian: 100% (2)	White: 23.1% (13) Black: 37.9% (85) Hispanic: 28.6% (75) Asian: 14.6% (7) American Indian: 95% (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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests, District Mid-term Exams, and EOC (9th and 10th graders)
2	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation

		curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.			
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

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:	At EHS, 55.6% (25) of our ELL students did not make satisfactory progress on the 2012 administration of the Geometry EOC. Our goal is to reduce the number of ELL students not making satisfactory progress by 5% on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.6% (25)	50.6% (23)

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	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests, District Mid-term Exams, and EOC
2	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)  Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation



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:	Based on the 2012 Geometry EOC, 62.5% of SWD students did not make satisfactory progress. Our goal is to reduce that number by 5% to 57.5% on the 2013 Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.5% (25)	57.5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying exceptionalities	Students will be placed in a class for Learning Strategies with an ESE facilitator (math certified 5-9). Students will also have access to a computer lab for spiraling and/or remediation	Mr. Anthony Smith, AP for Mathematics Mr. Gerry Broucek, AP for ESE	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CCS assessments followed by student/data chats once per quarter	District BAT tests, District Mid-term Exams, and EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	Based on the 2012 Geometry EOC, 39.2% of the Economically Disadvantaged students did not make satisfactory progress. Our goal is to reduce that number by 5% to 34.2% on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.2% (116)	34.2%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ownership of prerequisite skills	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to remediate skills and spiral curriculum, utilize additional teacher directed practice in class.	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly quizzes on basic skills (teacher), student observations, and District course specific NGSSS/CSS assessments followed by student/data chats once per quarter	District BAT tests, District Mid-term Exams, and EOC
	Poor technical reading, mathematical vocabulary and communication.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of CCS (common Core Standards)	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Weekly assignments, MC Thursday, that are reading and vocabulary focused and also require students to verbalize understanding/responses.	Rubric for evaluation

2		Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to emphasize math vocabulary and describing processes.			
3	Recognition of importance of mathematics in life and therefore success in school	Classroom teachers will utilize the new curriculum and its ancillaries, both hard copy and online, to incorporate real world applications	Mr. Anthony Smith, AP for Mathematics Ms. Corkie Woerner, Dept Chair, Math	Projects, both individual and group, demonstrating real world applications where the student makes a verbal presentation in addition to a written one.	Rubric for evaluation

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
Design and use effective assessments reflecting CCS (quizzes, chapter tests, etc.) to assist in monitoring student progress	Math	Corkie Woerner	Math department teachers	Planning week and monthly, after school by subject during the school year	Teacher/AP chats, teacher/student chats, Lesson plans and departmental chapter, midterm and final exams.	Corkie Woerner, Math dept chair, Mr Anthony Smith, AP for Math
Standards and benchmarks for End-of-Course Exam for Algebra and CCS (Common Core Standards)  Standards and benchmarks for End-of-Course Exam for Geometry and CCS (Common Core Standards)	Algebra  Geometry	Lori Beasley  Sue Samson	Algebra teachers  Geometry teachers	Planning week and at the PLCs on 10/4/12, 11/1, 12/6, 1/10/13, 2/21, 3/14, 4/4 during the school year	Share best practices at PLC and department meetings	Corkie Woerner, Math dept chair, Mr Anthony Smith, AP for Math
Appropriate use of the new technology available in the textbooks and BEEP and web	Math	Corkie Woerner	Math department teachers	Planning week and District Early Release days	Teacher/AP chats, teacher/student chats, Lesson plans and departmental chapter tests	Corkie Woerner, Math dept chair, Mr Anthony Smith, AP for Math

Close reading, writing, and vocabulary in the content area	Math	Corkie Woerner	Math department teachers	Planning week and District Early Release days	Teacher/AP chats, teacher/department chair, and teacher/student chats, Lesson plans and weekly MC Thursday content	Corkie Woerner, Math dept chair, Mr Anthony Smith, AP for Math
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Mathematics Budget:

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

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		Based on the 2012 Science Florida Alternate Assessment data, 20% (1) of the students scored a level 4, 5 or 6. Based on the 2013 Science Florida Alternate Assessment data, we have a goal of a 20% increase.			
Science Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
20% (1)			40% (2)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student skills level is far below grade level. Lack of prerequisite skills.	Integration of Unique Curriculum with Science text and ancillary materials	Mr. Gerry Broucek, Assistant Principal	Individualized student assessments and tracking of student data	ESE progress reports

			Mrs. Yehlin Colon, ESE Department Head		
2	Teacher Skill- Teacher lack of familiarity with Unique Curriculum.	Teacher training in the use of Unique Curriculum.	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats	Student Portfolios
3	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System	Florida Alternate Assessment 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  
Science Goal #2:

Based on the 2012, Florida Alternate Assessment in Science data, 40% (2) of the students scored at or above level 7. Based on the 2013 Science Florida Alternate Assessment there will be a 20% increase.

2012 Current Level of Performance:

2013 Expected Level of Performance:

40% (2)

60% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats	Florida Alternate Assessment Results
2	Student skill level is far below grade level. Lack of Prerequisite skills.	Integration of Unique Curriculum with Science text and ancillary materials	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System.	ESE Progress Reports
3	Teacher Skill- Teacher lack of familiarity with Unique Curriculum.	Teacher training in the use of Unique Curriculum.	Mr. Gerry Broucek, Assistant Principal  Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats	2. Student Portfolios

\* 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:		Based on the 2012 Biology End of Course data, 32% of students achieved Level 3. The Everglades Science department has the goal of attaining at least 50% of the students taking the 2013 Biology End of Course exam achieving Level 3.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (121)		50% (191)			
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	Reading level of students is not at grade level.	Weekly science articles, created by the department chair, that focus on at least 20 vocabulary words and 3 questions that require writing.	Mr. Gerry Broucek, Assistant Principal  Dr. Marilyn Zaragoza, Science Chair	Answers will be checked and reviewed with students. Weekly article definitions and written responses are kept in individual student portfolios.	Teacher made rubric for science article and BAT scores. Department chair will create articles and research paper guidelines. The assistant principal will monitor this process
2	Students do not know how to research a topic and write a research paper in APA style.	All science students will be required to complete a science research paper written in APA style. Research process will be explained to students as well as sharing samples of research papers.	Mr. Gerry Broucek, Assistant Principal  Dr. Marilyn Zaragoza, Science Chair	Student research paper. student will use technology to complete their research project and will utilize various technologies for their presentation.	Rubric for science research paper and BAT scores. Department chair will create articles and research paper guidelines. The assistant principal will monitor this process
3	Students do not use scientific thinking to problem solve.	All science students will be required to complete an individual science fair project. All science students will write weekly lab reports in preparation for science fair projects.	Mr. Gerry Broucek, Assistant Principal  Dr. Marilyn Zaragoza, Science Chair	Student Science Fair Project.	Rubric for Science Fair Project and BAT scores. Department chair will create lab report guidelines. The assistant principal will monitor this process

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:	Based on the 2012 Biology End of Course data, 11% (40) of students achieved Level 4 or above. The Everglades Science department has the goal of attaining at least 20% (76) of the students taking the 2013 Biology End of Course exam achieving Level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

11% (40)			20% (76)		
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	Reading level of students is not at grade level.	Weekly science articles, created by the department chair, that focus on at least 20 vocabulary words and 3 questions that require writing.	Mr. Gerry Broucek, Assistant Principal Dr. Marilyn Zaragoza, Science Chair	Answers will be checked and reviewed with students. Weekly article definitions and written responses are kept in individual student portfolios.	Teacher made rubric for science article and BAT scores. Department chair will create articles and research paper guidelines. The assistant principal will monitor this process
2	Students do not know how to research a topic and write a research paper in APA style.	All science students will be required to complete a science research paper written in APA style. Research process will be explained to students as well as sharing samples of research papers.	Mr. Gerry Broucek, Assistant Principal Dr. Marilyn Zaragoza, Science Chair	Student research paper. student will use technology to complete their research project and will utilize various technologies for their presentation.	Rubric for science research paper and BAT scores. Department chair will create articles and research paper guidelines. The assistant principal will monitor this process
3	Students do not use scientific thinking to problem solve.	All science students will be required to complete an individual science fair project. All science students will write weekly lab reports in preparation for science fair projects.	Mr. Gerry Broucek, Assistant Principal Dr. Marilyn Zaragoza, Science Chair	Student Science Fair Project.	Rubric for Science Fair Project and BAT scores. Department chair will create lab report guidelines. The assistant principal will monitor this process

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
5 E's (Engage, Explore, Explain, Extend, Evaluate)	9-12	Dr. Marilyn Zaragoza, Science Dept. Chairperson	All science teachers	Monthly Science department meetings	Lesson Plans Classroom walkthroughs	Mr. Gerry Broucek, Assistant Principal  Dr. Marilyn Zaragoza, Science Dept. Chairperson

Reading strategies in science instruction 9-12	9-12, All Sciences	Reading Coach	All science teachers	September 2012	Individual teacher chats to discuss classroom walkthroughs with assistant principal.	Mr. Gerry Broucek, Assistant Principal
Analyzing student assessment data for individualized student instruction	9-12, All Sciences	District Personnel	All science teachers	September 2012	Monitoring lesson plans. Data chats between teacher and students and teachers with assistant principal will occur once per quarter.	Mr. Gerry Broucek, Assistant Principal

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
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 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.		At EHS, based on the 2012 FCAT writes, 87% of students scored a level 3 or higher in writing. Based on the 2013 FCAT writes, 91% of EHS students will score a level 3 or higher, an increase of 5%.			
Writing Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
87% (504) of students scored level 3 or higher		91% (529) of students will score level 3 or higher			
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
	Teacher knowledge of,	Professional	Daniel Most	Team leaders will meet	Classroom

1

and ability to implement Common Core Standards, and Marzano's Model

Development to address Common Core standards, which will include text complexity, Marzano's Model, MC Thursday assignments/activities, focused infusion of informational text, and integration of technology

Weekly team meetings to address Common Core standards, DI, various comprehension/writing strategies

Teacher/Admin data chats

Provide analytical comparison writing opportunities in all English/LA classes

Social Studies and World Language department will infuse writing strategies within their subject areas

Struggling teachers will be offered assistance to implement Common Core standards, and integration of technology utilizing the Marzano Model

Peer Mentors will be assigned to teachers on an as needed basis to assist in deficient areas

(English/Reading Administrator), Vanessa Blackshire (Writing Administrator), Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, Department Chairs, and all administrators

to review progress of MC Thursday individualized classroom practice assessments/student writing samples and make adjustments to the implementation as needed

Individual portfolios with graded writing that provides feedback

Individualized classroom assessments will determine the level of effectiveness of new strategy implementation.

observations and walk-throughs utilizing Marzano model will provide the teacher with feedback on skills and implementation techniques.

Deficiencies in knowledge of various effective writing strategies and formal language usage

Increased focused on conventions/grammar across the curriculum with accountability by discipline

Non-advanced placement students currently lack experience in analytical comparison writing required for upcoming PARCC

Providing additional opportunities for writing in all areas

School-wide Metacognitive Thursday (MC Thursday) assignments/activities will address various effective writing skills and formal language usage.

- Strategies/Skills include:
- \*Generating Ideas
- \*Organization
- \*Voice
- \*Elaboration
- \*Word Choice
- \*Sentence Fluency
- \*Conventions

Students will gain exposure and practical experience with formal language through their English/LA classes

Students will participate in timed writing assessment opportunities throughout the school

Daniel Most (English/Reading Administrator), Vanessa Blackshire (Writing Administrator) Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, PLC Coaches, Department Heads, and all administrators

Team leaders will meet to review progress of MC Thursday individualized classroom practice assessments/student writing samples and make adjustments to the implementation as needed

Results from individualized timed writing assessments; Final Exams; FCAT Writing

Classroom Walk Through (CWT)/ iobservation reports; Incentives program participant log and free and reduced lunch recipients



2		<p>year.</p> <p>Students are encouraged to participate in the following extended learning opportunities: Saturday Success Sessions, and Peer Tutoring.</p> <p>Grade level team meetings to discuss student progress; Student/Teacher/Parent Data Chats</p> <p>Teacher feedback, and revision with increased focus on conventions of sentence structure, mechanics usage; Peer editing</p> <p>Encourage more students to apply for free and reduced lunch so they can receive additional benefits.</p> <p>Incentives- Students are encouraged to participate in our school-wide incentives program.</p>			
3	<p>Differentiated Instruction (DI)</p> <p>Lack of the existence of effective DI in the classroom.</p>	<p>Daily Modification of Lesson Plans; Teachers will implement DI in their classrooms; Peer Editing</p>	<p>Daniel Most (English/Reading Administrator), Vanessa Blackshire (Writing Administrator) Michele Cash (English/Reading Department Chair), Keetha Moore (Reading Coach), Grade Level Team Leaders, PLC Coaches, Department Heads, and all administrators</p>	<p>Review of lesson plans during weekly team meetings and discourse regarding the effectiveness of integrated strategies; Monitor through BASIS Interventions Database; Participation in the Child Study process; Classroom Walk Through (CWT)</p>	<p>Teacher generated assessments; BAT I &amp; II results; FCAT 2.0, ACT/SAT, and PERT scores; Classroom Walk Through (CWT)/ jobobservation reports; BAT Report Cards</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:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>Based on the 2012 Writing Florida Alternate Assessment data, 57% (4) of the students scored a level 4 or higher. Based on the 2013 Writing Florida Alternate Assessment data, we have a goal of a 5% increase.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>57% (4) of students scored level 4 or higher</p>	<p>71% (5)</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	Student skill level is far below grade level. Lack of Prerequisite skills.	Integration of Unique Curriculum with Writing skills and ancillary materials	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Individualized student assessments and tracking of student data.	ESE Progress Reports
2	Teacher Skill- Teacher lack of familiarity with Unique Curriculum	Teacher training in the use of Unique Curriculum	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Administrator/Teacher data chats.	Student Portfolios
3	Lack of appropriate vocabulary skills	Incorporate vocabulary in daily instruction.	Mr. Gerry Broucek, Assistant Principal Mrs. Yehlin Colon, ESE Department Head	Classroom observations and walk-throughs using Marzano Evaluation System	Florida Alternate Assessment Results

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
Writing	9-12/ Across Curriculum	Assistant Principal	School-wide	8/13, 8/16, 9/6, 10/4, 10/26, 11/1, 12/6, 1/10, 1/18, 2/21, 3/14, 3/22, 4/4 (21 hours- avg. 2 hours/month)	Student work samples/ BAT Writing Assessments	Assistant Principal

Writing Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## U.S. History End-of-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:	Students will score at a 70% pass rate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scored 37% (on average) on the pretest.	Students will score at 70%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not familiar with the material to be tested on the EOC.	Teachers will expose students to the material on the EOC.  Teachers will participate in Professional Learning Community (PLC) group on preparing students for the EOC.  Teachers will follow district pacing plans.	Mr. Leonardo Torres, Social Studies Department Head  Mr. Bruce Klasner, US History EOC PLC facilitator	Teachers will monitor student learning by using periodic testing.  Teachers will use school-generated BAT tests to evaluate student progress.	EOC results will be used to determine if educational goals were met.
2	Students are not reading at grade level.	Weekly social science articles, provided by the department chair, will be used by teachers to help students focus on close reading, vocabulary, and grammar.	Mr. Leonardo Torres, Social Studies Department Head  Mr. Bruce Klasner, US History EOC PLC facilitator  Ms. Vanessa Blackshire, Assistant Principal	Answers will be checked and reviewed by students.  Teachers will evaluate student progress and make appropriate adjustments.	Teacher-made rubric for social science article. Department chair will create articles and reading guidelines with the help of the school Reading Coach. The assistant principal will monitor this process.
3	Students have poor technical reading, social studies vocabulary, and communication skills.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of Common Core Standards.	Mr. Leonardo Torres, Social Studies Department Head  Mr. Bruce Klasner, US History EOC PLC facilitator  Ms. Vanessa Blackshire, Assistant Principal	Weekly assignments; MC Thursday activities that are reading and vocabulary focused and that require students to verbalize understanding/responses will be used.	A rubric will be used to evaluate progress.

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:	20% of students will achieve a score at or above a Level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% of students achieved a 4 or above on the pre-test.	20% of students will achieve a score at or above a Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not familiar with the material to be tested on the EOC.	Teachers will expose students to the material on the EOC.  Teachers will participate in Professional Learning Community (PLC) group on preparing students for the EOC.  Teachers will follow district pacing plans.	Mr. Leonardo Torres, Social Studies Department Head  Mr. Bruce Klasner, US History EOC PLC facilitator	Teachers will monitor student learning by using periodic testing.  Teachers will use school-generated BAT tests to evaluate student progress.	EOC results will be used to determine if educational goals were met.
2	Students are not reading at grade level.	Weekly social science articles, provided by the department chair, will be used by teachers to help students focus on close reading, vocabulary, and grammar.	Mr. Leonardo Torres, Social Studies Department Head  Mr. Bruce Klasner, US History EOC PLC facilitator  Ms. Vanessa Blackshire, Assistant Principal	Answers will be checked and reviewed by students. Teachers will evaluate student progress and make appropriate adjustments.	Teacher-made rubric for social science article. Department chair will create articles and reading guidelines with the help of the school Reading Coach. The assistant principal will monitor this process.
3	Students have poor technical reading, social studies vocabulary, and communication skills.	Classroom teachers will use close reading, writing, and vocabulary to enhance student learning and prepare them for the rigor of Common Core Standards.	Mr. Leonardo Torres, Social Studies Department Head  Mr. Bruce Klasner, US History EOC PLC facilitator  Ms. Vanessa Blackshire, Assistant Principal	Weekly assignments; MC Thursday activities that are reading and vocabulary focused and that require students to verbalize understanding/responses will be used.	A rubric will be used to evaluate progress.

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
US History with a focus on the EOC	11; US History	Bruce Klasner	11th grade US History teachers	All early release days during the school year	Testing and teacher feedback	Bruce Klasner
PLC US History	11/US History	Bruce Klasner	US History teachers	On all scheduled early release days	PLC meetings/teacher input and evaluations	Bruce Klasner

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:	The Everglades High School Attendance rate for 2011-2012 averaged 91%. EHS has a goal of increasing the student attendance rate to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91% (2633)	95% (2738)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
875	787

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
640		576			
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	Increase in absences on early release days	Create incentive for attendance on ER days	Mr. David Gonzalez, Assistant Principal	Attendance record review	Decrease in number of students absent as compared to previous year's data
2	Increase in rate of absences on FCAT administration days	Provide stimulating and meaningful programming on FCAT administration days	Mr. David Gonzalez, Assistant Principal with support from teachers	Attendance Record Review	Decrease in number of students absent as compared to previous year's data
3	Chronic accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence. Family assessment.	Mr. David Gonzalez, Assistant Principal	Attendance Record Review	Decrease in number of chronic excused absences. Decrease in number of students with chronic excused absences.

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
At Risk Students	9-12	Carlos Menendez	At Risk PLC members Schoolwide	early release days; monthly	PLC meetings/ teacher input DWH attendance reports	Carlos Menendez Administration

Attendance Budget:

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

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		The number of in-school and out-of-school suspensions at Everglades High School was 1668 for the 2011-2012 school year. EHS has set a goal of reducing the number in-school, out-of-school by 10% for 2012-2013. Additionally, there were 117 AES suspensions. EHS has set a goal of reducing the number of AES suspensions by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1456		1310			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
634		571			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
212 - Out of School AES- 117		191- Out of School AES-105			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
155 - Out of school AES- 88		140 - Out of school AES-79			
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
	High numbers of referrals	Identify students with most frequently referred and/or suspended	Assistant Principals	Classroom Walkthrough Teacher referral reports in DWH	Reduction in disciplinary referrals  Reduction in

1		Refer to RTI Provide mentoring opportunities Identify teachers who submit the most disciplinary referrals		Data chats	student suspensions Increase in positive interactions with students.
2	Lack of student engagement during instructional time.	Increase student motivation Build positive relationships with students. Provide positive feedback to students on their progress frequently Provide a high ratio of positive interactions increase time on task and minimize disruptions	Guidance counselors and assistant principals	EDMS, Data chats, classroom walkthroughs	Reduction in suspension rate and disciplinary referrals. Increase in positive interactions with students. Increased time on task

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
At Risk Students	9-12	Carlos Menendez	At Risk Students PLC members school-wide	early release days; monthly	PLC meetings/ teacher input DWH suspension reports	Carlos Menendez Administration
Freshmen Success	9	Kevin Riddick	Freshmen Success PLC members	early release days; monthly	PLC meetings/ teacher input DWH suspension reports	Kevin Riddick Administration

Suspension Budget:

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



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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	x
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
x	x
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
x	x

### 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 parent involvement	Pinnacle training; Bright Futures training; New Student Orientation; Open House; Scholarship Opportunity training; Increased use of Parentlink	Mr. David Gonzalez, Assistant Principal	Attendance at trainings	End of year parent survey
2	Student deficiencies in graduation requirements	Strongly encourage credit recovery opportunities such as FLVS and coenrollment; staff training in graduation requirements; free ACT rep course for students not meeting testing requirements	Mr. Gerry Broucek, Assistant Principal Ms. Gina Alvarez, Guidance Director	Junior/Senior tracker database	Graduation and Dropout rates

(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
At Risk Students	9-12	Carlos Menendez	At Risk Students PLC members	early release days; monthly	PLC meetings/teacher input DWH graduation rate reports	Carlos Menendez Administration
College Readiness	9-12	Jennifer DiBenedetto	College Readiness PLC members	early release days; monthly	PLC meetings/teacher input DWH graduation rate reports	Jennifer DiBenedetto Administration

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In the 2011-2012 school year, Everglades High School logged over 8300 volunteer hours. Parent volunteer hours were over 1800. By June of 2012, Everglades will increase volunteer hours by 10%.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

11-12 total volunteer hours: over 1800	12-13 volunteer hours: increase hours by 10%
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**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	Parent knowledge of meetings and workshops	Parentlink, newsletter, marquee, website	Mr. David Gonzalez, Assistant Principal	Attendance	Parent survey
2	Parent knowledge of volunteer opportunities and needs	Parentlink, newsletter, marquee, website	Mr. David Gonzalez, Assistant Principal	Monitor monthly logged minutes to make sure that Everglades stays on track to its goal.	Hours log

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		By June of 2013, 80% of all Science students will complete a science fair project and 95% of all Science students will create a pamphlet/brochure on a STEM career.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not know how to research a topic and write a research paper in APA style.	<p>The science department will require students to complete a science research paper written in APA style. The research process will be explained to students as well as sharing samples of research papers.</p> <p>The CTE department will work with students to design the layout of data charts for their research papers using computer software.</p> <p>The Math department will work with students to analyze their data charts.</p>	<p>Mr. Gerry Broucek, Assistant Principal</p> <p>Dr. Marilyn Zaragoza, Science Chair</p> <p>Mrs. Corkie Woerner, Math Chair</p> <p>Mr. David Heitzenraiter CTE Chair</p>	Student research paper. Students will use technology to complete their research project and will utilize various technologies for their presentation.	Rubric for science research paper and BAT scores. Department chair will create articles and research paper guidelines. The assistant principal will monitor this process.
2	Students do not use scientific thinking to problem solve.	<p>All science students will be required to complete an individual science fair project. All science students will write weekly lab reports in preparation for science fair projects.</p> <p>The CTE department will work with students to design the layout of data charts for their science fair projects using computer software.</p> <p>The Math department will work with students to analyze their data charts.</p>	<p>Mr. Gerry Broucek, Assistant Principal</p> <p>Dr. Marilyn Zaragoza, Science Chair</p> <p>Mrs. Corkie Woerner, Math Chair</p> <p>Mr. David Heitzenraiter CTE Chair</p>	Student Science Fair Project.	Rubric for Science Fair Project and BAT scores. Department chair will create lab report guidelines. The assistant principal will monitor this process

(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
STEM	9-12	David Heitzenraiter	STEM PLC members school-wide	Early Release and Professional Study Days; monthly	Scheduling report showing the number of students enrolled in high level Math, Science and Tech classes	Assistant Principals

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Based on the results of the Industry Testing held at Everglades High during the 2011 – 2012 school year, 121 students achieved Industry Certification in one of 5 different areas. The CTE goal for Industry Certification is a 10% (12) increase.			
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 awareness of the certifications, and of their value to both the student and the	Promote and inform via print and in house television media.	Gerry Broucek, Assistant Principal David	Track enrollment growth in CTE/CAPE programs via guidance as well as student	Five Industry Certification Exams and their pass rates for the

	school.		Heitzenrater Department Head	participation in the Industry Certification Exams.	2012 - 2013 school year.
2	Teachers may lack experience preparing students for the Industry Certification Test.	Shared strategies for test preparation between new and experienced teachers within Everglades CTACE Dept.. Networking with "same industry" teachers within the district who have administered the test in the past.	Gerry Broucek, Assistant Principal  David Heitzenrater Department Head	Track participation in the Industry Certification Exams as well as relative success rate.	Five Industry Certification Exams and their pass rates for the 2012 - 2013 school year.
3	Inadequate number, or ability of, computers to study for and administer the test effectively.	Possible purchase of new computers, or fortifying the existing computers with additional RAM and disk storage.	Gerry Broucek, Assistant Principal  David Heitzenrater Department Head	Informal census of one to one (student to computer) capability of each classroom preparing for and administering an Industry Certification Exam.	Successful completion of one to one capability of each classroom preparing for and administering an Industry Certification Exam.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus Industry Certification Programs: Support of Established Programs Nourishment of new programs Exploration of programs yet to be developed.	9-12	David Heitzenrater	PLC	Professional Study Days	Track enrollment growth in CTE/CAPE programs via guidance as well as student participation in the Industry Certification Exams.	Gerry Broucek, Assistant Principal  David Heitzenrater Department Head

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Promote and inform via print and in house television media.	Paper, ink, dye sublimatable promotional materials.	Perkins E-1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Inadequate number, or ability of, computers to study for and administer the test effectively.	New computers,ram,additional drives.	Perkins D-3.1	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$6,000.00</b>

*End of CTE Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school



## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	No data	No data	No data	\$0.00
Mathematics	No data	No data	No data	\$0.00
CTE	Promote and inform via print and in house television media.	Paper, ink, dye sublimatable promotional materials.	Perkins E-1	\$1,000.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	No data	No data	No data	\$0.00
Mathematics	No data	No data	No data	\$0.00
CTE	Inadequate number, or ability of, computers to study for and administer the test effectively.	New computers,ram,additional drives.	Perkins D-3.1	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	No data	no data	no data	\$0.00
Mathematics	No data	No data	No data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	No data	no data	no data	\$0.00
Mathematics	No data	No data	No data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 9/9/2012)

## 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
Saturday Success Sessions and after school academic camps - Tutoring sessions offered to students of all ability and grade levels in Reading, Math, Writing and Science to help Everglades achieve its SIP goals in all of these areas.	\$14,000.00

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

Pinnacle parent workshop - Supports parent involvement goals by insuring that parents are aware of their children's academic progress and attendance and opens an avenue for dialogue when there are concerns.

SIP trainings - Brings parents into the school to make them aware of how the SIP is developed with input from various stakeholders and how the SIP goals are implemented for the upcoming school year.

Discipline plan review - The SAC discipline subcommittee holds monthly meetings to discuss the school's discipline plan with a goal of gaining input from all stakeholders on keeping a safe and secure campus. These meetings aim to increase awareness of our suspension rate and suspension goals for the year as per our SIP.  
the principal and an appropriately only), parents, and other business

Saturday Success Sessions and after school academic camps - Tutoring sessions offered to students of all ability and grade levels in Reading, Math, Writing and Science to help Everglades achieve its SIP goals in all of these areas.

# 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 EVERGLADES HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	77%	90%	36%	248	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	47%	76%			123	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	43% (NO)	64% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					488	
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 EVERGLADES HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	77%	92%	33%	250	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	50%	74%			124	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	38% (NO)	58% (YES)			96	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					480	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested