

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: ATLANTIC TECHNICAL CENTER

District Name: Broward

Principal: Robert B. Crawford

SAC Chair: Yvonne Lopez

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Robert B. Crawford	Bachelors and Masters Degrees in Distributive Education 7-12/ Certification as Director of Vocational Education, Marketing and Teacher Coordinator Co-op Education Teacher Coordinator Co-op Education	25	38	2002-03 "N" (baseline), 2003-2005 "B", 2005-2009 "A", 2010 "B", 2011 "A", AYP 2003-2009
Assis Principal	Neddie Lynn	Masters in Reading, Bachelor Degree in Elementary Education, Educational Leadership Certification	11	7	2002-03 "N" (baseline), 2003-2005 "B", 2005-2009 "A", 2010 "B", 2011 "A", AYP 2003-2009

Assis Principal	Wes Mabin Jr.	Ph.D./Ed. D Educational Leadership Certified in Guidance and Counseling and Educational Leadership and Adult Administration	8	22	2003-2005 "B", 2005-2009 "A", 2010 "B", 2011 "A", AYP 2003-2009
Assis Principal	Cory L. Mimbs	Bachelors and Masters Degrees in Distributive Education 7-12/ Certified as Director of Vocational Education	19	36	2002-03 "N" (baseline), 2003-2005 "B", 2005-2009 "A", 2010 "B", 2011 "A", AYP 2003-2009
Assis Principal	Neeta E. Rancourt	Bachelor's Degree in Elementary Education, Master's Degree in Education/ Certified in Elementary Education, Adult Administration and Educational Leadership	6	14	2006-2009 "A", 2010 "B", 2011 "A", AYP 2006-2009

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Laura Talavera	Reading K-12 ESOL Endorsement		15	2002-2012 Ramblewood Middle School "A" school for 10 years

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Collegial Professional Learning Communities for Content Areas and Grade Levels	1. Rotates among members of PLC to increase stakeholder ownership	1. Ongoing biweekly for 2012-2013 for	
2	2. Mentorship for teachers new to the school	2. Faculty Co-chair and other content area teachers	2. Ongoing weekly for 2012-2013	
3	3. Guidance Cohorts	3. Administrator	3. Ongoing/quarterly for 2012-2013	
4	4. Interdisciplinary Projects	4. Faculty	4. June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
31	3.2%(1)	3.2%(1)	22.6%(7)	71.0%(22)	54.8%(17)	100.0%(31)	3.2%(1)	22.6%(7)	96.8%(30)

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
Margaret Rohrbach	Laura Talavera	Subject area compatible, NBCT, knowledgeable about CCSS, and proficient with Pinnacle and TechTracker	Professional development for literacy plan, collegial and technical support, introduction to Pinnacle and TechTracker
Lisa Cathers-O'Donnell	Anthony Arico	Subject area compatible, knowledgeable about Biology EOC, and proficient with Pinnacle and TechTracker	Professional development for literacy plan, collegial and technical support, introduction to Pinnacle and TechTracker
Rebecca Miller	Ann Goldwyn	Subject area compatible, NBCT, knowledgeable about CCSS, and proficient with Pinnacle and TechTracker	Professional development for literacy plan, collegial and technical support, introduction to Pinnacle and TechTracker
Vicky LaPorte	Shannon Chen	Subject area compatible, knowledgeable about CCSS, and proficient with Pinnacle and TechTracker	Professional development for literacy plan, collegial and technical support, introduction to Pinnacle and TechTracker

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.

High School Administrator, Neddie Lynn; Reading Coach, Laura Talavera; Guidance Counselor, Cheryl Fidlow; ESE Specialist, Debbie Evangelista; Support Facilitator, Jodi Davis; Media Specialist, Margaret Rohrbach; Faculty Chairs, Dale Beames (Science) and Margery Marcus (English); Mathematics Teacher, Theresa Rebello; and Social Sciences Teacher, Vicky LaPorte.

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 team guiding the MTSS effort includes communication and support from: Grade Level, Literacy Leadership, High School Leadership, and Content Area teams. During the MTSS study, each student's achievement and behavior are observed and documented according to the evidence of needs. The aforementioned team is included in conversations and determining effective interventions. Individual staff members are also included in the decision making process.

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 team develops Action Plans, reviews student achievement data, makes recommendations for scheduling and curriculum enhancement, and assists in promoting differentiated instruction to enhance each student's achievement. The team and staff work together to develop a school wide plan of behavioral expectations and consequences including school-wide and/or class-wide positive strategies consistently used throughout each school day. The team also provides support to teachers dealing with hard-to-teach students through consultation and collaboration. When a teacher feels that a student is not able to make progress or self-regulate his/her own behavior then the appropriate members of MTSS Leadership Team address the teacher's concern and assist in developing targeted evidence-based interventions to encourage student success. Parent(s) and student are an integral part of the problem-solving process. Data is collected and reviewed. Interventions are adjusted based on the data. The MTSS Leadership Team utilizes their support staff with particular areas of expertise to interpret the data. The team generates a hypothesis about the causes of problem and works to identify desired replacement behaviors or instructional strategies towards improvement. Struggling Reader/Math Charts, and/or behavioral references will be employed to support positive change.

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.

A specific Data Management system has been developed to support the disaggregation of data. The staff utilizes the pre-planning days for data analysis which drives the instructional foci.

- Administration discipline files and Teacher classroom records are utilized to track compliance. The electronic "Tech Tracker" system allows all teachers, administrators, and support staff to monitor academic and behavioral status of the entire student body.

- MTSS Leadership Team Member assigned as case manager consults with the classroom teacher and completes the intervention record and maintains the ongoing data that is being collected. The Tech Tracker system supports all data for future analysis.

- MTSS Leadership Team uses Tech Tracker, data study and surveys to develop intensive, evidence-based interventions with the full MTSS Team. An FBA/PBIP may be generated as well as the need to pursue a psychological evaluation for ESE services. The team members and the teacher(s) develop a detailed intervention plan for the individual student that incorporates intensive and prescriptive interventions (FBA/PBIP). Parents participate and external supports are explored. Based on the results of the intervention data, the MTSS Leadership Team considers the next step, e.g. continuing the intervention plan with monitoring, revising the plan, or considering psycho-educational evaluation to determine education eligibility

Describe the plan to train staff on MTSS.

Professional development will take place during pre-planning week and ongoing Learning Communities throughout the year including Early Release and Planning Days as appropriate. Training on classroom interventions and data collection using a variety of different formats will be addressed.

Describe the plan to support MTSS.

The MTSS team will meet on an as-needed basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

High School Administrator, Neddie Lynn; Reading Coach, Laura Talavera; Guidance Counselor, Cheryl Fidlow; ESE Specialist.

Debbie Evangelista; Support Facilitator, Jodi Davis; Media Specialist, Margaret Rohrbach; Faculty Chairs, Dale Beames (Science) and Margery Marcus (English); Mathematics Teacher, Theresa Rebello; and Social Sciences Teacher, Vicky LaPorte.

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

Initially identify students in need of reading support, including Reading I & 2. Reading endorsed staff, as well as staff trained in CRISS strategies, supports a rigorous curriculum including differentiated instruction and project-based learning. LLT, facilitated by the Reading Coach, Administrator and Faculty Chairs review all data, including FCAT, EOC's, BAT, PSAT, ACT, SAT and PERT results, with staff. Accommodations are then made for students in need of literacy support. LLT will meet bi-monthly utilizing an agenda created by Administrator and Reading Coach. Information will be shared with the faculty through Content Area PLCs.

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

Ongoing academic support through Academic Check-up (4-8), enrichment activities through Reading Across Broward, SSR, Florida Teens Reads, Battle of the Books, Book Club and continuous monitoring of curricula by LLT including Media Specialist support to assist in differentiation of instruction, project-based learning and reference and research strategies. A comprehensive Literacy Plan has been developed and documented research projects will be required.

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.

Ongoing academic support through Academic Check-up (4-8) and enrichment activities through Reading Across Broward, SSR, Florida Teen Reads, Battle of the Books, Book Club plus continuous monitoring of curricula by LLT. Media Specialist support to assist in differentiation of instruction, project-based learning, and reference and research strategies with a required documented research project. Reading Coach presents the comprehensive Literacy Plan and reading strategies during Professional Development workshops and models strategies that are expected of all instructional staff.

*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?

The school's Magnet Theme is Technical Academies, whose express mission is to incorporate rigorous applied and integrated courses to help students see the relationships between academics and Career and Technical education. In the 10th grade, students take Tech Studies I, which begins the process. Also facilitating the school's mission is the Technical Transition Specialist. In 10th grade, students participate in the following activities to help them make an informed choice for a Technical program; Technical Area Tours (students visit the 23 programs offered at the school), small class meetings with Technical Transition Specialist and Magnet Coordinator, Senior Career Fair and Expo, individual conferences, and an informational evening meeting for students and their parents. This process facilitates student selection and entry into Technical programs in the junior and senior year.

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?

Cross-curricular connections between academics and technical programs through project-based learning are an integral part

of creating personal meaning for students for academic and career planning. Students also meet with the Technical Transition Specialist, guidance counselor and BRACE advisor to discuss future plans for academic advancement and technical certification. Juniors and seniors are guided through guidance, BRACE and the Technical Transition Specialist to understand articulated credit, college readiness, technical internships and all post-secondary options. ePep will be replaced via DOE guidelines TBD.

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](#)

In order to increase postsecondary readiness the following are in place: after school free ACT/SAT preparation classes; PERT practice incorporated in Advanced Reading classes and all mathematics classes; Advanced Placement Recruitment assembly to introduce the advantages of AP courses to students; Juniors attend annual College Fair; Technical Dual Enrollment credit available to qualified seniors; students are encouraged to enroll in academic Dual Enrollment courses through nearby Broward College; school and community-wide Senior Career Fair and Expo; Junior assembly to encourage enrollment in the PSAT; BRACE Advisor meets individually with students and parents to discuss postsecondary options and scholarship opportunities; monthly scholarship bulletin is posted on the school's website; a counselor is dedicated to senior students; Academic Enrichment program offers after school tutoring; Mu Alpha Theta offers morning mathematics tutoring; and parent education sessions through SAF on the college application and financial aid process.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 31.7% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score Achievement Level 3 on Reading FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (85)	31.7% (105)

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	1A.1. Students are not in the practice of self-selecting reading materials to stretch their reading ability	1A.1. Provide classroom time for Reading Explosion, 3-Minute Writes and SSR, development of reading approach to complex text, anchor standards for common core	1A.1. Administration and reading coach	1A.1. Benchmark assessment, Reading Explosion results, writing samples and analysis of data	1A.1. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments
2	1A.2. Students do not have required literacy skills to read primary source documents	1A.2. Common Core and Springboard training for teachers and Reading for College Success (FLVS) for 9th grade students	1A.2. Administration and Common Core Faculty Cadre	1A.2. Benchmark assessment, Reading Explosion results	1A.2. Test scores: FCAT, PSAT and TABE teacher developed assessments
3	1A.3. Lack of space and resources in media center to house materials for a wide spectrum of reading levels	1A.3. Purchase e-books for students to check out, enhance classroom libraries, media specialist book-talks in classrooms	1A.3. Administration and media specialist and reading coach	1A.3. Track utilization of classroom libraries, informal literature circles and media center circulation.	1A.3. Participation in the Battle of the Books, Florida Teen Reads, Reading Across Broward and Read to Feed.

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 53.3% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score Achievement Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (145)	53.3% (178)

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	2A.1. Classroom required reading and vocabulary materials may not be sufficiently challenging to enhance literacy skills. Students are unfamiliar with close reading as an expectation of Common Core and PARCC.	2A.1. Develop classroom libraries with challenging reading materials Utilize close reading strategies Advanced Reading SAT/ACT prep Materials will be content specific with media specialist assisting teachers with selection and borrowing process AP assemblies to encourage students to challenge themselves with rigorous coursework	2A.1. Administrator, media specialist and reading coach	2A.1. Track library circulation of higher level reading material	2A.1. Number of students registering for Advanced Placement English Language, AP U.S. History, participation in the Battle of the Books, Florida Teen Reads, Reading Across Broward
2	2A.2. Insufficient classroom library for self-selected reading of high level books	2A.2. Develop classroom libraries with challenging reading materials Materials will be content specific with media specialist and reading coach assisting teachers with selection and borrowing process	2A.2. Administrator and media specialist	2A.2. Tracking library circulation, classroom book talks and classroom literature circles	2A.2. Participation in the Battle of the Books, Florida Teen Reads, Reading Across Broward
3	2A.3. Students unfamiliar with close reading strategies for primary source documents	2A.3. Provide Common Core professional development	2A.3. Common Core Faculty Cadre and Administration	2A.3. Student performance data	2A.3. Teacher-made and Springboard embedded assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	N/A
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
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	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2012, using the 8 step process 60% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will demonstrate learning gains on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (154)	60% (174)

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	3A.1. Scheduling at-risk students taking intensive reading	3A.1. Identify and schedule at-risk 9th and 10th grade students into Intensive Reading based on November BAT scores and teacher recommendation.	3A.1. Administration and reading coach	3A.1. Benchmark assessment, Reading Explosion results, writing samples and analysis of data	3A.1. Test scores: BAT, FCAT, PSAT ,TABE and teacher developed assessments
2	3A.2. Content area teachers may not be adequately trained to teach reading comprehension strategies	3A.2. Provide ongoing professional development in Reading in the Content Area, and Common Core strategies	3A.2. Administration and reading coach and Common Core Faculty Cadre	3A.2. Track teacher participation in professional development, teacher-made tests and comparison of standardized test scores	3A.2. Test scores: BAT, FCAT, PSAT ,TABE and teacher developed assessments
3	3A.3. Students unfamiliar with effective reading strategies	3A.3. Reading coach and teachers model effective strategies in classroom including close reading techniques for complex texts	3A.3. Reading coach	3A.3. Teacher observation	3A.3. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 75.3% of Atlantic Technical Center High School 9th and 10th grade students in the lowest 25% who meet the criteria of the DOE rule will demonstrate learning gains on the Reading FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (32)	75.3% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Student Background does not provide sufficient exposure to high level vocabulary	A.1. Provide explicit vocabulary instruction in all content areas	4A.1. Reading coach and teacher	4A.1. Teacher made assessments	4A.1. Test scores: FCAT, BAT, PSAT and TABE
2	4A.2. Insufficient access to technology for homework and research projects	4A.2. Teach research skills and provide opportunities for research projects and access to technology in class and after school during AEP sessions	4A.2. Media specialist teacher and AEP supervisor	4A.2. Increased number of students accessing school and district databases and attendance in AEP	4A.2. Completed research projects
3	4A.3. Students may not be aware of effective reading strategies	4A.3. Reading coach models effective strategies in classroom including close reading techniques	4A.3. Reading coach	4A.3. Teacher observation	4A.3. Test scores: FCAT, PSAT, BAT, TABE and teacher developed assessments.

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 #					
	By June 2013, Atlantic Technical Center High School 9th and 10th grade students who score non-proficient on the FCAT Reading 2.0 will be reduced by 2.5%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	75%	78%	80%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, Atlantic Technical Center High School 9th and 10th grade students by subgroups who meet the criteria of the DOE rule and who score non-proficient on the FCAT Reading will be reduced by .8%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 12.5% (9) Black: 20.5% (16) Hispanic: 17.3% (18) Asian: 0% (0) American Indian: N/A	White: 11.9% (8) Black: 19.5% (18) Hispanic: 16.3% (17) Asian: 0% (0) American Indian: N/A
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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	5B.1. Students are not in the practice of self-selecting complex texts	5B.1. Provide classroom time for Reading Explosion, 3-Minute Writes and SSR Book Talks by media specialist	5B.1. Administration Teacher and reading coach	5B.1. Benchmark assessment, Reading Explosion results, writing samples and analysis of data	5B.1. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments.
2	5B.2. Content area teachers may not be adequately trained to teach reading comprehension strategies necessary for complex texts	5B.2. Provide ongoing professional development in Reading in the Content Area and Common Core including close reading techniques	5B.2. Administration and reading coach	5B.2. Benchmark assessment, Reading Explosion results, writing samples and analysis of data	5B.2. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments.
3	5B.3. Meeting deadlines Poor student follow-through on reading assignments in content areas	5B.3. Provide student planners Provide ongoing strategic support in methods to attack content area texts	5B.3. Administration and reading coach	5B.3. Use of planners by students Teacher-made assessments related to daily content area reading assignments	5B.3. Student meets deadlines for short and long range assignments

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, Atlantic Technical Center High School 9th and 10th grade students with disabilities who meet the criteria of the DOE rule and who score non-proficient on the FCAT Reading will be reduced by 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1)	9% (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	5D.1. Students may not be aware of effective reading strategies	5D.1. Reading coach and teachers model effective strategies in classroom	5D.1. Reading coach	5D.1. Teacher observation	5D.1. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments.
2	5D.2. Students are not in the practice of self-selecting reading materials to stretch their reading ability	5D.2. Provide classroom time for Reading Explosion, 3-Minute Writes and SSR	5D.2. Administration and reading coach	5D.2. Benchmark assessment, Reading Explosion results, writing samples and analysis of data	5D.2.. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments
3	5D.3. Meeting deadlines Poor student follow-through on reading assignments in content areas	5D.3. Provide student planners Provide ongoing strategic support in methods to attack content area texts	5D.3. Administration and reading coach	5D.3. Use of planners by students Teacher-made assessments related to daily content area reading assignments	5D.3. Student meets deadlines for short and long range assignments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2012, using the 8 step process 70% of Atlantic Technical Center High School 9th and 10th grade economically disadvantaged students who meet the criteria of the DOE rule will make Adequate Yearly Progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (43) did not achieve AYP 66% (83) achieved AYP	70% (116) will achieve AYP

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	5E.1. Students may not be aware of effective reading strategies	5E.1. Reading coach and teachers model effective strategies in classroom including close reading techniques	5E.1. Reading coach	5E.1. Teacher observation	5E.1. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments.
2	5E.2. Students are not in the practice of self-selecting reading materials to stretch their reading ability	5E.2. Provide classroom time for Reading Explosion, 3-Minute Writes and SSR	5E.2. Administration and reading coach	5E.2. Benchmark assessment, Reading Explosion results, writing samples and analysis of data	5E.2. Test scores: BAT, FCAT, PSAT, TABE and teacher developed assessments
3	5E.3. Meeting deadlines Poor student follow-through on reading assignments in content areas	5E.3. Provide student planners Provide ongoing strategic support in methods to attack content area texts	5E.3. Administration and reading coach	5E.3. Use of planners by students Teacher-made assessments related to daily content area reading assignments	5E.3. Student meets deadlines for short and long range assignments

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
MTSS Training	9-12 all subjects	ESE facilitator	Instructional staff in all curricular areas	Pre-Planning Week	Mentoring by ESE staff	ESE staff and administration
Partnership for Assessment of Readiness for College and Careers (PARCC)	9-12 language arts and reading	Reading coach Common Core Faculty Cadre	Language arts and reading instructional staff	Pre-Planning week and Language Arts/Reading PLCs	Mentoring by reading coach and best practices shared in PLCs	Reading coach and department heads and Common Core Faculty Cadre
Common Core	9-12 language arts and reading	Common Core Faculty Cadre and reading coach	Language arts and reading instructional staff	Pre-Planning week and Language Arts/Reading PLCs	Mentoring by reading coach and best practices shared in PLCs	Reading coach and department heads

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
Springboard program in Language Arts classes	Springboard text	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Use of computers for FCAT 2.0 practice	Laptop carts and computer labs	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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:			N/A		
2012 Current Percent of Students Proficient in listening/speaking:					
100%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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, 100% of Atlantic Technical Center High School students who meet the criteria of the DOE rule will score proficient on CELLA reading.		
2012 Current Percent of Students Proficient in reading:					
0% (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
	2.1. Classroom required	2.1. Develop classroom	2.1.	2.1. Track library	2.1. CELLA

1	reading and vocabulary materials may not be sufficiently challenging reading materials Students are unfamiliar with close reading as an expectation of Common Core and PARCC	libraries with challenging reading materials Utilize close reading strategies	Administrator, media specialist and reading coach	circulation of higher reading material	
2	2.2. Insufficient classroom library for self-selected reading of high level books	2.2. Develop classroom libraries with challenging reading materials	2.2. Administrator and media specialist	2.2. Tracking library circulation, classroom book talks and classroom literature circles	2.2. CELLA
3	2.3. Students unfamiliar with close reading strategies	2.3. Provide Common Core professional development	2.3. Common Core faculty and administration	2.3. Student performance data	2.3. CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			By June 2013, 100% of Atlantic Technical Center High School students who meet the criteria of the DOE rule will score proficient on CELLA writing.		
2012 Current Percent of Students Proficient in writing:					
0% (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	2.1. Resistance to the revision process	2.1. Introduce a variety of revision techniques such as primary trait and holistic revision	2.1. Faculty chairpersons language arts teachers and Administration	2.1. Teacher observation and individual conferences providing feedback on student writing	2.1. Test scores: FCAT, CELLA and teacher developed assessments
2	2.2. Students lack of elaboration in the writing process	2.2. Focusing on different writing genres Analyze successful student and professional writing	2.2. Faculty chairpersons language arts teachers and Administration	2.2. Practice essays graded using the writing rubric, 3-Minute Writes, and Writing Explosion	2.2. Writing rubric based on the Six Traits of Effective Writing, FCAT 2 writing and CELLA
3	2.3. Meeting deadlines Poor student follow-through on writing assignments in content areas	2.3. Provide student planners Provide ongoing strategic support in methods to attack content area writing assignments	2.3. Classroom teachers	2.3. Use of planners by students Teacher-made assessments related to daily content area writing assignments	2.3. Test scores: FCAT writing, CELLA and teacher developed assessments

CELLA Budget:

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

development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of computers and TurnItIn.com	TurnItIn.com on Writing Budget	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, 57% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in Algebra I will score Achievement Level 3 on the Algebra I EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (61)	57% (64)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students will take EOC exam 3 or more weeks before the curriculum for Algebra I is complete	1.1. Use the Next Generation Standards in daily lessons and introduce specific standards earlier than District's pacing guides	1.1. Math Teachers	1.1. Algebra I EOC practice exams, teacher developed assessments including pre-and post-tests with data charts and chats and lesson studies between Algebra I teachers	1.1. Algebra I EOC exams, assessment results, data charts and end-of-year departmental review
2	1.2. Most Algebra I students will not be familiar with taking standardized tests on the computer	1.2. Students will practice taking the majority of their tests and quizzes online in a classroom environment	1.2. Math Teachers	1.2. Computer-based practice Algebra I EOC exams	1.2. EOC Algebra 1 exam scores
3	1.3. The 2011-2012 Algebra 1 End of Course assessment data indicates a need for improvement in the area of polynomials due to the fact that this is the last strand taught and there is less time spent on this strand	1.3. The polynomial strand will be introduced earlier along with problem based learning activities to further delve into a deeper understanding of polynomials	1.3. Math Teachers	1.3. Algebra I EOC practice exams and mini benchmark tests focusing on the polynomial strand	1.3. Algebra I EOC exams, assessment results, data charts and chats and end-of-year departmental review

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 39% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in Algebra I will score Achievement Level 4 or 5 on the Algebra I EOC exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (42)	39% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The District provided pacing guide is inadequate in its approach to students functioning at a level 4 or higher	2.1. Differentiated learning will be provided along with the use of the laptop cart and the state FCAT Explorer/Focus website. Students working at or above level 4 will also be encouraged to utilize the website outside of school and at after school AEP tutoring	2.1. Math Teachers	2.1. Algebra I EOC practice exams, teacher developed assessments including pre-and post-tests with data charts and chats and lesson studies between Algebra I teachers	2.1. Algebra 1 EOC exam
2	2.2. There is a lack of predicting a student's performance and current level on the Algebra 1 EOC when comparing their 8th grade FCAT scores	2.2. Give students an Algebra I pretest to reassess their level according to the Algebra I strands	2.2. Math Teachers	2.2. Algebra I EOC practice exam equivalent to the EOC exam test item specifications	2.2. Ongoing classroom pre- and post-tests and the Algebra 1 EOC exam results
3	2.3 Students lack the motivation to attend and actively participate in extracurricular math activities	2.3 Provide student incentives and rewards for participation in extracurricular math activities such as getting tutoring, tutoring their Algebra peers, or robotics	2.3 Math Teachers	2.3 The teacher will monitor the student's attendance every week and discuss with the student the success or ways to improve their math performance	2.3 Ongoing classroom pre- and post-tests and the Algebra 1 EOC exam results

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 # By June 2013, Atlantic Technical Center High School students who are enrolled in Algebra who score non-proficient on the Algebra EOC exam will be reduced by .67%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	93%	93%	94%	95%	95%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, Atlantic Technical Center High School students by subgroups who are enrolled in Algebra, who meet the criteria of the DOE rule and who score non-proficient on the Algebra I EOC exam will be reduced by .06%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 7% (2) Black: 6% (2) Hispanic: 0% (0) Asian:	White: 6.8% (3) Black: 5% (2) Hispanic: 0% (0) Asian:

0% (0) American Indian: N/A			0% (0) American Indian: N/A		
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	3B.1. Students continue to demonstrate difficulty in completing problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics	3B.1. Introduce the vocabulary of this strand earlier than the pacing chart suggests Allow students to self-define rational numbers, radicals, and quadratics Provide music video in the student's preferred genre to further engage their comprehension of this strand	3B.1. Math Teachers	3B.1. Teachers will have students complete online tests and quizzes and provide immediate feedback to students on how to solve for and eliminate wrong answers for multiple choice questions	3B.1. Algebra 1 EOC exam
2	3B.2. Lack of home internet access to utilize the state's FCAT Explorer/FOCUS website to further remediate lessons taught at schools	3B.2. Teachers will allow this subgroup of students' class time to use the computers after lessons are taught to further remediate the lesson. Students requiring more time will be encouraged to stay after school and complete this remediation	3B.2. Math Teachers	3B.2. Teacher will access the FCAT Explorer/FOCUS website to monitor student's progress and provide individual student feedback	3B.2. Algebra 1 EOC exam
3	3B.3. Students lack motivation to fully participate in classroom lessons and assessments	3B.3. Maximize the use of the Promethean Board, Promethean Slate and Active Votes in order to increase the classroom participation and differentiated instruction	3B.3. Math Teachers and Administrators	provide specific feedback to the students on areas that need improvement Conduct classroom walkthroughs to ensure student needs are being met	3B.3. Algebra 1 EOC exam

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	0% (0)

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

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	
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satisfactory progress in Algebra. Algebra Goal #3D:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		0% (0)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:		By June 2013, Atlantic Technical Center High School economically disadvantaged students who are enrolled in Algebra, who meet the criteria of the DOE rule and who score non-proficient on the Algebra EOC exam will be reduced by 1.4%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
4.6% (3)		3.2% (2)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Students continue to demonstrate difficulty in completing problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics	3E.1. Introduce the vocabulary of this strand earlier than the pacing chart suggests Allow students to self-define rational numbers, radicals, and quadratics Provide music video in the student's preferred genre to further engage their comprehension of this strand	3E.1. Math Teachers	3E.1. Teacher will have students complete online tests and quizzes and provide immediate feedback to students on how to solve for and eliminate wrong answers for multiple choice questions	3E.1. Algebra 1 EOC exam
2	3E.2. Lack of home internet access to utilize the state's FCAT Explorer/FOCUS website to further remediate lessons taught at schools	3E.2. Teachers will allow this subgroup of students class time to use the computers after lessons are taught to further remediate the lesson. Students requiring more time will be encouraged to stay after school and complete this remediation	3E.2. Math Teachers	3E.2. Teacher will access the FCAT Explorer/FOCUS website to monitor student's progress and provide individual student feedback	3E.2. Algebra 1 EOC exam
3	3E.3. Students lack motivation to fully participate in classroom lessons and assessments	3E.3. Maximize the use of the Promethean Board, Promethean Slate and Active Votes in order to increase the classroom participation	3E.3. Math Teachers and Administrators	3E.3. Review student work and provide specific feedback to the students on areas that need improvement	3E.3. Algebra 1 EOC exam

	and differentiated instruction	Conduct classroom walkthroughs to ensure student needs are being met
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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:	By June 2013, 46.4% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in Geometry will score Achievement Level 3 on the Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (50)	46.4% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students will take EOC exam 3 or more weeks before the curriculum for Geometry is complete.	1.1. Use the Next Generation Standards in daily lessons and introduce specific standards earlier than District's pacing guides	1.1. Math Teachers	1.1. Geometry EOC practice exams and mini benchmark tests	1.1. Geometry EOC exam results
2	1.2. Most geometry students lack prior knowledge in geometry and spatial sense	1.2. Allow differentiated instruction using evidence based instruction and or interventions within the mathematics books while giving students the opportunity to lead the exploration of geometry and spatial sense with the teacher as facilitator	1.2. Math Teachers	1.2. Geometry EOC practice exams and mini benchmark tests focusing on the geometry and special sense strand	1.2. Geometry EOC exam results
3					
4	1.3. Loss of math skill set due to block scheduling and summer vacation	1.3. Yearlong math classes for lowest performing 10th graders in Geometry and daily warm ups to spiral back to previously learned concepts	1.3. Administrator and math teachers	1.3. Practice Math assessments including pre-and post-tests with data charts and chats	1.3. Geometry EOC exam results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By June 2013, 46.6% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in Geometry will score Achievement Level 4 or 5 on the Geometry EOC exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (51)	46.6% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The District provided pacing guide is inadequate in its approach to students functioning at a level 4 or higher	2.1. Differentiated learning will be provided along with the use of the laptop cart and the state FCAT Explorer/Focus website. Students working at or above level 4 will also be encouraged to utilize the website outside of school and at after school AEP tutoring	2.1. Math Teachers	2.1. Geometry EOC practice exams and mini benchmark tests	2.1. Geometry EOC exam results
2	2.2. Loss of math skill set due to block scheduling and summer vacation	2.2. Yearlong math classes for lowest performing 10th graders in Geometry and daily warm ups to spiral back to previously learned concepts	2.2. Administrator and math teachers	2.2. Practice Math assessments including pre-and post-tests with data charts and chats	2.2. Geometry EOC exam scores
3	2.3 Students taking Geometry EOC may be inexperienced using scientific calculator on computer	2.3 Practice using calculator on sample EOC tests using "epat launcher" on computer	2.3 Math teachers	2.3 Computer-based practice Geometry EOC exam	2.3 Geometry EOC exam scores

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 #				
	By June 2013, Atlantic Technical Center High School students who are enrolled in Geometry who score non-proficient on the Geometry EOC exam will be reduced by .67%.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	93%	94%	95%	95%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, Atlantic Technical Center High School students by subgroups who are enrolled in Geometry, who meet the criteria of the DOE rule and who score non-proficient on the Geometry EOC exam will be reduced by .5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 4% (1) Black: 9% (3) Hispanic: 12% (6) Asian: 0% (0) American Indian: N/A	White: 4% (1) Black: 7.5% (3) Hispanic: 12% (4) Asian: 0% (0) American Indian: N/A

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	3B.1. Students are not organized for class and lack basic resources	3B.1. Give students note taking strategies for organizing their notes Allow students to borrow basic resources such as a protractor, compass, etc.	3B.1. Math Teachers	3B.1. Teachers will do a monthly notebook check to help make sure the student has improved and maintains organization	3B.1. Geometry EOC exam
2	3B.2. Lack of home Internet access to utilize the state's FCAT Explorer/FOCUS website to further remediate lessons taught at schools	3B.2. Teachers will allow this subgroup of students' class time to use the computers after lessons are taught to further remediate the lesson. Students requiring more time will be encouraged to stay after school and complete this remediation	3B.2. Math Teachers	3B.2. Teacher will access the FCAT Explorer/FOCUS website to monitor student's progress and provide individual student feedback	3B.2. Geometry EOC exam
3	3B.3. Students lack motivation to fully participate in classroom lessons and assessments	3B.3. Maximize the use of the Promethean Board, Promethean Slate and Active Votes in order to increase the classroom participation and differentiated instruction	3B.3. Math Teachers and Administrators	3B.3. Review student work and provide specific feedback to the students in areas that need improvement Conduct classroom walkthroughs to ensure student needs are being met	3B.3. Geometry EOC exam

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	N/A	N/A	N/A	N/A	N/A

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013, Atlantic Technical Center High School students with disabilities who are enrolled in Geometry, who meet the criteria of the DOE rule and who score non-proficient on the Geometry EOC exam will be reduced by 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

25% (1)		14% (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	3D.1. Students are not organized for class and lack basic resources	3D.1. Give students note taking strategies for organizing their notes Allow students to borrow basic resources such as a protractor, compass, etc.	3D.1. Math Teachers	3D.1. Teachers will do a monthly notebook check to help make sure the student has improved and maintains organization	3D.1. Geometry EOC exam
2	3D.2. Lack of home internet access to utilize the state's FCAT Explorer/FOCUS website to further remediate lessons taught at schools	3D.2. Teachers will allow this subgroup of students' class time to use the computers after lessons are taught to further remediate the lesson. Students requiring more time will be encouraged to stay after school and complete this remediation	3D.2. Math Teachers	3D.2. Teacher will access the FCAT Explorer/FOCUS website to monitor student's progress and provide individual student feedback	3D.2. Geometry EOC exam
3	3D.3. Students lack motivation to fully participate in classroom lessons and assessments	3D.3. Maximize the use of the Promethean Board, Promethean Slate and Active Votes in order to increase the classroom participation and differentiated instruction	3D.3. Math Teachers and Administrators	3D.3. Review student work and provide specific feedback to the students on areas that need improvement Conduct classroom walkthroughs to ensure student needs are being met	3D.3. Geometry EOC exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013, Atlantic Technical Center High School economically disadvantaged students who are enrolled in Geometry who meet the criteria of the DOE rule and who score non-proficient on the Geometry EOC exam will be reduced by 2.7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9.8% (6)	7.1% (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	3E.1. Students are not organized for class and lack basic resources	3E.1. Give students note taking strategies for organized their notes Provides students with incentives such as a new notebook for	3E.1. Math Teachers	3E.1. Teachers will do a monthly notebook check to help make sure the student has improved and maintains organization	3E.1. Geometry EOC exam

		keeping their current notebook organized Allow students to borrow basic resources such as a protractor, compass, etc.			
2	3E.2. Lack of home internet access to utilize the state's FCAT Explorer/FOCUS website to further remediate lessons taught at schools	3E.2. Teachers will allow this subgroup of students' class time to use the computers after lessons are taught to further remediate the lesson. Students requiring more time will be encouraged to stay after school and complete this remediation	3E.2. Math Teachers	3E.2. Teacher will access the FCAT Explorer/FOCUS website to monitor student's progress and provide individual student feedback	3E.2. Geometry EOC exam
3	3E.3. Students lack motivation to fully participate in classroom lessons and assessments	3E.3. Maximize the use of the Promethean Board, Promethean Slate and Active Votes in order to increase the classroom participation and differentiated instruction	3E.3. Math Teachers and Administrators	3E.3. Review student work and provide specific feedback to the students on areas that need improvement Conduct classroom walkthroughs to ensure student needs are being met	3E.3. Geometry EOC exam

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS Training	9-12 all subjects	ESE facilitator	Instructional staff in all curricular areas	Pre-Planning Week	Mentoring by ESE staff	ESE staff and administration
Common Core	9-12 all subjects	Common Core Faculty Cadre	Math instructional staff	Pre-Planning week and PLCs	Mentoring by Common Core Faculty Cadre and best practices shared in PLCs	Common Core Faculty Cadre
Next Generation Laptop Cart Training	9-12/math	Staff trainer	Math instructional staff	Pre-Planning Week	Peer visits during planning periods	Administration and department heads
Modeling best practices in math	9-12/math	Instructional staff	Math instructional staff	Teacher Planning, Early Release Days, and PLCs	Peer visits during planning periods for sharing best practices in math, follow-up collegial conversation among teachers during PLCs	Administration, department head and instructional staff

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and	Training of all academic and technical staff in reading and math initiatives using in-house staff trainers	n/a	\$0.00

Careers (PARCC)				Subtotal: \$0.00
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
Staff training on the online Algebra I and Geometry EOC exam protocols	Staff trainers using computers and laptops	n/a	\$0.00	
Training and implementation of state of the art learning tools	Next Generation Laptop Cart	n/a	\$0.00	
				Subtotal: \$0.00
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
School develops and administers all training	n/a	n/a	\$0.00	
				Subtotal: \$0.00
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
				Subtotal: \$0.00
				Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
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	N/A	N/A	N/A	N/A	N/A

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:			By June 2013, 38.5% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in Biology will score Achievement Level 3 on the Biology EOC exam.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38% (54)			38.5% (59)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Biology EOC exams are administered approximately 5-6 weeks prior to the end of the term resulting in an anticipated deficit of 45 hours of instructional time	1.1. All students are entered into Biology Honors in order to receive the most rigorous instruction to competently complete all of the standards/benchmarks on the Biology EOC exam Test Item Specification Biology teachers will offer after-school review sessions in order to reinforce concepts	1.1. Biology teachers, Science Department Head, Administrator	1.1. Teacher criterion-referenced unit tests, mini-assessments, and departmental mid-term exam	1.1. Biology EOC exam, end-of-year departmental review
2	1.2. No plan in place for students needing remediation for non-proficiency on the Biology EOC exam	1.2. Realign biology curriculum to meet all of the standards/benchmarks accelerated content	1.2. Biology teachers, Science Department Head, Administrator	1.2. Teacher criterion-referenced unit tests, mini-assessments, and departmental mid-term exam	1.2. Biology EOC retake exam, end-of-year departmental review
	1.3. Students may not be aware of effective reading strategies	1.3. Reading coach models effective strategies in classroom using science content	1.3. Administrator and reading coach	1.3. Monthly Classroom Walk-through by H.S. Administrator; results discussed during group planning meetings with administrator and	1.3. Biology EOC exam and teacher developed assessments

3				<p>instructional staff; adjustments to classroom implementation will be discussed during a personal meeting with teacher followed by additional CWTs to check for implementation</p> <p>Classroom visits by reading coach</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	By June 2013, 58.8% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in Biology will score Achievement Level 4 or 5 on the Biology EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (83)	58.8% (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	2.1. Biology EOC exams are administered approximately 5-6 weeks prior to the end of the term resulting in an anticipated deficit of 45 hours of instructional time	2.1. All students are entered into Biology Honors in order to receive the most rigorous instruction to competently complete all of the standards/benchmarks on the Biology EOC exam Test Item Specification Biology teachers will offer after-school review sessions in order to reinforce concepts	2.1. Biology teachers, Science Department Head, Administrator	2.1. Teacher criterion-referenced unit tests, mini-assessments, and departmental mid-term exam	2.1. Biology EOC exam, end-of-year departmental review
2	2.2. More rigorous textbook and coursework aligned to Biology Honors Standards	2.2. Employ CRISS and Common Core strategies to assist students with reading the more rigorous materials	2.2. Administrator and reading coach	2.2. Monthly Classroom Walk-through by H.S. Administrator; results discussed during group planning meetings with administrator and instructional staff; adjustments to classroom implementation will be discussed during a personal meeting with teacher followed by additional CWTs to check for implementation Classroom visits by reading coach	2.2. Teacher developed assessments and Biology EOC exam
	2.3. Insufficient access to technology	2.3. Teach research skills and provide	2.3. Classroom teacher, media	2.3. Increased number of students accessing	2.3. Completed research projects

3	at home for homework and research projects	opportunities for research projects and access to technology in class and after school	specialist, AEP supervisor	school and district databases and attendance in AEP
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	9-12 all subjects	Common Core Faculty Cadre and reading coach	All science instructional staff	Pre-Planning week and Science PLCs	Mentoring by reading coach and best practices shared in PLCs	Reading coach and department heads
MTSS Training	9-12 all subjects	ESE facilitator	Instructional staff in all curricular areas	Pre-Planning Week	Mentoring by ESE staff	ESE staff and administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Staff training on the online Biology EOC exam protocols	Staff trainers using computers and laptops	n/a	\$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. Writing Goal #1a:	By June 2013, 98.3% of Atlantic Technical Center High School 10th grade students who meet the criteria of the DOE rule will score level 3 or higher on Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (133)	98.3% (144)

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	1A.1. Formulaic writing (5 paragraph essay) is taught and stressed in middle schools Students resist using primary documents for research	1A.1. To learn new organizational patterns and to focus on the 6-Traits writing model Students will become familiar with the writing rubric for high school papers Emphasis on FCAT2 and Common Core writing requirements Continue emphasis on research in grade 10, including the research process	1A.1. Faculty chairpersons, language arts teachers and Administration	1A.1. Practice essays graded using the Florida writing rubric, 3-Minute Writes, and Writing Explosion Writing using primary source documents	1A.1. Writing scores on practice essays and FCAT 2 writing and teacher-made assessments Four mini-research projects
2	1A.2. Students lack of elaboration in the writing process	1A.2. Focusing on different writing genres Analyze successful student and professional writing	1A.2. Faculty chairpersons language arts teachers and Administration	1A.2. Practice essays graded using the writing rubric, 3-Minute Writes, and Writing Explosion	1A.2. Writing rubric based on the Six Traits of Effective Writing and FCAT 2 writing
3	1A.3. Resistance to the revision process	1A.3. Introduce a variety of revision techniques such as primary trait and holistic revision	1A.3. Faculty chairpersons language arts teachers and Administration	1A.3. Teacher observation and individual conferences providing feedback on student writing	1A.3. FCAT Writes, 3-Minute Writes and Writing Explosion

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
MTSS Training	9-12 all subjects	ESE facilitator	Instructional staff in all curricular areas	Pre-Planning Week	Mentoring by ESE staff	ESE staff and administration
Partnership for Assessment of Readiness for College and Careers (PARCC)/Next Generation Standards	9-12 language arts and reading	Common Core Faculty Cadre	Language arts and reading instructional staff	Pre-Planning Week and Language Arts/Reading PLCs	Mentoring by reading coach, Common Core Faculty Cadre and best practices shared in PLCs	Reading coach and department heads
Modeling best practices in writing	9-12 language arts and reading	Instructional staff and department head	Language arts and reading instructional staff	Teacher Planning, Early Release Days, and Language Arts/Reading PLCs	Peer visits during planning periods for sharing best practices in reading, follow-up collegial conversation among teachers during PLCs	Administration, department head, and instructional staff

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading and writing initiatives using in-house staff trainers	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use turnitin.com to ensure all research and writing assignments are the students own original work and to assist students in the understanding of plagiarism	Turnitin.com	General Fund	\$1,610.12
			Subtotal: \$1,610.12
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	By June 2013, 50% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in U.S. History will score Achievement Level 3 on the U.S. History EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. U.S. History EOC exams are administered approximately 5-6 weeks prior to the end of the term resulting in an anticipated deficit of 45 hours of instructional time	1.1. All students are entered into U.S. History Honors in order to receive the most rigorous instruction to competently complete all of the standards/benchmarks on the U.S. History EOC exam Test Item Specification U.S. History teachers will offer after-school review sessions in order to reinforce concepts	1.1. U.S. History teachers, Department Head, Administrator	1.1. Teacher criterion-referenced unit tests, mini-assessments, and departmental mid-term exam	1.1. U.S. History EOC exam, end-of-year departmental review
2	1.2. Students do not have required literacy skills to read primary source documents	1.2. Common Core training for teachers	1.2. Administration and Common Core Faculty Cadre	1.2. Teacher criterion-referenced unit tests, mini-assessments, and departmental mid-term exam	1.2. U.S. History EOC exam and teacher developed tests
3	1.3. Content area teachers may not be adequately trained to teach reading comprehension strategies	1.3. Provide ongoing professional development in Reading in the Content Area, and Common Core strategies	1.3. Administration and reading coach and Common Core Faculty Cadre	1.3. Track teacher participation in professional development, and teacher-made tests	1.3. U.S. History EOC exam and teacher developed tests

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	By June 2013, 20% of Atlantic Technical Center High School students who meet the criteria of the DOE rule and are enrolled in U.S. History will score Achievement Level 4 or 5 on the U.S. History EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		20% (18)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. U.S. History EOC exams are administered approximately 5-6 weeks prior to the end of the term resulting in an anticipated deficit of 45 hours of instructional time	2.1. All students are entered into U.S. History Honors in order to receive the most rigorous instruction to competently complete all of the standards/benchmarks on the U.S. History EOC exam Test Item Specification U.S. History teachers will offer after-school review sessions in order to reinforce concepts	2.1. U.S. History teachers, Department Head, Administrator	2.1. Teacher criterion-referenced unit tests, mini-assessments, and departmental mid-term exam	2.1. U.S. History EOC exam, end-of-year departmental review
2	2.2. Students unfamiliar with close reading strategies for primary source documents	2.2. Provide Common Core professional development	2.2. Common Core Faculty Cadre and Administration	2.2. Student performance data	2.2. U.S. History EOC exam and teacher developed tests
3	2.3. Classroom required reading and vocabulary materials may not be sufficiently challenging to enhance literacy skills Students are unfamiliar with close reading as an expectation of Common Core and PARCC	2.3. Develop classroom libraries with challenging reading materials Utilize close reading strategies Advanced Reading ACT/SAT prep Materials will be content specific with media specialist assisting teachers with selection and borrowing process	2.3. Administrator, media specialist and reading coach	2.3. Track library circulation of higher level reading material	2.3. U.S. History EOC exam and teacher developed tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	9-12 all subjects	Common Core Faculty Cadre and reading coach	All social science instructional staff	Pre-Planning week and Social Science PLCs	Mentoring by reading coach and best practices shared in PLCs	Reading coach and department heads
MTSS Training	9-12 all subjects	ESE facilitator	Instructional staff in all curricular areas	Pre-Planning Week	Mentoring by ESE staff	ESE staff and administration

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing professional development in Common Core State Standards (CCSS)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Staff training on the online Biology EOC exam protocols	Staff trainers using computers and laptops	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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		By June 2013, the average daily attendance of Atlantic Technical Center H.S. students in grades 9-12 who meet the criteria of the DOE rule will be 97%			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96%		97%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
5% (30)		4% (25)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
13% (74)		12% (68)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. District transportation issues	1.1. Transportation Coordinator assists with District transportation to optimize services	1.1. Administration and transportation coordinator	1.1. Continual analysis of district transportation issues	1.1. Daily SBBC bus issue log and bi-monthly attendance rate reports
2	1.2. Personal and public transportation issues	<p>1.2. Administration, attendance designee and guidance work with students to determine effective strategies to avoid absence or tardiness due to transportation issues</p> <p>Administration meets with parents and students for attendance issues/use of SBBC Attendance Policy for Patterns of Non-Attendance</p> <p>During advisory cohort meetings reinforce the importance of good attendance for achievement</p> <p>Administration and attendance designee monitors and studies number of students with continuous personal transportation issues</p> <p>Consistent use of consequences according to the Atlantic Technical Center Proactive Discipline Plan, District Discipline Matrix and 2011-2012 Code of Conduct and Attendance Policy including; issuance of detention(s) and referral(s) for tardiness and class cut, no make-up work for unexcused absences, only excusing absences for reasons and according to the timeframe listed in the District Code of Conduct</p> <p>Quarterly perfect attendance recognition and awards</p> <p>Recognition and awards for students having perfect attendance each semester</p>	1.2. Administration, attendance designee and teachers	1.2. Continual analysis of student attendance with enforcement of attendance policy	1.2. Daily, weekly, quarterly and yearly attendance reports and detention database summary
	1.3. Absences, tardies and early dismissals due to reasons other than illness	1.3. Administration, attendance designee and guidance work with students to determine effective strategies to avoid absence or tardiness due to issues	1.3. Administration, attendance designee and guidance	1.3. Continual analysis of student attendance with enforcement of attendance policy	1.3. Daily, weekly, quarterly and yearly attendance reports and detention database

3

other than illness/ use of SBBC Attendance Policy for Patterns of Non-Attendance

Students with chronic illness excused absences referred to guidance for possible services

Administration meets with parents and students for all chronic attendance issues including those due to illness/excused or unexcused

During advisory cohort meetings reinforce the importance of good attendance for achievement

Administration and attendance designee monitors and studies number of students with continuous personal absence and tardiness issues

Consistent use of consequences according to the Atlantic Technical Center Proactive Discipline Plan, District Discipline Matrix and 2011-2012 Code of Conduct and Attendance Policy including; issuance of detention(s) and referral(s) for tardiness and class cut, no make-up work for unexcused absences, only excusing absences for reasons and according to the timeframe listed in the District Code of Conduct manual

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
			Administration,		Analysis of all student attendance, meetings with students and	

Attendance	9-12/all subjects	Administration	attendance designee, guidance and staff	Quarterly review	parents to support attendance and use of policy to reinforce in cases of patterns of non-attendance	Administration
Attendance process/use of matrix	9-12/all subjects	Administration and guidance	Administration, attendance designee, guidance, Gradebook administrator and instructional staff	Ongoing	School attendance reports	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Calls and letters to parents announcing attendance meetings for students with excessive absences and/or tardies and announcing the 12th grade parent forum	Stationary and stamps	General Fund	\$125.00
Awards and recognition	Certificates and small rewards	General Fund	\$500.00
			Subtotal: \$625.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Robot calls, website newsflashes and administrative/teacher calls, emails to parents and awards and recognition	Parent link and website	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$625.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, the suspension rate of Atlantic Technical Center H.S. students grades 9-12 who meet the criteria of the DOE rule will be less than 1%, all of whom will be notified of the Alternative to External Suspension (AES) option
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1% (4)	1% (3)

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (3)	1% (2)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1% (11)	1% (9)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1% (9)	1% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Emotional, social and psychological issues of high school students	1.1. MTSS team meets to begin the process for student support through personalization	1.1. Administration and MTSS team	1.1.MTSSstudy results	1.1. Suspension Report in Discipline Management System, Tech Tracker database and MTSS study results Outcome is fewer suspensions
2	1.2. Students out of compliance with the Code of Student Conduct and Atlantic Technical Center Proactive Discipline Plan	1.2. Familiarize students with matrix consequences of misbehavior according to the Code of Student Conduct and the ATC Proactive Discipline Plan	1.2. Administration and teachers	1.2.Analysis of data	1.2. Suspension Report and TechTracker database
3	1.3. Inconsistent Classroom behavior management strategies	1.3. Discussion and study of behavior management strategies during Grade-Level PLCs	1.3. Administration faculty chairpersons	1.3.Teacher observation and analysis of discipline management system	1.3. Suspension Report and TechTracker database

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
Behavior Management	9-12/all subjects	Faculty chairs	Instructional staff	Monthly PLC's	Classroom administrative observation	Administration
MTSS Training	9-12/all subjects	ESE staff	Instructional staff in all curricular areas	Pre-Planning Week	Mentoring by ESE staff	ESE staff and administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Monitor school databases	School databases	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	School trainers	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		By June 2013, the graduation rate of Atlantic Technical Center H.S. will be 100% and less than 1% of students in grades 9-12 that meet the criteria of the DOE will drop out of school.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1%(1)		0% (0)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
99% (119)		100% (129)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students leaving	1.1. Counseling by	1.1. Administrator	1.1. Transfer school	1.1. Graduation

1	the school prior to graduation and not enrolling in another high school	administration and guidance	and guidance counselors	requesting records and student entered into w/d database	rate June 2013
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement	
Parent Involvement Goal #1:	
*Please refer to the percentage of parents who	By June 2012 parent involvement in school activities will increase to 68%.

<i>participated in school activities, duplicated or unduplicated.</i>	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60% (330)	64% (352)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents do not live in the neighborhood of this magnet school	1.1. Communicate thru website and robot calls dates and times of all events in a timely fashion so families can plan.	1.1.Magnet Coordinator	1.1. Determine attendance through sign in sheets and surveys	1.1. Final analysis of attendance data and surveys
2	1.2. Parents have no transportation	1.2. Assist parents in exploring public transportation options.	1.2. Student Services transportation specialist	1.2. Determine attendance through sign in sheets and surveys	1.2. Final analysis of attendance data and surveys
3	1.3. Parents work schedule prevents late afternoon/early evening participation	1.3. Schedule at least one information forum per semester in the morning	1.3. Administration, guidance, magnet coordinator	1.3. Determine attendance through sign in sheets and surveys	1.3. Final analysis of attendance data and surveys

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
Increase parent involvement	9-12/all subjects	Administration, guidance counselors and magnet coordinator	High School Leadership Team	Ongoing	Results of surveys and sign in sheets	Administration and magnet coordinator
Tech Tiger Invasion	9-11	Administration and magnet coordinator	Parents and incoming new students, teachers	August 15, 2012	Sign in sheet	Administration and magnet coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Robot calls, website newflashes and administrative/teacher calls	Parent link and website	n/a	\$0.00

and emails to parents			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students unwilling to enroll in advanced level courses.	1.1. Guidance counselors meet with students and parents to discuss advantages of advanced level courses	1.1. Guidance counselors and administrator	1.1. Advanced level course enrollment	1.1. Schedules
2	1.2. Students having difficulties in advanced level courses.	1.2. Monitoring of student progress by teachers and guidance counselors. Offer Academic Enrichment Program for after-school tutoring	1.2. Guidance counselors and teachers	1.2. Student improvement within courses	1.2. Grade reports
3	1.3. Students not meeting pass scores on all components of TABE	1.3. Support in math, reading, and language Use of classroom tutorials AEP tutoring	1.3. Technical Transition Specialist, Reading Coach	1.3. Passing score on TABE, TABE Practice tests	1.3. TABE

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
CTE teachers meet with Advisory Committees	All technical teachers	Department Heads	All technical teachers, grades 11-12	On-going	Teachers meet with administrators and department heads to implement updated skills	Administration and department heads

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On-going meetings with technical Advisory Committees	Technical teachers, Advisory Committees	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	<p>CTE Goal #1: By January 2013, 100% of Atlantic Technical Center High School 11th and 12th grade students who meet the criteria of the DOE rule will be enrolled in or will have completed a CTE program.</p> <p>CTE Goal #2: By June 2013, 98.5% of Atlantic Technical Center High School graduates who meet the criteria of the DOE rule will complete all courses within their programs in order to be designated as program completers.</p> <p>CTE Goal #3: By June 2013, 63% of Atlantic Technical Center High School graduates who meet the criteria of the DOE rule will qualify for Gold Seal Bright Futures scholarships.</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	1.1. Students change technical program which limits chances of completion	1.1. Meet with students and parents if students are struggling in technical program and before a decision is made to transfer out of a program Off support for students struggling in a technical program	1.1. Technical transition specialist	1.1. Measure and monitor completion rates	1.1. License/certification and/or completion rates
2	1.2. Students do not achieve the minimum required ACT/SAT score for Gold Seal	1.2. After school Academic Enrichment Program and ACT/SAT preparation class	1.2. Guidance counselors, ACT/SAT preparation teachers	1.2. Achieving minimum required scores on the ACT/SAT tests	1.2. ACT/SAT score reports
3	1.3. Students not achieving minimum GPA in CORE and/or technical classes to qualify for Gold Seal	1.3. After school Academic Enrichment Program Academic check-up Retaking classes for grade forgiveness Improved reading instruction in classrooms Emphasis on Common Core including text complexity, close reading and use of primary sources	1.3. Guidance counselor, teachers	1.3. Improved GPA	1.3. Grade reports

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
NGCAR-PD	All grades/subjects	Department heads	All teachers/all subjects	On-going	Encouragement to take course by department heads and administration	Department heads and administration
Common Core	9-12 language arts and reading	Common Core Faculty Cadre	All teachers/all subjects	Pre-Planning week and ongoing PLCs	Mentoring by reading coach and best practices shared in PLCs	Reading coach and department heads

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing professional development in Common Core State Standards (CCSS)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00

NGCAR-PD	District offerings	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School develops and administers all training	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
Reading	Springboard program in Language Arts classes	Springboard text	District	\$0.00
CELLA	Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
Mathematics	Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading and math initiatives using in-house staff trainers	n/a	\$0.00
Science	Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
Writing	Provide ongoing professional development in Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)	Training of all academic and technical staff in reading and writing initiatives using in-house staff trainers	n/a	\$0.00
U.S. History	Provide ongoing professional development in Common Core State Standards (CCSS)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
Attendance	Calls and letters to parents announcing attendance meetings for students with excessive absences and/or tardies and announcing the 12th grade parent forum	Stationary and stamps	General Fund	\$125.00
Attendance	Awards and recognition	Certificates and small rewards	General Fund	\$500.00
Suspension	n/a	n/a	n/a	\$0.00
Dropout Prevention	n/a	n/a	n/a	\$0.00
Parent Involvement	n/a	n/a	n/a	\$0.00
STEM	n/a	n/a	n/a	\$0.00
CTE	Provide ongoing professional development in Common Core State Standards (CCSS)	Training of all academic and technical staff in reading initiatives using in-house staff trainers	n/a	\$0.00
CTE	NGCAR-PD	District offerings	District	\$0.00

Subtotal: \$625.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of computers for FCAT 2.0 practice	Laptop carts and computer labs	n/a	\$0.00
CELLA	Use of computers and TurnItIn.com	TurnItIn.com on Writing Budget	N/A	\$0.00
Mathematics	Staff training on the online Algebra I and Geometry EOC exam protocols	Staff trainers using computers and laptops	n/a	\$0.00
Mathematics	Training and implementation of state of the art learning tools	Next Generation Laptop Cart	n/a	\$0.00
Science	Staff training on the online Biology EOC exam protocols	Staff trainers using computers and laptops	n/a	\$0.00
Writing	Teachers will use turnitin.com to ensure all research and writing assignments are the students own original work and to assist students in the understanding of plagiarism	Turnitin.com	General Fund	\$1,610.12
U.S. History	Staff training on the online Biology EOC exam protocols	Staff trainers using computers and laptops	n/a	\$0.00
Attendance	Robot calls, website newsflashes and administrative/teacher calls, emails to parents and awards and recognition	Parent link and website	n/a	\$0.00
Suspension	Monitor school databases	School databases	n/a	\$0.00
Dropout Prevention	n/a	n/a	n/a	\$0.00
Parent Involvement	Robot calls, website newsflashes and administrative/teacher calls and emails to parents	Parent link and website	n/a	\$0.00
STEM	n/a	n/a	n/a	\$0.00
CTE	n/a	n/a	n/a	\$0.00

Subtotal: \$1,610.12

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School develops and administers all training	n/a	n/a	\$0.00
CELLA	School develops and administers all training	n/a	n/a	\$0.00
Mathematics	School develops and administers all training	n/a	n/a	\$0.00
Writing	School develops and administers all training	n/a	n/a	\$0.00
U.S. History	School develops and administers all training	n/a	n/a	\$0.00
Attendance	School develops and administers all training	n/a	n/a	\$0.00
Suspension	School develops and administers all training	School trainers	n/a	\$0.00
Dropout Prevention	School develops and administers all training	n/a	n/a	\$0.00
Parent Involvement	School develops and administers all training	n/a	n/a	\$0.00
STEM	On-going meetings with technical Advisory Committees	Technical teachers, Advisory Committees	n/a	\$0.00
CTE	School develops and administers all training	n/a	n/a	\$0.00

Subtotal: \$0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,235.12

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/25/2012)

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
ACT/SAT Preparatory, and EOC Algebra, Geometry, Biology, U.S. History and AP support sessions after school	\$10,000.00

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

The SAC meets bi-monthly to monitor the implementation of the SIP action plan. Revisions to the SIP are made based on analysis of student performance data including technical and adult education and high school programs and end of year results. The SAC also determines the allocation of the budget to support the SIP.

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 ATLANTIC TECHNICAL CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	92%	85%	53%	300	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	56%	86%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	78% (YES)			133	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District ATLANTIC TECHNICAL CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	96%	95%	61%	317	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	58%	81%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	91% (YES)			140	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					596	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested