FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOUTH BROWARD HIGH SCHOOL

District Name: Broward

Principal: Olayemi Awofadeju

SAC Chair: Ann Borombozin/ Carlisa Russel

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

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	Olayemi Awofadeju	Degrees: MS in Educational Leadership BS in History		7	2011-2012: Assistant Principal of Nova High School: Grade Pending Reading Mastery: 64% Math Mastery: 75% Science Mastery: NA Overall AYP TBA Lowest 25% learning gains% Reading: 70% Mathematics: 79% 2010-2011: Assistant Principal of Nova High School: Grade A Reading Mastery: 61% Math Mastery: 88% Science Mastery: 50% AYP: 87% overall. All AYP subgroups met proficiency in math. Lowest 25% learning gains% Reading: 54% Mathematics: 76% 2009-2010: Assistant Principal of Nova High School: Grade A Reading Mastery: 58%

Position	Name	Degrees/Certifications			Performance Record
					Math Mastery: 92% Science Mastery: 50% AYP: 87% overall. All AYP subgroups met proficiency in math. Lowest 25% learning gains% Reading: 61% Mathematics: 85%
Assis Principal	Khandia Pinkney	Degrees: BS Nursing, Florida International University; Masters in Educational Leadership, Florida Atlantic University; Certifications: Health (K-12); Educational Leadership (K-12); Principal All Levels K-12; ESOL Category 3 (SBBC Certificate)	11	6	2011-2012: Grade "Pending" Science Mastery: NA Overall AYP TBA Overseeing the Science Initiative 2010-2011: Grade "B" Math Mastery: 70% Science Mastery: 43% AYP: 69% overall. No subgroups made AYP in math. Lowest 25% learning gains: Reading: 45% Mathematics: 58% Overseeing the Math and Science Initiative 2009-2010: Grade "B" Math Mastery: 72%. Science Mastery: 37% AYP: 72% overall. White subgroup made AYP in math. Lowest 25% learning gains: Reading: 45%; Mathematics: 58%
Assis Principal	Jeff Morford	BS in Business Administration, Ball State University; Masters of Educational Leadership, Nova Southeastern University; Certifications: Educational Leadership (K-12); Business Education (6-12)	6	11	2011-2012: School Grade "Pending" Overseeing the Reading Initiative Reading Mastery: 46 %. 2010-2011:School Grade "B" Reading Mastery: 43%. AYP: 72% overall. No subgroups made AYP in Reading. Lowest 25% learning gains: Reading 45%; Mathematics: 66% 2009-2010: School Grade "B" Reading Mastery: 43%. AYP: 72% overall. No subgroups made AYP in Reading. Lowest 25% learning gains: Reading 45%; Mathematics: 58%
Assis Principal	Darius Saunders	Masters in Educational Leadership All Levels Bachelor of Science in Business Education Certification 6-12 School Principal All Levels ESOL Endorsement	1	8	Assistant Principal of South Broward High School 2011-2012: School Grade "Pending" Reading Mastery: 46%; Math Mastery: 48 %; Science Mastery: N/A Writing Mastery:86 %. No subgroups made AYP in math or reading. Lowest 25% learning gains: Reading 59%; Mathematics: 32% 2010-2011: Assistant Principal at Hallandale High School: Grade C Overseeing Science Initiative Reading: 23% of students are at or above level 36% made learning gains 50% of the lowest 25% made learning gains Math: 61% of students at or above grade level 59% made learning gains 60% of the lowest 25% made learning gains Writing: 85% met state standards Science: 27% met state standards 2009-2010 Assistant Principal of Miramar High School 82 % Met AYP Reading: 35% of students at or above grade level 42% made learning gains 34% of the lowest 25% made learning gains Math: 68% of students at or above grade level 74% made learning gains 70% of the lowest 25% made learning gains Writing: 88% met state standards

				Behavior Specialist of South Broward High School 2011-12 School Grade: "pending" Reading Mastery: 46%; Math Mastery: 48 %; Science Mastery: N/A Writing Mastery:86 %, No subgroups made AYP in math or reading. Lowest 25% learning gains: Reading 59%; Mathematics: 32%
Assis Principal	Vera Perkovic	Degrees: BS Science Oakland University; Masters in Educational Leadership, Florida Atlantic University; Certifications: Chemistry (6-12), Biology (6-12); Educational Leadership (K-12)	7	Chemistry Teacher of South Broward High School 2010-11 School Grade: "B" Reading Mastery: 43%; Math Mastery: 70%; Science Mastery: 43%; Writing Mastery:85%, AYP:67% overall. No subgroups made AYP in math or reading. Lowest 25% learning gains: Reading 40%; Mathematics: 66%

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	Joseph Giummule	Degrees: Bachelor of Science in Elementary Education; Certifications: Reading (6-12)	4	3	The following data is based on Mr. Giummule's performance as a Reading Coach that included working with teachers, data chats with students, and student push-ins and pull-outs. 2011-2012: Grade "Pending" Reading Mastery: 46 %, Learning Gains: 58 %, Lowest 25% Gains: 59 % AYP: No subgroup made AYP. 2010-2011: Grade B, Reading Mastery:43 %, Learning Gains: 46%, Lowest 25% Gains:40 % AYP: No subgroup made AYP. 2009-2010: Grade B Reading Mastery:43% Learning Gains: 48% Lowest 25% Gains: 45% AYP: No subgroup made AYP.

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. Careful selection of staff hired using specific criteria as outlined in the job description and level of experience.	Principal, Assistant Principals	On-going	
2	2. On-going Professional Development based on teacher needs as determined through classroom i-Observations, using Marzano's Instructional Framework online tool, CWTs and PLCs.	Principal, Assistant Principals	June 2013	
3	2. Open conversations with Administrators and Department Heads and meeting with new, inexperienced teachers (grade level and those new to a position) on regular basis	Principal	On-going	
4	3. Partnering new teachers (1-3 years of experience) with veteran teachers	New Educator Support System (NESS) Liaison	On-going	
5	4. Open conversations with Administrators and Department Heads and meeting with new, inexperienced teachers (grade level and those new to a position) on regular basis	Principal	On-going	
6	5. New, inexperienced teachers and veteran teachers PLC (support system in place)	Assistant Principal, PLC Leader	June 2013	

7	6. Current employees referring candidates for employment	Principal, Assistant Principals	N/A	
8	7. Current teachers join PLC of their choosing and are offered in-house in-service, staff development and certification renewal	Assistant Principals, PLC Coordinator	On-going	
9	8. Provide teachers with information on NCLB qualifications and resources for becoming highly qualified and monitor for compliance	Principal, Assistant Principals	On-going	
10	9. Empowering Teacher Leaders as identified by Department Chairs, Assistant Principals and Principal	Principal, Assistant Principals	On-going	

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
o	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
101	2.0%(2)	20.8%(21)	48.5%(49)	32.7%(33)	41.6%(42)	97.0%(98)	16.8%(17)	8.9%(9)	66.3%(67)

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
Joe Guimmule	Gerly Duverglas	Ms. Duverglas is a beginning teacher and this will allow her to receive academic support in lesson planning and execution.	Lesson Planning, Data Analysis, NESS support
Valerie Kelley	Scott Crelin	Mr. Crelin is a beginning teacher and this will allow him to receive academic support in lesson planning and execution.	Lesson Planning, Data Analysis, NESS support
Vladimir Borombozin	Darcy Scheffer	Ms. Scheffer is a beginning teacher and this will allow him to receive academic	Lesson Planning, Data Analysis, NESS support

		support in lesson planning and execution.	
Chris Bloese	Selena Miller	Ms. Miller is a teacher new to South Broward and this will allow him to receive academic support in lesson planning and execution.	Lesson Planning, Data Analysis
Annie Feldman	Patricia Bacca	Ms. Baca is a teacher new to South Broward and this will allow him to receive academic support in lesson planning and execution.	Lesson Planning, Data Analysis

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

Services are provided through the District for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring after school in Math and Reading.

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

The Carl Perkins Grant is used to support the following programs: Culinary Operations, Early Childhood Development, Marine Mechanics, Business/Computer Programming, Web Design, Hospitality and Tourism, Communications Technology, and Drafting. This in turn will help students make an easier transition from high school to postsecondary programs.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

South Broward High School's RtI Leadership Team will include the following individuals:
• Amy Mujica, ESE Specialist
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
•Donna Mitchell, Guidance Director
•Luis Vera, Guidance Counselor
Participates in student data collection and assists in data analysis. Analyzes need and provides professional development regarding academic guidance related issues and school support services.
•Anne Feldman, ESE Teacher
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
•Philomene Carrenard, Social Worker
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
•Elen Feinstin, School Psychologist
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based
•Jessica Stanchack, Teacher of Reading
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
• Coleen Duffy, Speech Language Pathologist
Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

• Vera Perkovic, Assistant Principal
Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

• Joseph Giummule, Reading Instructional Specialist

Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

• Maria Alves, Technology Specialist
Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Participates in student data collection and assists in data analysis. Analyzes need and provides professional development regarding academic guidance related issues and school support services.

•Amy Mujica, ESE Specialist
•Anne Feldman, ESE Teacher
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

•Philomene Carrenard, Social Worker
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

•Vanessa Tapanes, School Psychologist
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan decision making activities.

•Jessica Stanchack, Reading Teacher
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Develops and monitors behavior plans.

• Coleen Duffy, Speech Language Pathologist
Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

• Joseph Giummule, Reading Instructional Specialist
Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

•Vera Perkovic, Behavioral Specialist, SAC Co-Chair;
Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention,collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

• Maria Alves, Technology Specialist
Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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 meetings are coordinated and facilitated by Amy Mujica, ESE Specialist. In her absence, this is done by Luis Vera, Guidance Counselor. The team will meet twice per month to engage in activities such as data collection and analysis, progress monitoring, the development and/or evaluation of interventions, share effective practices, problem solve, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing

•After determining that the effective Tier I-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership team.
• Tier 2(Secondary Interventions) consists of increasing the time and intensity of the child's exposure to the core curriculum

for children who do not appear to be responding appropriately to Tier 1 instruction. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio. Targeted students participate in learning that is different by including: Standard intervention protocol process for identifying and providing research based interventions based on need and resources. On-going progress monitoring to measure student response to intervention and guide decision-making.
• Tier 3 - In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including: Intensive, formalized problem solving to identify individual student needs; Targeted research based interventions tailored to individual needs; Frequent progress monitoring and analysis of student response to intervention(s). It includes eligibility for many children to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made. Tier 3 activities investigate WHY the student has continued to struggle-- even with Tier 2 interventions-- and strive to correct or bypass the problem. Data gathering and analysis are more stringent at Tier 3 than in lower tiers. Individualized interventions are used for significant periods of time, with adjustments as necessary to fine-tune the solution.
•The team will use the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
•Data Sources for Tiers 2 and 3 are the Intervention Records. (academic: mini and BAT assessments, grades; attendance: attendance & tardy records; discipline: referral records) The data management system(s) used to summarize the data at each tier are the teachers' progress monitoring graphs. The graphs are generated for the individual students and display their academic/behavioral baseline, as well as the results of the targeted interventions

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

The RtI team will work collaboratively with the School Advisory Council (SAC) team to assist in the development and implementation of the School Improvement Plan
• The school-based RtI Leadership Team provides a common vision for the use of data-based decision-making.
•RtI Leadership team provides data on academic and social/emotional areas that need to be addressed, as well as what professional development should be planned and provided to assist teachers with understanding and implementing interventions that will help increase student's academic performance.

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.

••Baseline data: Progress Monitoring and Reporting Network (PMRN), mini-assessments, Broward Assessment Test (BAT 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT), EOC- Biology, Algebra, Geometry.
•Progress Monitoring: PMRN, Mini-Assessments, FCAT/EOC Simulations
•Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
•End of year: FAIR, FCAT, FCAT Writes, ACT/SAT, EOC- Biology, Algebra, Geometry, US History.

BASIS, Virtual Counselor, Data Warehouse, School Reports Menu will be accessed regularly for data.
•Frequency of Data Days: twice a month for data analysis
•The data sources for Tier 2 and Tier 3 are the Intervention Records and progress monitoring graphs generated for individual students.

Administrators, in coordination with department chairpersons, instructional coaches, and the classroom teacher, will conduct teacher and student data conferences analyzing the baseline test data from the district's BAT, FCAT, EOC and Diagnostic Assessment for Reading (DAR). Progress monitoring will be analyzed through the use of mini-assessments and FCAT/EOC simulation to determine the strengths and weaknesses of each student. Teachers will receive an overall BAT report card and individual students will receive an individual BAT report card with a complete analysis of their achievement and with a plan for improvement. Midyear, students will be administered the Diagnostic Assessment for Reading (DAR), BAT 2, and mini assessments according to the instructional focus calendar. Teacher and student data conferences will be scheduled throughout the school year following the district's assessment calendar and each department's instructional focus calendar.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning times and small sessions will occur throughout the year. Two professional development sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-Based Decision-Making, and Supporting and Evaluating Interventions" will take place in mid-September and in October. The RtI team will also evaluate additional staff professional development needs during the bi-weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Administrators, in coordination with department chairpersons, instructional coaches, and the classroom teacher, will conduct teacher and student data conferences analyzing the baseline test data from the district's BAT, FCAT, EOC and Diagnostic Assessment for Reading (DAR). Progress monitoring will be analyzed through the use of mini-assessments and FCAT/EOC simulation to determine the strengths and weaknesses of each student. Teachers will receive an overall BAT report card and individual students will receive an individual BAT report card with a complete analysis of their achievement and with a plan for improvement. Midyear, students will be administered the Diagnostic Assessment for Reading (DAR), BAT 2, and mini assessments according to the instructional focus calendar. Teacher and student data conferences will be scheduled throughout the school year following the district's assessment calendar and each department's instructional focus calendar.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Donna Mitchel, Guidance Director
Luis Vera, Guidance Counselors
Joseph Giummule, Reading Coach and ELL Contact
Olayemi Awofadeju, Principal
Khandia Pinkney, Assistant Principal
Vera Perkovic, Assistant Principal
Jeff Morford, Assistant Principal
Darius Saunders, Assistant Principal
Joe Giummule, Reading Coach
Shamarli Johnson, Teacher of English
Heriberto Garcia, JROTC
Michael Chapnick, Teacher of English
Kristina Patino, English Department Chair
Maxine Plummer, Teacher of English
Carlyn Brown, Teacher of English
Michael Chapnick, Teacher of English
Monica Ridlehoover, Media Specialist

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

The Principal supports the role of the Reading Leadership Team in the development of the following: reading-related goals and objectives for the School Improvement Plan, the school professional development plan (including professional learning communities, study groups, and lesson study if needed), reading initiatives through the school, collaborative problem-solving, and the Response to Intervention process.

Under the guidance of the Principal and the Reading Coach, the team will meet bi-weekly to focus on literacy initiatives, programs, data, and literacy concerns throughout the school. The Reading Coach will spend majority of his time working with teachers and students in classrooms, modeling and coaching effective instructional and teaching practices, and facilitate school-wide professional development to support reading across content areas, including Professional Learning Communities and study groups. Additionally, the Reading Coach will coordinate FAIR and Mini-BAT testing and will also plan and coordinate extended learning opportunities for reading, including Academic Achievement Camp and after school reading tutoring. The Reading coach will also push in to Science magnet classes to do data chats with all level 3,4, 5 students who do not have reading classes. The reading coach will also meet monthly with 11th and 12th students who have CARPD classes to discuss SAT/ACT/ and FCAT strategies and provide support.
Guidance counselors will coordinate FCAT, BAT and CELLA testing. ESE Specialist, Speech Teacher, will support reading initiatives through instruction and monitor progress for students of these subgroups. The Reading coach is also the acting ELL Coordinator.

BRACE Advisor will assist and advise 11th and 12th grade students with regards to attaining graduation requirements in Reading.

English Department Chair will communicate and monitor reading initiatives through their respective departments.
Assistant Principal and Principal will monitor reading initiatives school-wide.

The Reading Leadership Team will:
Engage in regular, on-going literacy professional development; participate in Professional Learning Communities and study groups; use data to analyze the effectiveness of instruction and redesign instruction and resources to meet students' needs for intervention and instruction; implement the Comprehensive Intensive Reading Programs and scientifically-based reading instruction and strategies; participate in on-going literacy dialogues with colleagues; create and share activities designed to promote literacy; support and participate in classroom research, classroom demonstrations and modeling of research-based Reading strategies; mentor other teachers and present staff development; and reflect on strategies to improve instruction. testing and will also plan and coordinate extended learning opportunities for reading, including FCAT Camp.
Guidance counselors will coordinate FCAT, BAT and CELLA testing. ESE Specialist, Speech Teacher, and ELL Contact will support reading initiatives through instruction and monitor progress for students of these subgroups.

BRACE Advisor will assist and advise 11th and 12th grade students with regards to attaining graduation requirements in Reading.

English Department Chair will communicate and monitor reading initiatives through their respective departments.

Assistant Principal and Principal will monitor reading initiatives school-wide.

The Reading Leadership Team will:
Engage in regular, on-going , literacy professional development; participate in Professional Learning Communities and study groups; use data to analyze the effectiveness of instruction and redesign instruction and resources to meet students' needs for intervention and instruction; implement the Comprehensive Intensive Reading Programs and scientifically-based reading instruction and strategies; participate in on-going literacy dialogues with colleagues; create and share activities designed to promote literacy; support and participate in classroom research, classroom demonstrations and modeling of research-based Reading strategies; mentor other teachers and present staff development; and reflect on strategies to improve instruction.

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

One of the key goals of the School Leadership Team will be to ensure that all school stakeholders understand and support the work of the reading coach and obtain support for achieving the school's reading goals through a whole-school approach. All content area teachers will implement the following methods to support instruction and the whole-school approach for reading: participation in FAST BREAK and the Word of the Day, Cornell notes, Question/Answer relationship, Science lab write-up notebooks/Math notebooks, Frayer Model for vocabulary.

The school will participate in a comprehensive reading program called "FAST BREAK". Students will read for the first 20 minutes of class and complete a reading log listing new vocabulary learned and salient points. The schedule will rotate as follows. Monday-Math (word problems), Tuesday- Social Studies, Wednesday-Science, Thursday- Reading, and Friday-English.

Word of the day will be broken down into a word part of the week. Each week the Reading coach will provide five components to the staff to display on their board. The goal is that the word of the day, along with the five components, are reviewed each hour every day for each new word used for the week. The five components will also be announced to the student body during the morning and afternoon announcements every day. The five components are: the word part, word, part of speech, definition, and sentence. A bi-weekly quiz provided by the Reading coach will be administered through the English Department. English Department will monitor the progress and provide data. Through administration of FAIR, BAT II, Mini-BATS, Saturday Academic Achievement Camp, after school Reading Tutoring, daily SSR ("FASTBREAK"- 20 minutes of Reading daily), and word of the day with appropriate use of data gathered, and continued progress monitoring, the team will also ensure appropriate student placement and instruction.

The Reading Coach will work through the PLC in order to ensure that all teachers are implementing literacy strategies across all curriculums. The Reading Coach will also discuss the IFC's in all content areas on professional study days throughout the school year.

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

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

South Broward High has a weekly Literacy Team Meeting weekly. We are participating in a school-wide daily SSR program. The schedule rotates every day; Mon-Math, Tue- Science, Wednesday- Social Studies, Thursday- Reading, Friday -English) Students will read for pleasure the first 20 minutes of class and will complete a reading log with an essential question of the day. The school ordered novels to build reading libraries in various classrooms. We also have a word of the day that will be announced on both the morning and afternoon announcements and will be reviewed in every class all day long. Every two weeks a quiz is given out through the English Department on the words of the day. The word of the day comes from SAT/ACT selected vocabulary with word parts as the focus (roots, prefixes and suffixes). We attack a prefix of the week and all the words for that will have the same prefix. The following week are words of the same suffix and will continue all year long in that order. It is the school's goal to have 100% highly qualified teachers. With that being said, any teacher that is not highly qualified and reading endorsed/certified has been identified and notified that they must take the necessary measures to obtain high qualification. Our vocational teachers are currently in the process of completing the Content Area Reading Professional Development (CAR-PD).

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

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

Teachers of the following programs actively promote their curriculum to increase enrollment in their respective fields of study: Culinary Operations, Early Childhood Development, Marine Mechanics, Business/Computer Programming, Web Design, Hospitality and Tourism, Communications Technology, and Drafting.
•Every year, after FCAT testing, students and parents participate in course selections for the following year. Students meet individually with their guidance counselors to review proper course selection to meet graduation requirements and align with the students' interests and career paths.
•South Broward High School has college fairs twice per year, bringing in local community colleges as well as technical centers to assist with the early enrollment process. South Broward High School also offers on-campus PERT examinations to further prepare students. Students have opportunity to participate in Dual Enrollment and Early Admissions.
• Our students are exposed to a rigorous integrated curriculum within the Career and Technical Education Programs.

Postsecondary Transition

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

South Broward High School's percentages of graduates completing a college prep curriculum (49.8% in 2008, 52.9% in 2009, and 43.2% in 2010) and completing a Dual Enrollment (DE) math course (0.291% in 2008, 1.45% in 2009, and 3.9% in 2010) were below the district averages.

• The percentages of students enrolled in an Algebra I course before 9th grade (22.4% in 2008, 18.6% in 2009 and 18.4% in 2010) and completing at least one level 3 high school math course (46.9% in 2008 and 41.7% in 2009 and 40.6% in 2010) were 5% below the district averages for the percent of 2010 graduates who completed at least one level 3 high school math course.

• The percentages of students completing at least one level 3 high school science course (48.6% in 2008, and 43.9% in 2009 and 44% in 2010), and completing a Dual Enrollment (DE) science course (0.291% in 2008, and 0.97% in 2009 and 1.3% in 2010) were also below the district and state averages.

• All of these areas are below the state average and the school is focused on creating a greater emphasis on math preparedness. We will also encourage students to take AP or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

• The percentages of students who took PSAT two years prior to graduation year is close to the district and state averages (79.8% in 2008, 79.7% in 2009 and 78.7%). Teachers and guidance counselors will continue to have on-going conversations with students in order to maintain the number of students taking the PSAT. Broward County Public Schools offers its students the ability to take the PSAT in the 10th grade free of charge to students.

•The percentage of 2010 graduates who took SAT, ACT or CPT is as follows: 52.6% SAT and above State average; 53.3% ACT and just slightly below State average; and 29.1% CPT. In addition, the percentage of 2010 graduates with standard high school diploma who took the SAT / ACT / CPT and scored at or above college-level cut scores: 63.5% math; 72.7% reading; 75% writing; 55.9% in all three subjects (math, reading AND writing).

• South Broward High School has college fairs twice per year, bringing in local community colleges as well as technical centers to assist with the early enrollment process. South Broward High School also offers on-campus PERT examinations to further prepare students.

• The percentage of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010 was 41.4%.

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, 24% (240) of all students will score a level 3.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
21% (216)	24% (240)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have weakness with regard to Reading comprehension.	Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching, Retell/Summarize/Paraphrase, Anticipation Guides Discuss, Preview and Predict, Monitoring/Metacognition Summarizing, Writing to Learn, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions. Students in this program may have deficits in text reading efficiency, and need strategies to develop vocabulary, comprehension and critical thinking skills for reading increasingly challenging and more complex text.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
	1A.2. Students have weaknesses with regard to Vocabulary. Students needing this program have a severe lack of phonemic awareness and decoding deficits that	1A.2. Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction,	1A.2. Department Chair Reading Coach Administration	1A.2. Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process	1A.2. Common Assessment Mini-BAT (Benchmark Assessment Test) BAT

	2	impact all areas of reading.	Graphic Organizers, Interactive Word Walls, Word sorts, Text, Do Nows, Anticipation Guides, Question Stems and Student Generated Questions. Students in this program may have deficits in text-reading efficiency, and need strategies to develop vocabulary, comprehension and critical thinking skills for reading increasingly challenging and more rigorous, complex text.		Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
	3	Students need strategies for critical thinking, and high level reasoning skills for reading increasingly challenging and complex grade level text.	Teachers should be trained in comprehension instructional sequence (a component of NGCAR-PD) and strategies for providing scaffolding support using highly complex and challenging grade level content area and literary text. Students in this program may have deficits in text reading efficiency, and need strategies to develop vocabulary, comprehension and critical thinking skills for reading increasingly challenging and more complex text.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring

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:	By June 2013, 50% (8) students will score a level 4 or 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.75 % (7)	50% (8)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	Reading strategies and concepts need to be taught and practiced in all content areas.	Students will receive rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts.	Department Chair Reading Coach Magnet Coordinator Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT (Benchmark Assessment Test) BAT Common assessments Classroom walkthrough
2	Students have demonstrated weakness of specific benchmarks within Reading clusters.	Students will receive rigorous instruction in vocabulary, comprehension critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts. strategies, and high level reasoning	Department Chair Reading Coach Magnet Coordinator Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT BAT Common assessments Classroom walkthrough
3	Students need strategies for critical thinking, and high level reasoning skills for reading increasingly challenging and complex grade level text.	Students will receive rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT BAT Common assessments Classroom walkthrough

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 26% (260) of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

23.7% (237)		26% (260)		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading strategies and concepts need to be taught and practiced in all content areas.	Students will receive rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts.	Department Chair Reading Coach Magnet Coordinator Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. 8 Step Instructional Process Data Chats Lesson Study PLC(professional learning community) NGCAR-PD(New Generation Content Area Reading Professional Development) Provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmark strategies with scaffolded support using highly complex, grade level content area and literary text.	Mini – BAT (Benchmark Assessment Test) BAT Common assessments Classroom walkthrough
2	Students have demonstrated weakness of specific benchmarks within Reading clusters	Students will receive rigorous instruction in vocabulary, comprehension critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts .strategies, and high level reasoning	Department Chair Reading Coach Magnet Coordinator Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT BAT Common Assessments Classroom walk-through

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3		Students need strategies for critical thinking, and high level reasoning skills for reading increasingly challenging and complex grade level text.	Students will receive rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT BAT Common assessments Classroom walkthrough

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June 2013 43.7% (7) of the students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31 % (5)	43 % (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		Reading strategies and concepts need to be taught and practiced in all content areas.	Students will receive rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts.	Department Chair Reading Coach Magnet Coordinator Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT (Benchmark Assessment Test) BAT Common assessments Classroom
2		Students have demonstrated weakness of specific benchmarks within Reading clusters.	Students will receive rigorous instruction in vocabulary, comprehension critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and	Department Chair Reading Coach Magnet Coordinator Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning	Mini – BAT BAT Common Assessments Classroom walk-through

		literary texts strategies, and high level reasoning		monthly. Best Practices and lesson plans shared and reflected.	
3	Students need strategies for critical thinking, and high level reasoning skills for reading increasingly challenging and complex grade level text.	Students will receive rigorous instruction in vocabulary, comprehension strategies, and high level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmarks strategies with scaffolded support using highly complex, and challenging grade level content and literary texts.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini – BAT BAT Common assessments Classroom walkthrough

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 64% (615) of students will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59 % (570)	4% (615)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have weakness with regard to Vocabulary.	Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, Word sorts, Text, Do-Now, Anticipation Guides, Question Stems and Student Generated Questions.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. 8 Step Instructional Process Classroom Walkthrough by Reading Coach weekly with weekly pre and post lesson reflections with teachers Review of Lesson Plans Data Chats PLC NGCAR-PD Provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. Infuse NGSSS benchmark strategies	Common Assessment Mini-BAT BAT FAIR Classroom Walkthrough

					with scaffolded support using highly complex, grade level content area and literary text.	
2	Students have weakness with regard to Vocabulary.	Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, Word sorts, Text, Do-Now, Anticipation Guides, Question Stems and Student Generated Questions.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
3	Students have weakness with regard to Reading Fluency.	Students will receive instruction and opportunities to practice Reading Fluency using strategies including the following: Repeated Reading, Teacher Read Aloud, Partner Reading and	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	ommon Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring

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:	By June 2013, 66% (10) of all students taking alternate assessments will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (9)	66% (10)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have weakness with regard to Reading comprehension.	Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching, Retell/Summarize/Paraphrase, Anticipation Guides Discuss, Preview and Predict, Monitoring/Metacognition Summarizing, Writing to Learn, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions. Students in this program may have deficits in text reading efficiency, and need strategies to develop vocabulary, comprehension and critical thinking skills for reading increasingly challenging and more complex text.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
2	Students have weaknesses with regard to Vocabulary. Students needing this program have a severe lack of phonemic awareness and decoding deficits that impact all areas of reading.	Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, Word sorts, Text, Do-now, Anticipation Guides, Question Stems and Student Generated Questions. Students in this program may have deficits in text-reading efficiency, and need strategies to develop vocabulary, comprehension	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			and critical thinking skills for reading increasingly challenging and more complex text.			Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
3		Students need strategies for critical thinking, and high level reasoning skills for reading increasingly challenging and complex grade level text.	Teachers should be trained in comprehension instructional sequence (a component of NGCAR-PD) and strategies for providing scaffolding support using highly complex and challenging grade level content area and literary text. Students in this program may have deficits in text reading efficiency, and need strategies to develop vocabulary, comprehension and critical thinking skills for reading increasingly challenging and more complex text.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring

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, 67%(168) of students in Lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (153)	67% (168).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in this program have significant deficits in	Students will receive intervention applying decoding strategies to	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis.	Common Assessment

	1	phonics especially comprehension.	text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies. Infuse NGSSS benchmark strategies with scaffolded support across texts of increasing complexity		Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
	2	Students in this program have significant deficits in phonics (especially decoding multisyllabic words) and vocabulary,	Students will receive intervention applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies. Infuse NGSS benchmark strategies with scaffolded support across texts of increasing complexity.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
		Students in this program have significant deficits in phonics (especially decoding multisyllabic words) and fluency.	Students will receive intervention applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies. Infuse NGSSS benchmark	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano)

		strategies with scaffolded support across texts of increasing complexity.		department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. grade level content area and literary text.	FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
3					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	5A : Non proficient students will be enrolled in Intensive Reading utilizing the Edge Curriculum, and will be encouraged to attend enrichment activities regularly. Their data will be monitored closely to ensure progression.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Goal: 52%	Goal: 43%	Goal: 38%	Goal: 33%	Goal: 28%	

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 2012, the non-proficiency in all AYP subgroups will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data for non-proficient students total 60% (554), White 50% (161), Black 71% (185), and Hispanic 61% (191), Asian 47% (15)	Data for non-proficient students total 56% (518), White 45% (145), Black 63% (163), Hispanic 42% (134), and Asian 42% (13).

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students within the various Ethnic subgroups have weaknesses with regard to Reading comprehension.	Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano)

#	Anticipated Barrier	Strategy	Person Responsible	Process Used to Determine Effectiveness	Evaluation Tool
1		Student Generated Questions when appropriate and to meet individual student needs.		Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
2	Students within the various Ethnic subgroups have weaknesses with regard to Vocabulary.	Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, and Question Stems and Student Generated Questions when appropriate and to meet individual student needs.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. .	. Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit Read On program assessments FCAT Practice/Release Tests Edge placement/Gains test Ongoing Progress Monitoring
3	Students within the various Ethnic subgroups have weaknesses with regard to Reading Fluency.	Students will receive instruction and opportunities to practice Reading Fluency using strategies including the following: Repeated Reading, Teacher Read Aloud, Partner Reading, practice with short and extended reading passages, and SSR when appropriate and to meet individual student needs.	Department Chair Reading Coach Administration	. Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT (Benchmark Assessment Test) BAT iObservation (Marzano) FAIR(Florida Assessment for Instruction In Reading) 3 times per year FAIR toolkit

					Read On program assessments
					FCAT
					Practice/Release Tests
					Edge placement/Gains test
					Ongoing Progress Monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, ELL students not making satisfactory progress in reading will decrease by 105
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (58)	79% (52)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this program are non-English speaking, at the beginning level of English Language proficiency.	Students will be provided intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT BAT FAIR CELLA
2	Students of ELL subgroup have weaknesses with regard to oral and written English abilities.	Students will be provided intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT BAT Classroom Walkthrough FAIR CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, SWD students not making satisfactory progress in Reading will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (73)	75% (65)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	. Students of SWD subgroup have severe deficits that impact all areas of reading; oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension	Students will be provided extensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies. Infuse NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT BAT Classroom Walkthrough FAIR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, Economically Disadvantaged subgroup not making satisfactory progress in Reading will decrease by 10% to 56% (388)
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (430)	56% (388)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students of the Economically Disadvantaged subgroup have weaknesses with regard to Reading comprehension.	Students will receive instruction and opportunities to practice Reading comprehension skills using strategies including the following: Reciprocal Teaching, two-Column Notes, Selective Underlining,	Department Chair Reading Coach	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through	Common Assessment Mini-BAT BAT FAIR Evaluation

		Higher Order Questions, Question Stems and Student Generated Questions when appropriate and to meet individual student needs.			weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	
2		Students of the Economically Disadvantaged subgroup have weaknesses with regard to Vocabulary	Students will receive instruction and opportunities to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE, Direct Vocabulary Instruction, Graphic Organizers, Interactive Word Walls, and Question Stems and Student Generated Questions when appropriate and to meet individual student needs.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT BAT Classroom Walkthrough FAIR Evaluation
3		Students of the Economically Disadvantaged subgroup have weaknesses with regard to Reading Fluency	Students will receive instruction and opportunity to practice Reading Fluency using strategies including the following: Repeated Reading, Teacher Read Aloud, Partner Reading and SSR.	Department Chair Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessment Mini-BAT BAT FAIR Evaluation

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
Reading Strategies Toolbox	9-12 All content areas	Reading Coach	School-wide	Preplanning Week August 2012 & 2nd Semester Planning Day 2013	Departmental Lesson Plan Review, CWT, Data Chats	Reading Coach Department Head Assistant Principal
Bite the Cat Testing Strategies	9-10 Social Studies	Reading Coach	9th & 10th Grade Social Studies Teachers	March 2013	Departmental Lesson Plan Review, CWT, Data Chats	Department Head Assistant Principal
						Reading Coach

| Reading Strategies for ELL and SWD | 9-10 All content areas | Reading Coach ELL Contact ESE Specialist & Support Personnel | School-wide | Monthly & On-going | Departmental Lesson Plan Review, CWT, Data Chats | ELL Contact ESE Specialist & Support Personnel Department Head Assistant Principal |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Camp will be offered to increase student proficiency.	Saturday FCAT Camp sessions		$5,000.00
Students will have the opportunity to increase their proficiency in reading.	After school reading tutoring sessions	Perkins Grant	$1,000.00
			Subtotal: $6,000.00
			Grand Total: $6,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, the percentage of students proficient in listening/speaking will increase by 3 %
2012 Current Percent of Students Proficient in listening/speaking:	
9th grade 37% (11) 10th grade49% (22) 11th grade 40% (12) 12th grade 80 % (8)	

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	Inappropriate placement of ELL students	Use data to ensure ELL students are placed in appropriate classes. Monitor schedule changes. Highly qualified or experienced teacher deliver Curriculum/ instruction to ELL student population Usage of Secondary Struggling Readers Plan and K-12 ESOL Plan and or ESOL Course progression Chart and ESOL scheduling Cheat Sheet. PLC's Data-Chats	Department Chair ESOL coordinator Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected.	Common Assessments Mini BAT BAT Classroom walkthroughs Progress Monitoring FAIR (3 TIMES A YEAR) IPT (2 times a year) CELLA FCAT FCAT Practice /Release Tests Edge Ongoing Progress Monitoring ESOL Committee Meetings Lesson Study Evaluation
2	Teachers have partial understanding of students language and educational profile/background	Provide ESOL/Multicultural PD refresher such as Meeting the Needs of ELL II, Academic Achievement for E.LL, ELL Grading Guide Lines. ELL PLC will meet bi-monthly to discuss barriers and best ESOL strategies. PLCs Data-Chats	Department Chair ESOL coordinator Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. Classroom walkthrough by Reading Coach/ESOL Coordinator with pre	Common Assessments Mini BAT BAT Classroom walkthroughs Progress Monitoring FAIR (3 TIMES A YEAR) IPT (2 times a year) CELLA FCAT FCAT Practice /Release Tests Edge Ongoing Progress Monitoring ESOL Committee Meetings Lesson Study Evaluation
3	Teachers' inconsistent use of ESOL Instructional Strategies Matrix.	Provide ESOL Instructional Strategies Matrix support throughout the year through coaching/modeling PLCs Data-Chats	Department Chair ESOL coordinator Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. Classroom walkthrough by Reading Coach/ESOL Coordinator with pre and post lesson reflections	Common Assessments Mini BAT BAT Classroom walkthrough Progress Monitoring FAIR (3TIMES YEAR) IPT (2 TIMES YEAR) CELLA FCAT FCAT Practice/Release Tests Edge Ongoing Progress Monitoring ESOL Committee Meetings Lesson Study Evaluation

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

2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, the percentage of students proficient in reading will increase by 3 %

2012 Current Percent of Students Proficient in reading:

9th grade Proficient: 10 % (3)
10th grade proficient 27% (12)
11th grade proficient 32% (10)
12th grade proficient 22% (6)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have weakness with regard to Reading Comprehension	Students will receive instruction and opportunities to practice Reading Comprehension skills using strategies including: Reciprocal Teaching, Retell/Summarize/Paraphrase. Anticipation Guides, Discuss, Preview and Predict. Monitoring/ Metacognition. Summarizing, Writing to Learn, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions. Voc Strategies and critical thinking skills for reading increasingly challenging and more complex text.	Department Chair ESOL coordinator Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. Classroom walkthrough by Reading Coach/ESOL Coordinator with pre and post lesson reflections	Common Assessment Mini BAT BAT Classroom walkthroughs Progress Monitoring FAIR (3 TIMES A YEAR) IPT (2 times a year) CELLA FCAT FCAT Practice /Release Tests Edge Ongoing Progress Monitoring ESOL Committee Meetings Lesson Study Evaluation
2	Students have a weakness with regard to Vocabulary. Students needing this program have a severe lack of phonemic awareness and decoding deficits that impact all areas of Reading	Students will receive instruction and opportunities to practice Reading Comprehension skills using strategies including: Reciprocal Teaching, Retell/Summarize/Paraphrase. Anticipation Guides, Discuss, Preview and Predict. Monitoring/ Metacognition. Summarizing, Writing to Learn, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions. Voc Strategies and critical thinking skills for reading increasingly challenging and more complex text.	Department Chair ESOL Coordinator Reading Coach Administration	Disaggregation of performance data and data analysis. Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. Classroom walkthrough by Reading Coach/ESOL Coordinator with pre and post lesson reflections	Common Assessments Mini BAT BAT Classroom walkthrough Progress Monitoring FAIR (3TIMES YEAR) IPT (2 TIMES YEAR) CELLA FCAT FCAT Practice/Release Tests Edge Ongoing Progress Monitoring ESOL Committee Meetings Lesson Study Evaluation
	Students need strategies for critical thinking, and higher level reasoning skills	Students will receive instruction and opportunities to practice Reading Comprehension skills using	Department Chair ESOL coordinator Reading Coach	Disaggregation of performance data and data analysis.	Common Assessments Mini BAT BAT

		strategies including: Reciprocal Teaching, Retell/Summarize/Paraphrase. Anticipation Guides, Discuss, Preview and Predict. Monitoring/ Metacognition. Summarizing, Writing to Learn, Two-Column Notes, Selective Underlining, Higher Order Questions, Question Stems and Student Generated Questions. Voc Strategies and critical thinking skills for reading increasingly challenging and more complex text.	Administration	Ongoing Data Chats. 8 Step Instructional Process Classroom walk through weekly with Reading department. Collaboration planning monthly. Best Practices and lesson plans shared and reflected. Classroom walkthrough by Reading Coach/ESOL Coordinator with pre and post lesson reflections	Classroom walkthrough Progress Monitoring FAIR (3TIMES YEAR) IPT (2 TIMES YEAR) CELLA FCAT FCAT Practice/Release Tests Edge Ongoing Progress Monitoring ESOL Committee Meetings Lesson Study Evaluation

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, the percentage of students proficient in writing will increase by 3 %

2012 Current Percent of Students Proficient in writing:

9th grade Proficient: 21 % (6) 10th grade proficient 24 % (11) 11th grade proficient 39 %(12) 12th grade proficient 22 % (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited ability to interpret prompts and organize their ideas prior to writing	Students will receive instruction in methods of prompt and text interpretation and idea organization	Department Chair, Assistant Principal ESOL Contact	Analysis of student generated pre-planning Analysis of student generated essays	Pre-planning Checklist CELLA Rubric School Writing Calendar Common Core State
2	Students have limited ability to elaborate in their writing.	Students will receive instruction in methods of elaboration with their writing	Department Chair, Assistant Principal	Analysis of student generated paragraphs Analysis of student generated essays Revision of essays	Elaboration Checklist for Writing CELLA Rubric Broward County School Writing Calendar Common Core State Standards
3	Students have limited ability with regard to vocabulary, sentence and paragraph structures, and conventions.	Students will receive instruction in building vocabulary, sentence patterns, paragraph organization, and conventions.	Department Chair, Assistant Principal	Analysis of student generated paragraphs Analysis of student generated essays	Elaboration Checklist for Writing CELLA Rubric Broward County School Writing Calendar Common Core State Standards

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	By June 2013, 48% of students will score at levels 4, 5, 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (7) of students scored at levels 4, 5, 6 in mathematics.	48% (8) of students will score at levels 4, 5, 6 in mathematics.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with word-problem comprehension on standardized tests.	Math teachers will focus on proper use of vocabulary and mathematical phrases on a daily basis to increase student success with word problems on standardized tests.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate student comprehension of vocabulary and mathematical phrases in word problems, BAT I and BAT II results.
2	Students have difficulty grasping geometric and algebraic concepts because they are abstract.	Math teachers will devise teacher-made activities and utilize real-world applications to facilitate student learning and make abstract concepts more concrete, and increase student performance on standardized tests. Students will participate in differentiated instruction to ensure that their individual needs are being met.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate abstract and concrete Algebra and Geometry concepts, and BAT I and BAT II results.
3	Students lack experience and practice with online assessments.	Math teachers will have students complete online assignments and assessments to build skills and confidence with online testing. Teachers will also utilize EPAT prep websites to prepare their students for EOC exams and those type questions. Math teachers will include multiple choice, fill-in-the-blank, and gridded response questions into math assessments	Team Leader, Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair.	Online assessments, EPAT practice.

		throughout the year to increase the students' exposure to EOC-type questions and questions with multiple attributes.			
4	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	By June 2013, 42% of students will score at or above a level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (6) of students scored at or above level 7 in mathematics.	42% (7) of students will score at or above level 7 in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack problem-solving skills, as required by AP courses and college ready requirements.	AP and Honors teachers will provide continual practice of problem solving skills through published AP exams and teacher-made challenging activities. AP and Honors teachers will provide rigor to enhance critical thinking and analytical skills.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, AP teachers will review and re-teach based on results of AP practice tests.	Common Assessments created to evaluate students' problem-solving skills and higher order thinking skills, Bat I and BAT II results, practice AP exams (prior years' release), AP Exams.
2	Students lack confidence in their mathematical skills and their abilities to succeed in upper level and AP mathematics courses.	Teachers will increase Advance Placement enrollment and student proficiency on AP end of course exams by identifying and meeting with students that have the potential to succeed in AP courses.	AP Math teachers, Department Chair, Assistant Principal	Honors and AP enrollments, Midterm and Final Exam grades in Honors classes, AP exam scores	Advance Placement End of Course Exam
3	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.

				operations.	

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:	By June 2013, 74% of students will make Learning Gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (10) of students made Learning Gains in mathematics.	74% (11) of students will make Learning Gains in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with word-problem comprehension on standardized tests.	Math teachers will Focus on proper use of vocabulary and mathematical phrases on a daily basis to increase student success with word problems on standardized tests.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate student comprehension of vocabulary and mathematical phrases in word problems, and BAT I and BAT II results.
2	Students have difficulty grasping geometrical and algebraic concepts because they are abstract.	Math teachers will devise teacher-made activities and utilize real-world applications to facilitate student learning and make abstract concepts more concrete, and increase student performance on standardized tests. Students will participate in differentiated instruction to ensure that their individual needs are being met.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and Higher Level math teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate abstract and concrete Algebra and Geometry concepts, and BAT I and BAT II results. .
3	Students lack experience and practice with online assessments.	Math teachers will have students complete online assignments and assessments to build skills and confidence with online testing. Teachers will also utilize EPAT prep websites to prepare their students for EOC exams and those type questions. Math teachers will include multiple choice, fill-in-the-blank, and gridded response questions into math assessments throughout the year to increase the students' exposure to EOC-type questions and questions	Team Leader, Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair.	Online assessments, EPAT practice.

		with multiple attributes.			
4	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.

High School Mathematics AMO Goals

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%.		Mathematics Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, student subgroups by ethnicity will demonstrate a 10% reduction in the percentage of students per subgroup that do not make satisfactory progress in Algebra. Number of students that represent the 10% reduction by subgroup: White: 5 Black: 7 Hispanic: 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 47% Black: 66% Hispanic: 50%	White: 42% Black: 59% Hispanic: 45%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extra time/practice to activate background and/or prior knowledge.	Teachers will activate students' prior knowledge at the start of every lesson, spiral throughout the lesson and differentiate instruction accordingly. All 9th and 10th grade Algebra I and Geometry students will be provided additional support through afterschool Algebra I and Geometry Lab, and Saturday EOC Camps.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and Higher Level Math teachers will assess spiral success through 9-week cumulative assessments	Common Assessments created to evaluate student comprehension of vocabulary and mathematical phrases in word problems, and BAT I and BAT II results.

		Students of Ethnic subgroups not meeting proficiency have need for additional review and remediation.	Students in subgroups not meeting proficiency will be identified for Extended Learning opportunities afterschool in the Algebra Lab and Saturday EOC camps.	Department Chair, Assistant Principal	Department Chair, Algebra, Geometry, and Higher Level Math teachers will assess extended learning success through 9-week cumulative assessments.	Afterschool Algebra Lab and EOC attendance logs.
	2					
	3	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.
	4	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, the percentage of English Language Learners not making satisfactory progress in Algebra will decrease from 78% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (21) of English Language Learners did not make satisfactory progress in Algebra.	The percentage of English Language Learners not making satisfactory progress will decrease to 70% (19).

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	Multiple levels of language proficiency	ELL students will receive differentiated instruction and ESOL strategies provided by the classroom teacher, based on the analysis of data from Virtual Counselor. Additionally, periodic pullout with ELL Coach and bilingual paraprofessional. After school peer tutoring will be available.	Department Chair, Assistant Principal ELL Support Staff	Review of Lesson Plans, Student Work	Common Assessments created to evaluate student comprehension of vocabulary and mathematical phrases in word problems, and BAT I and BAT II results.
2	Continuous enrollment in progressively advanced mathematics courses.	mathematics courses using FCAT/EOC results, pre-requisite and pre-testing results.	Guidance Director, Ell Support Staff	Teachers will check class rosters to determine if placement of students is correct	Improved grades and passing rates.
	Students lack experience with required content	Math teachers will implement Content Area	Department Chair, Assistant Principal,	Team meetings by course with team leader to	Algebra I EOC, Geometry EOC,

3	area reading on standardized tests.	Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Reading Coach	evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	PERT, SAT, ACT, and AP 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, the percentage of Students with disabilities not making satisfactory progress in Algebra will decrease from 65% to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (30) of Students with Disabilities did not make satisfactory progress in Algebra	The percentage of Students with Disabilities not making satisfactory progress in Algebra will decrease to 58% (27

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Professional development facilitated by district trainers emphasizing available intervention resources.</td><td>Professional development facilitated by district trainers emphasizing available intervention resources</td><td>Department Chair, Assistant Principal</td><td>Use of technology for sharing best practices including lesson plans and common course assessments.</td><td>Informal and formal assessments</td></tr>
<tr><td>2</td><td>Students experience learning deficiencies that require additional support and additional time to process information</td><td>Support facilitators will provide assistance during mathematics classes. Teachers will give less problems and more time to complete required assignments to show learning ability for special diploma students. Teacher will be sure to follow students' IEP requirements</td><td>ESE Support Facilitators</td><td>Florida Continuous Improvement Model & RTI</td><td>Support Facilitator weekly logs</td></tr>
<tr><td>3</td><td>Students lack experience with required content area reading on standardized tests.</td><td>Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations</td><td>Department Chair, Assistant Principal, Reading Coach</td><td>Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores</td><td>Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.</td></tr>
</table>

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, the percentage of Economically Disadvantaged students not making satisfactory progress in Algebra will decrease from 59% to 53%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	59% (203) of Economically Disadvantaged students did not make satisfactory progress in Algebra I.		The percentage of Economically Disadvantaged students not making satisfactory progress in Algebra will decrease to 53% (181).		

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have access to limited resources.	Teachers will provide necessary resources via workbooks and technology.	Department Chair, Assistant Principal	Department Chair, textbook coordinator, Media Specialist	Department Chair meetings, Classroom walkthrough (math administrator)
2	Students lack experience and practice with online assessments.	Math teachers will have students complete online assignments and assessments to build skills and confidence with online testing. Teachers will also utilize EPAT prep websites to prepare their students for EOC exams and those type questions. Math teachers will include multiple choice, fill-in-the-blank, and gridded response questions into math assessments throughout the year to increase the students' exposure to EOC-type questions and questions with multiple attributes.	Team Leader, Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair.	Online assessments, EPAT practice.
3	Students have access to limited resources	Teachers will provided as many required resources as possible via workbooks and technology. Work as partners with parents/guardians	Florida Continuous Improvement Model & RTI	Lesson Plans, Student Work, RtI Data, Free and Reduced Lunch Report	Attendance records
4	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.

End of High School Mathematics Goals

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.	By June 2013, 36% of students will score at Achievement

	Algebra Goal #1:			Level 3 on the Algebra End-of-Course Exam.	
	2012 Current Level of Performance:			**2013 Expected Level of Performance:**	
	33% (157) of students scored at Achievement Level 3 in Algebra.			36% (170) of students will score at Achievement Level 3 in Algebra.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with word-problem comprehension on standardized tests.	Math teachers will focus on proper use of vocabulary and mathematical phrases on a daily basis to increase student success with word problems on standardized tests.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate student comprehension of vocabulary and mathematical phrases in word problems, and BAT I and BAT II results.
2	Students have difficulty grasping geometrical and algebraic concepts because they are abstract.	Math teachers will devise teacher-made activities and utilize real-world applications to facilitate student learning and make abstract concepts more concrete, and increase student performance on standardized tests. Students will participate in differentiated instruction to ensure that their individual needs are being met.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate abstract and concrete Algebra and Geometry concepts, and BAT I and BAT II results.
3	Students lack experience and practice with online assessments.	Math teachers will have students complete online assignments and assessments to build skills and confidence with online testing. Teachers will also utilize EPAT prep websites to prepare their students for EOC exams and those type questions. Math teachers will include multiple choice, fill-in-the-blank, and gridded response questions into math assessments throughout the year to increase the students' exposure to EOC-type questions and questions with multiple attributes.	Team Leader, Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair.	Online assessments, EPAT practice.
4	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.

			information, distractors, and necessary operations.		

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:	Algebra Goal #2: By June 2013, 14% of students will score at or above Achievement Level 4 or 5 on the Algebra End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (63) of students scored at or above Achievement Level 4 or 5 in Algebra.	14% (66) of students will score at or above Achievement Level 4 or 5 in Algebra.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack problem-solving skills, as required by AP courses and College Ready requirements.	AP and Honors teachers will provide continual practice of problem solving skills through published AP exams and teacher-made challenging activities. AP and Honors teachers will provide rigor to enhance critical thinking and analytical skills.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, AP teachers will review and re-teach based on results of AP practice tests.	Common Assessments created to evaluate students' problem-solving skills and higher order thinking skills, BAT I and II results, practice AP exams (prior years' release), AP Exams.
2	Students lack confidence in their mathematical skills and their abilities to succeed in upper level and AP mathematics courses.	Teachers will increase Advance Placement enrollment and student proficiency on AP end of course exams identifying and meeting with students that have the potential to succeed in AP courses.	AP Math teachers, Department Chair, Assistant Principal	Honors and AP enrollments, Midterm and Final Exam grades in Honors classes, AP exam scores	Advance Placement End of Course Exam
3	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

	1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		By June 2013, 29% (70) of students will achieve a Level 3 on the Geometry End-of-Course Exam.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (63) of students achieved at Level 3 in Geometry.	29% (70) of students will achieve a Level 3 in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with word-problem comprehension on standardized tests.	Math teachers will focus on proper use of vocabulary and mathematical phrases on a daily basis to increase student success with word problems on standardized tests.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate student comprehension of vocabulary and mathematical phrases in word problems, and BAT I and II results.
2	Students have difficulty grasping geometrical and algebraic concepts because they are abstract.	Math teachers will devise teacher-made activities and utilize real-world applications to facilitate student learning and make abstract concepts more concrete, and increase student performance on standardized tests. Students will participate in differentiated instruction to ensure that their individual needs are being met.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, Algebra, Geometry, and higher-level teachers will assess spiral success through 9-week cumulative assessments.	Common Assessments created to evaluate abstract and concrete Algebra and Geometry concepts, and BAT I and II results.
3	Students lack experience and practice with online assessments.	Math teachers will have students complete online assignments and assessments to build skills and confidence with online testing. Teachers will also utilize EPAT prep websites to prepare their students for EOC exams and those type questions. Math teachers will include multiple choice, fill-in-the-blank, and gridded response questions into math assessments throughout the year to increase the students' exposure to EOC-type questions and questions with multiple attributes.	Team Leader, Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair.	Online assessments, EPAT practice.
	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results.

4		minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.		classes, AP exam scores	

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By June 2013, 47% (113) of students will achieve a Level 4 or 5 on the Geometry End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (104) of students achieved at Level 4 or 5 in Geometry.	47% (113) of students will achieve a Level 4 or 5 in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack problem-solving skills, as required by AP courses and college ready requirements.	AP and Honors teachers will provide continual practice of problem solving skills through published AP exams and teacher-made challenging activities. AP and Honors teachers will provide rigor to enhance critical thinking and analytical skills.	Department Chair, Assistant Principal	Team meetings by course with team leader to evaluate, review and revise plan, Department Chair, AP teachers will review and reteach based on results of AP practice tests.	Common Assessments created to evaluate students' problem-solving skills and higher order thinking skills, BAT I and II results, practice AP exams (prior years' release), AP Exams.
2	Students lack confidence in their mathematical skills and their abilities to succeed in upper level and AP mathematics courses.	Teachers will increase Advance Placement enrollment and student proficiency on AP end of course exams by identifying and meeting with students that have the potential to succeed in AP courses.	AP Math teachers, Department Chair, Assistant Principal	Honors and AP enrollments, Midterm and Final Exam grades in Honors classes, AP exam scores	Advance Placement End of Course Exam
3	Students lack experience with required content area reading on standardized tests.	Math teachers will implement Content Area Reading for Success program, in which every Monday for the first 20 minutes of every math class students will read word problems and decipher the required information, distractors, and necessary operations.	Department Chair, Assistant Principal, Reading Coach	Team meetings by course with team leader to evaluate, review and revise plan; Midterm and Final Exam grades in regular and Honors classes, AP exam scores	Algebra I EOC, Geometry EOC, PERT, SAT, ACT, and AP Exam results

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards PLC	9-12 Mathematics	Department Chair/ PLC leader	Mathematics Teachers	Early Release Days and Professional Study Days	Share outs at each faculty meeting and lesson plan development	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Through the utilization of Saturday EOC camps, students will the opportunity to improve math proficiency.	Saturday EOC Camp		$5,000.00
Students will have the opportunity to increase math proficiency.	After-School Math Tutoring Program		$10,000.00
			Subtotal: $15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $15,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Without having defined achievement levels for the Biology EOC, a mean score or T score was the used as the monitor//basis of achievement. A total of 233 students (9th and 10th) earned a mean score of 55. This score was 6 points above both the district and state mean scores. By June 2013, 45% of 10th grade students will score at Achievement level matching or higher than the district mean score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75/233 or 32% of 10th graders scored a mean of 49.	50% of 10th grade students will earn a mean score of 53.
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	Insufficient amount of time for quality instructions with classroom/teacher-directed reinforcement.	Pacing according to IFC, After school peer tutoring to lowest 25% of Biology students Initiate an EOC pre-test to identify the levels of deficiencies of all Biology students	Biology teachers	.Bi-weekly departmental benchmark test beginning November 19th. Daily warm-up activities addressing specific benchmarks or key concepts Cooperative learning and partner share	Mini-BAT on-line/textbook directed activities. Department Biology test .
2	Identify students in the lowest percentile in each grade level.	Biology teachers will assess and identify potential students in lowest 25 and offer some after-school tutoring 2-3 days a week.	Biology teachers	Quarterly assessment on 4 specific areas NGSSS or EOC emphasis	Benchmark student monitoring chart
3	Reading deficiencies in level 1 or 2 ELL students	Use volunteer top tier ELL students for peer tutoring.	Science Department Chair	Departmental observations PLC evaluation and/or group study sessions	
4	Student Apathy and lack of comprehension of test impact on grades.	Develop some meaningful student "buy-in" to encourage significant interest	Biology teachers/ administration	Departmental observations PLC evaluation and/or group study sessions	
5	Inadequate number of computers	Effective use of calendar for scheduling and rotation of computer carts	Science teachers	Increased scores on practice EOC benchmarks	Sample EOC/ bi weekly 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 Biology. Biology Goal #2:	Without having defined achievement levels for the Biology EOC, a mean score or T score was the used as the monitor//basis of achievement. A total of 233 students (9th and 10th) earned a mean score of 55. This score was 6 points above both the district and state mean scores. By June 2013, 70% of 9th grade students will earn a score at or above mean district and state score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (158/233) freshmen students that took the Biology EOC scored 10 points higher than overall state and district mean score.	70% of 90th grade students will earn a mean score of 65 on the Biology EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	. Insufficient amount of time for quality instructions with classroom/teacher-directed reinforcement.	Pacing according to IFC, After school peer tutoring to lowest 25% of Biology students	Biology teachers	Bi-weekly departmental benchmark test Daily warm-up activities addressing specific benchmarks or key concepts Cooperative learning and partner share	Mini- BAT online/textbook directed activities. Department Biology test
2	Identify students in lowest Percentile in each grade level.	Biology teachers will assess and identify potential students in lowest 25% .	Biology teachers	Quarterly assessment on 4 specific areas NGSSS or EOC emphasis	Benchmark student monitoring chart Benchmark

					question review/ mini test
3	Reading deficiencies in level 1 or 2 ELL students	Use volunteer top tier ELL students for peer tutoring.	Science Department Chair	Departmental observations PLC evaluation	Benchmark student monitoring chart
4	Student Apathy and lack of comprehension of test impact on grades.	Develop some meaningful student "buy-in" to encourage significant interest	Biology teachers/ administration	Departmental observations PLC evaluation	

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
NGSSS/CCS District IFC	9/10-Biology	.J. Bueno	T.J. Bueno Victor Hernandez Gloria McIntosh Monica Ridlehoover Fanelly Seeharack	April 30, 2013 (2 wks prior to Biology EOC) End of quarter test Review/assessment 3x	Mini-BAT, lesson study group on Biology subject tests-teacher made, dept. and district test	Biology teachers TJ. Bueno, PLC leader Gloria McIntosh, science dept. chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Biology EOC Camp will be offered to increase student proficiency	Saturday EOC Camp sessions		$6,000.00
Students will have the opportunity to increase their proficiency in reading.	After school Biology tutoring sessions		$1,000.00
			Subtotal: $7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Labs will be conducted in order to increase student understanding of concepts in science to increase student proficiency.	Consumable Laboratory Materials	General budget	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $10,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, there will be an increase to 90% (423), of all 10th grade students that score a level 3.0 or higher on the Florida Writes Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (406)	90% (423)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited ability to interpret prompts and organize their ideas prior to writing.	Students will receive instruction in methods of prompt and text interpretation and idea organization.	Department Chair, Assistant Principal	Analysis of student generated pre-planning, Analysis of student generated essays	Pre-planning Checklist FL Writes Rubric School Writing Calendar Common Core State Standards
2	Students have a limited ability to elaborate with both their expository and persuasive writing.	Students will receive instruction in methods of elaboration with their expository, persuasive, narrative and text based writing.	Department Chair, Assistant Principal	Analysis of student generated paragraphs, Analysis of student generated essays, Revision of essays	Elaboration Checklist for Persuasive and Expository Writing FL Writes Rubric Broward County School Writing Calendar Common Core State Standards
3	Students have a limited ability with regard to vocabulary, sentence, and paragraph structures and conventions.	Students will receive instruction in vocabulary, sentence patterns, and paragraph organization and conventions.	Department Chair, Assistant Principal	Analysis of student generated paragraphs Analysis of student generated essays	Checklist for Persuasive and Expository Writing FCAT Writes Rubric Broward County School Writing Calendar Common Core State Standards

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited ability to elaborate with both their expository and persuasive writing.	Students will receive instruction in methods of elaboration with their expository, persuasive, narrative, and text-based writing.	Department Chair, Assistant Principal, ESE Specialist	Analysis of student generated paragraphs Analysis of student generated essays Revision of essays	Elaboration Checklist for Persuasive and Expository Writing FAA Rubric Broward County School Writing Calendar
2	Students have limited ability with regard to vocabulary, sentence and paragraph structures, and conventions.	Students will receive instruction in building vocabulary, sentence patterns, paragraph organization, and conventions.	Department Chair, Assistant Principal, ESE Specialist	Analysis of student generated paragraphs Analysis of student generated essays	Elaboration Checklist for Persuasive and Expository Writing FAA Rubric Broward County School Writing Calendar Common Core State Standards

Problem-Solving Process to Increase Student Achievement (table title, at top of page)

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
Content Literacy and Common Core Standards	9-12 – All Subjects	Language Arts Teachers	School-wide	Early Release and Professional Study Days	Share outs at each faculty meeting, lesson plan review, and classroom walkthroughs	Department Head Assistant Principal
Using Informational Text	9-12 – All Subjects	Department Chair, Language Arts Teachers	School-wide	Early Release and Professional Study Days	Share outs at each faculty meeting, lesson plan review, and classroom walkthroughs	Department Head and Assistant Principal
Applying Common Core State Standards to Every Students	9-12 – All Subjects	Writing Expert Teacher	School-wide	Early Release and Professional Study Days	Share outs at each faculty meeting, lesson plan review, and classroom walkthroughs	PLC Leader, Department Head
Text-Based Writing	9-12 – All Subjects	Department Chairs	School-wide	September 2012-2013	Lesson Plan Review	Department Chairs Assistant Principal
Research-Based Writing	9-12 Language Arts	Department Chair	Language Arts Teachers	September 2012-2013	Lesson Plan Review, Classroom Walkthroughs	Department Chair, Assistant Principal

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Writing Budget:

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

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

1. Attendance Attendance Goal #1:	By June 2013, the attendance rate will increase by 3% and excessive tardies and absences will decrease by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91%	94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
599	561
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
652	632

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student tardiness	Teachers document class tardies, Parent Link call, staff telephone call, letter to parent or parent conference with administrator.	Designated attendance staff person, e.g. Assistant Principal, Attendance Committee	Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes	Attendance record review
2	Increase in daily absences of 12th graders.	Reward and recognize good attendance. Immediately address attendance problem with student. Request a Parent Conference by Administrator.	Administrator, Guidance staff, Student Support staff Attendance Committee	Decrease in both number of days absent, and number of students absent	Attendance record review
3	Increase in rate of absences on FCAT administration days.	Provide stimulating and meaningful programming on FCAT administration days, e.g. using upper classmen to tutor underclassmen. Recognize and reward students with good attendance.	Administrator with support from teachers Attendance Committee	Decrease in number of students absent as compared to previous year's data	Attendance Record Review
4	Chronic accumulation of excused absences.	Notify guardian of absences. Request acceptable written documentation to excuse absences after the 3rd absence. Notify school Social Worker.	Administrator/d esignated attendance staff and school social worker Attendance Committee	Decrease in number of chronic excused absences. Decrease in number of students with chronic excused absences	Review attendance record
	Increase in absences on days	Create incentive for attendance on days	Administrator with support	Less incidences of absence on days	Review attendance

| 5 | before a holiday and/or planning day. | immediately preceding a holiday. Personal telephone call to parent to discuss absence. | from teachers Attendance Committee | immediately preceding a planned day off. | record |
| 6 | Inaccurate documenting of attendance. | Teachers will verify accurate attendance at the end of each period. Attendance clerk will print attendance each day and identify students cutting class. | Administrator, teachers, attendance clerk Attendance Committee | more accuracy in attendance records. | Attendance record review |

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
Attendance Committee	9-12/All	Administrator Attendance Committee Leader		Bi-Weekly and Ongoing	Records, Progress Monitoring	Administrator, Attendance Committee Leader

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension	By June 2013, the suspension rate will decrease by 3%.
Suspension Goal #1:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
635	615
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
347	336
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
666	646
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
387	375

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of classroom management skills implementation.	Provide CHAMPs Classroom Management training to entire staff.	Administrator/Support Personnel	Classroom Walk-Through	Rubric or Time on Task Instrument Teacher referral reports; Data Chats with Teachers; DMS and Data Warehouse Reports
2	Fidelity of implementation of school wide discipline plan.	Mini-inservice to "refresh" strategies.	Team Leader	Classroom Walk-Through	Rubric or Time on Task Instrument;
3	Lack of student motivation.	Pair up students needing additional assistance with mentor or advisor.	Guidance Personnel	Student focus group and/or survey; Data chats with students; Teacher referral reports	Student disciplinary referrals; DMS and Data Warehouse Reports;
4	Referrals increase during the month of December.	Teachers to review classroom rules, expectations and procedures daily.	Team Leader	Classroom walk-through	Student disciplinary referrals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	9-12	Assistant Principal in collaboration with Office of Prevention	School-wide training; follow - up through PLC	Planning Day in August ; PLC meet monthly	Number of referrals to administration	Principal
Rules/Expectations PLC	Entire faculty and staff	Prevention Liasion	PLC	Novemebr PLC	CWT's to ensure implementation of strategies	Assitant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	By June 2013, no more than 0.2% (1) of the senior students will drop out of school.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.2% (1) The current data has not been made available. However, this estimation is based on a downward 2-year trend for	0.2% (1)

the 08 and 09 school years of 0.4%, and 0.2% respectively.			

2012 Current Graduation Rate:	2013 Expected Graduation Rate:
83% (420) The current data has not been made available. However, this estimate is based on an upward 2-year trend for 09 and 10 school years of 85.5% and 85% respectively.	88% (435)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of study skills,motivation, and attendance creating a credit deficit towards graduation in four years from High School.	Enroll students that do not have the necessary credits to graduate in the FLVS Learning Program, which is a school-based online credit recovery program. All senior are invited to attend a presentation on college application process and deadlines; Bright Futures; Review of senior letters; Credit requirements for graduation including community service hours.	Guidance Counselor	Monitor student academic progress continuously Parent/student attendance rosters and parent/students conference with guidance	FLVS Online Program Data Report
2	11th and 12th grade students are not meeting the FCAT graduation requirement.	Students will receive interventions through their Intensive Reading and Language Arts classes with personalized support from their Guidance Counselor, as well as access to after school tutoring and Saturday FCAT Camp.	Reading Coach, Teachers, Administration, Guidance Counselors	Tutoring attendance sheets monitored and FCAT Saturday attendance reviewed	Teachers will receive the rosters from the FCAT Saturday camp and monitor student attendance.
3	Students are not attending school daily and are arriving late to classes.	Teachers will follow the school discipline plan in reporting students with attendance and tardy issues to Administrators/Assistant Principals and Guidance Counselors who will handle and make parent contact.	Assistant Principal	Data chats with APEX instructor and Monitor Student Attendance Data	Reports from attendance will be monitored for improvement
4	Parents are not aware of student's who are not on target to graduate.	Early parent contact for students who are not on target to graduate.	Guidance counselors	An examination of the senior letter will allow counselor to see who is not on target for graduation. Parent/student conference with guidance	Number of students on target after each quarter
	Overage students transitioning into 9th grade.	Assistant principals and guidance counselors conduct regular Academic	Assistant principals and guidance counselors;	Monitor Interim Reports and quarterly grades; Monitor End of Course requirements for	End of Course Test results; Monotor GPA's; District

| 5 | | Achievement Dialogues with overage 9th graders; Placement in Adult Community Schools, registration in on-line credit recovery courses, and virtual school registration; Regular 9th grade cohort Administrator involvement with overage students. | Guidance counselors | Algebra 1; Monitor data from virtual school and credit recovery coursework | D/F Reports Virtual school reports and Credit recovery 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
No Data Submitted						

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, parental involvement will increase by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (400)	30% (625)

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	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields through our Marine Magnet Program.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be aware of the programs that are available through the county/school.	Promote student involvement in STEM clubs, events and organizations: SECME, Science Fair, Math & Science Competitions. Our Magnet program offers a research-based class as well as numerous field trips and clubs.	Assistant Principal, Magnet Coordinator, Magnet Teachers	Monitoring the number of students who enter the magnet program, remain in the program, and pursue a post-secondary program related to the programs offered from the school/county	Enrollment, post-secondary evaluation
2	Students' lack of problem-solving skills, creativity, and ability to "think outside the box".	Engage students in building and programming Remotely Operated Vehicles (ROV Robotics) both during and after school. Students will compete in a regional ROV Competition that requires students to build and program underwater robots to complete timed missions, research a problem and present a solution, and demonstrate problem solving and teamwork in a group activity. Engage students in problem-based learning units, such as those in the Robo Math curriculum, which give students opportunities to research real-world problems (such as under water search & recovery) and develop solutions for them in which there is no one right answer.	Assistant Principal, Magnet Coordinator, Science Teachers	Data collection about the number of students participating and frequency of awards from competition	Frequency of student enrollment.

| 3 | Students' lack of knowledge of STEM careers | Field trips, including virtual field trips, guest speakers, and off-campus activities that expose students to a number of different STEM-related fields. | Assistant Principal, Magnet Coordinator, Science Teachers | Data collection about the number of students enrolled and participating in the program. Follow-up with students graduated pursuing a STEM-related career. | Frequency of student enrollment and enrollment in post-secondary education or careers. |

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE	
	To create and qualify as many CAPE programs as possible

	CTE Goal #1:		and to better prepare students to pass their area exams.		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be aware of programs offered in the school.	Increase and present information for students to better prepare them for the program and the expectations of the courses.	Assistant Principal, Guidance counselors, Department Head, Teachers.	Increase in number of programs and increase the number of students achieving certification	Test results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Enrollment in programs	9-12 vocational and business-related classes	Department Chairs	Students enrolled in classes and/or registered for certification exams.	Professional study days	Analyzing the number of students registered for certification exams.	Department Chairs, Vocational Teachers.

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Graduation Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Graduation Goal Goal Graduation Goal Goal #1:	By June 2012, 88% (435) of students will meet the graduation requirement
2012 Current level:	2013 Expected level:
85% (420)	88% (435)

				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	Not enough credits for graduation	Enroll students that do not have the necessary credits to graduate in the Apex Learning Program, which is a school-based online credit recovery program.	Guidance Counselor	Data chats with APEX Instructor Monitor student academic progress continuously	Apex Learning Online Program Data Report
2	Attendance Patterns-Irregularity	RTI Core Teams will contact and meet with students and families to communicate and mentor regular attendance	Guidance Counselors, Assistant Principals	Teachers will follow the school discipline Data plan in reporting student with attendance and tardy issues to Assistant Principals' who will make parent contact.	Attendance Data

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

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

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

Budget:

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

End of Graduation Goal Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Through the utilization of Saturday EOC camps, students will the opportunity to improve math proficiency.	Saturday EOC Camp		$5,000.00
Mathematics	Students will have the opportunity to increase math proficiency.	After-School Math Tutoring Program		$10,000.00
Science	Biology EOC Camp will be offered to increase student proficiency	Saturday EOC Camp sessions		$6,000.00
Science	Students will have the opportunity to increase their proficiency in reading.	After school Biology tutoring sessions		$1,000.00
				Subtotal: $22,000.00

Technology

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

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp will be offered to increase student proficiency.	Saturday FCAT Camp sessions		$5,000.00
Reading	Students will have the opportunity to increase their proficiency in reading.	After school reading tutoring sessions	Perkins Grant	$1,000.00
Science	Labs will be conducted in order to increase student understanding of concepts in science to increase student proficiency.	Consumable Laboratory Materials	General budget	$3,000.00
				Subtotal: $9,000.00
				Grand Total: $31,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

❍ Priority	❍ Focus	❍ Prevent	❍ NA

Are you a reward school: ❍ Yes ❍ No

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

No Attachment (Uploaded on 10/24/2012)

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
Academic Advancement (Reading, Algebra, Geometry, Biology, Sat, ACT) Saturday Camp	$20,000.00
After school Academic Tutoring - Algebra, Geometry, Reading	$12,600.00

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

The primary role of School Advisory Council (SAC) is to monitor the implementation of the School Improvement Plan (SIP) through monthly meetings, sub-committee meetings, and emergency meetings based on need. We look for adjustments that need to be made and if any are discussed, noted, we vote, make those adjustments/revisions, and document the change in our minutes. The membership is representative of the school and community and is comprised of Principal, teachers, staff, students, community partners and parents.
• The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. (school improvement).
• SAC meetings are publicized utilizing email communication, CAB conference, school marquee, school website, school newsletter, flyers, and Parent-Link phone calls.
• Peer groups elect their representatives, with Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of the student population. We have a representation from all stakeholders (quorum is met).
• $5 per unweighted FTE is allocated for Accountability Funds to support SIP objectives.
• SAC assists in the preparation and evaluation of the School Improvement Plan and the school's annual budget [Section 1001.452 (2), F.S.]
• SAC meetings are held on the last Monday of each month in the Media Center of the school at 3:00 pm.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District SOUTH BROWARD HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	70%	85%	43%	241	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	46%	73%			119	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?	40% (NO)	66% (YES)			106	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					466	
Percent Tested = 95%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SOUTH BROWARD HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	72%	87%	37%	239	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	48%	72%			120	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?	45% (NO)	58% (YES)			103	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					462	
Percent Tested = 95%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested