

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: NORTHEAST HIGH SCHOOL

District Name: Broward

Principal: Mr. Jonathan E. Williams

SAC Chair: Ms. Laura Lange

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 10/25/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>NORTHEAST HIGH SCHOOL School Grades: '07 – C, '08 - C, '09 – C, '10 - C, '11 – B, '12 – TBA</p> <p>2011-2012 FCAT &amp; EOC FCAT Level 3 or above (High Standards) • Reading: 36% Algebra EOC Level 3 or above (High Standards) • Algebra: 60% Biology EOC Level 3 or above (High Standards) • Biology: NA High Standards for Writing is Level 4 or above • Writing: 79% Increase in Learning Gains • Reading: 49% • Algebra: 47% Lowest Quartile Increase in Learning Gains • Reading: 56% • Algebra: 38% Earned 10 Bonus Points for 11th/12th</p>

Principal

Jonathan E. Williams

Degrees-  
B.A. - Bachelors  
of Science in  
Political Science  
M. Ed. –  
Administration  
and Supervision  
  
Certifications-  
Educational  
Leadership and  
Political Science

6

10

Grade Retakes

2011-2012 Annual Measurable Objectives (AMO)  
Did the School Meet Annual Measurable Objective? NO  
Percent of Criteria Met:  
Total Writing Proficiency Met:  
Total Graduation Criterion Met:

Group Reading Math Writing  
TOTAL  
WHITE  
BLACK  
HISPANIC  
ASIAN  
AMERICAN INDIAN  
ECONOMICALLY DISADVANTAGED  
ENGLISH LANGUAGE LEARNERS  
STUDENTS WITH DISABILITIES

2010-2011 FCAT  
FCAT Level 3 or above (High Standards)  
• Reading: 37%  
• Math: 73%  
• Science 29%  
High Standards for Writing is Level 4 or above  
• Writing 82%  
Increase in Learning Gains  
• Reading 42%  
• Math 70%  
Lowest Quartile Increase in Learning Gains  
• Reading 50%  
• Math 52%

2010 –2011 Adequate Yearly Progress (AYP)  
Did the School Make Adequate Yearly Progress NO  
Percent of Criteria Met: 67%  
Total Writing Proficiency Met: YES  
Total Graduation Criterion Met: NO

Group Reading Math Writing  
TOTAL N N Y  
WHITE N Y Y  
BLACK N N Y  
HISPANIC N N Y  
ASIAN NA NA NA  
AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N N Y  
ENGLISH LANGUAGE LEARNERS N NA Y  
STUDENTS WITH DISABILITIES N NA Y

2009-2010 FCAT  
FCAT Level 3 or above (High Standards)  
• Reading: 40%  
• Math: 78%  
• Science 32%  
High Standards for Writing is Level 3.5 or above  
• Writing 89%  
Increase in Learning Gains  
• Reading 44%  
• Math 73%  
Lowest Quartile Increase in Learning Gains  
• Reading - 48%  
• Math 65%  
Earned 10 Bonus Points for 11/12th Grade Retakes

2009 –2010 Adequate Yearly Progress (AYP)  
Did the School Make Adequate Yearly Progress NO  
Percent of Criteria Met: 69%  
Total Writing Proficiency Met: YES  
Total Graduation Criterion Met: YES 73%  
Group Reading Math Writing  
TOTAL No No Yes  
WHITE Y Y Y  
BLACK N N Y  
HISPANIC N N Y  
ASIAN Y Y Y  
AMERICAN INDIAN N Y Y  
ECONOMICALLY DISADVANTAGED N N Y  
ENGLISH LANGUAGE LEARNERS N N Y  
STUDENTS WITH DISABILITIES NA NA Y

2008-2009 FCAT  
FCAT Level 3 or above (High Standards)  
• Reading: 41%  
• Math: 78%  
• Science

High Standards for Writing is Level 3.5 or above  
• Writing  
Increase in Learning Gains  
• Reading 47%  
• Math 73%  
Lowest Quartile Increase in Learning Gains  
• Reading: 51%  
• Math: 59%  
Earned 10 Bonus Points for 11/12th Grade Retakes

2008 –2009 Adequate Yearly Progress (AYP)  
Did the School Make Adequate Yearly Progress NO  
Percent of Criteria Met: 77%  
Total Writing Proficiency Met: YES  
Total Graduation Criterion Met: YES 75%

Group Reading Math Writing  
TOTAL No Yes Yes  
WHITE N Y Y  
BLACK N N Y  
HISPANIC N Y Y  
ASIAN NA NA NA  
AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N Y Y  
ENGLISH LANGUAGE LEARNERS N N Y  
STUDENTS WITH DISABILITIES NA NA Y  
2007-2008 FCAT  
FCAT Level 3 or above (High Standards)  
• Reading: 42%  
• Math: 75%  
• Science

High Standards for Writing is Level 3.5 or above  
• Writing  
Increase in Learning Gains  
• Reading 50%  
• Math 73%  
Lowest Quartile Increase in Learning Gain  
• Reading - 51%  
• Math 72%  
Earned 10 Bonus Points for 11/12th Grade Retakes

2007-2008 Adequate Yearly Progress (AYP)  
Did the School make Adequate Yearly Progress? NO  
Percent of Criteria Met: 72%  
Total Writing Proficiency Met: No  
Total Graduation Criterion Met: YES 72%  
Group Reading Math Writing  
Total No Yes No  
WHITE N Y Y  
BLACK N N N  
HISPANIC N Y N  
ASIAN NA NA NA  
AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N Y N  
ENGLISH LANGUAGE LEARNERS N N Y  
WITH DISABILITIES NA NA N

2006-2007 FCAT  
FCAT Level 3 or above (High Standards)  
• Reading: 42%  
• Math: 75%  
• Science  
High Standards for Writing is Level 3.5 or above  
• Writing  
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Total Graduation Criterion Met: YES 68 %  
Group Reading Math Writing  
Total No Yes Yes  
WHITE N Y Y  
BLACK N Y Y  
HISPANIC N Y Y  
ASIAN NA NA NA

Degrees:  
B.S. – Biology

AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N Y Y  
ENGLISH LANGUAGE LEARNERS N N Y  
WITH DISABILITIES NA NA Y

HOLLYWOOD HILLS HIGH SCHOOL  
2011-2012 School Grade – TBA

2011-2012 FCAT & EOC  
FCAT Level 3 or above (High Standards)  
• Reading:  
Algebra EOC Level 3 or above (High Standards)  
• Algebra:  
Biology EOC Level 3 or above (High Standards)  
• Biology:  
High Standards for Writing is Level 4 or above  
• Writing  
Increase in Learning Gains  
• Reading  
• Algebra  
Lowest Quartile Increase in Learning Gains  
• Reading  
• Algebra

2011-2012 Annual Measurable Objectives (AMO)

Did the School Meet Annual Measurable Objective? NO

Percent of Criteria Met:

Total Writing Proficiency Met:

Total Graduation Criterion Met:

Group Reading Math Writing

TOTAL

WHITE

BLACK

HISPANIC

ASIAN

AMERICAN INDIAN

ECONOMICALLY DISADVANTAGED

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

HOLLYWOOD HILLS HIGH SCHOOL  
2010-2011 School Grade - C

2010-2011 FCAT

FCAT Level 3 or above (High Standards)

• Reading: 36%

• Math: 67%

• Science: 41%

High Standards for Writing is Level 4 or above

• Writing: 81%

Increase in Learning Gains

• Reading: 40%

• Math: 67%

Lowest Quartile Increase in Learning Gains

• Reading: 38%

• Math: 53%

2010-2011 Annual Yearly Progress (AYP)

Did the School Meet Annual Yearly Progress? NO

Percent of Criteria Met:

Total Writing Proficiency Met:

Total Graduation Criterion Met:

Group Reading Math Writing

TOTAL

WHITE

BLACK

HISPANIC

ASIAN

AMERICAN INDIAN

ECONOMICALLY DISADVANTAGED

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

NOVA HIGH SCHOOL

2009-2010 School Grade - A

2009-2010 FCAT

FCAT Level 3 or above (High Standards)

• Reading: 58%

• Math: 92%

• Science: 50%

High Standards for Writing is Level 3.5 or above

• Writing: 95%

Increase in Learning Gains

• Reading: 61%

Assis Principal

Lora Boltz

M.S. –  
Educational  
Leadership

Certification:  
Biology (6-12)  
Chemistry (6-12)  
School Principals  
(All Levels)  
ESOL  
Endorsement

1

13

- Math: 87%
- Lowest Quartile Increase in Learning Gains
- Reading: 61%
- Math: 85%

2009-2010 Annual Yearly Progress (AYP)  
Did the School Meet Annual Yearly  
Progress? NO  
Percent of Criteria Met:  
Total Writing Proficiency Met:  
Total Graduation Criterion Met:

Group Reading Math Writing  
TOTAL  
WHITE  
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HISPANIC  
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ENGLISH LANGUAGE LEARNERS  
STUDENTS WITH DISABILITIES

NOVA HIGH SCHOOL  
2008-2009 School Grade - A

- 2008-2009 FCAT  
FCAT Level 3 or above (High Standards)
- Reading: 59%
  - Math: 88%
  - Science: 49%
- High Standards for Writing is Level 3.5 or  
above
- Writing: 94%
- Increase in Learning Gains
- Reading: 59%
  - Math: 81%
- Lowest Quartile Increase in Learning Gains
- Reading: 51%
  - Math: 75%

2008-2009 Annual Yearly Progress (AYP)  
Did the School Meet Annual Yearly  
Progress? NO  
Percent of Criteria Met:  
Total Writing Proficiency Met:  
Total Graduation Criterion Met:

Group Reading Math Writing  
TOTAL  
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ENGLISH LANGUAGE LEARNERS  
STUDENTS WITH DISABILITIES

NOVA HIGH SCHOOL  
2007-2008 School Grade - A

- 2007-2008 FCAT  
FCAT Level 3 or above (High Standards)
- Reading: 60%
  - Math: 90%
  - Science: 47%
- High Standards for Writing is Level 3.5 or  
above
- Writing: 97%
- Increase in Learning Gains
- Reading: 66%
  - Math: 85%
- Lowest Quartile Increase in Learning Gains
- Reading: 59%
  - Math: 86%

2007-2008 Annual Yearly Progress (AYP)  
Did the School Meet Annual Yearly  
Progress? NO  
Percent of Criteria Met:  
Total Writing Proficiency Met:  
Total Graduation Criterion Met:

Group Reading Math Writing  
TOTAL  
WHITE  
BLACK  
HISPANIC  
ASIAN  
AMERICAN INDIAN  
ECONOMICALLY DISADVANTAGED

ENGLISH LANGUAGE LEARNERS  
STUDENTS WITH DISABILITIES

NORTHEAST HIGH SCHOOL  
School Grades:  
'07 - C, '08 - C, '09 - C, '10 - C, '11 - B,  
'12 - TBA

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• Reading: 36%  
Algebra EOC Level 3 or above (High Standards)  
• Algebra: 60%  
Biology EOC Level 3 or above (High Standards)  
• Biology: NA  
High Standards for Writing is Level 4 or above  
• Writing: 79%  
Increase in Learning Gains  
• Reading: 49%  
• Algebra: 47%  
Lowest Quartile Increase in Learning Gains  
• Reading: 56%  
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Increase in Learning Gains  
• Reading 42%  
• Math 70%  
Lowest Quartile Increase in Learning Gains  
• Reading 50%  
• Math 52%

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Group Reading Math Writing  
TOTAL N N Y  
WHITE N Y Y  
BLACK N N Y  
HISPANIC N N Y  
ASIAN NA NA NA  
AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N N Y  
ENGLISH LANGUAGE LEARNERS N NA Y  
STUDENTS WITH DISABILITIES N NA Y

2009-2010 FCAT  
FCAT Level 3 or above (High Standards)  
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• Math: 78%  
• Science 32%  
High Standards for Writing is Level 3.5 or above  
• Writing 89%  
Increase in Learning Gains  
• Reading 44%

Assis Principal

Keith Fisher

Degrees:  
B.A. in English  
M. Ed. in  
Administration  
and Supervision

Certifications:  
Educational  
Leadership,  
English, ESOL,  
and Middle  
Grades

11

5

• Math 73%  
Lowest Quartile Increase in Learning Gains  
• Reading - 48%  
• Math 65%  
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Group Reading Math Writing  
TOTAL No No Yes  
WHITE Y Y Y  
BLACK N N Y  
HISPANIC N N Y  
ASIAN Y Y Y  
AMERICAN INDIAN N Y Y  
ECONOMICALLY DISADVANTAGED N N Y  
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STUDENTS WITH DISABILITIES NA NA Y

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TOTAL No Yes Yes  
WHITE N Y Y  
BLACK N N Y  
HISPANIC N Y Y  
ASIAN NA NA NA  
AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N Y Y  
ENGLISH LANGUAGE LEARNERS N N Y  
STUDENTS WITH DISABILITIES NA NA Y

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Increase in Learning Gains  
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Group Reading Math Writing  
Total No Yes No  
WHITE N Y Y  
BLACK N N N  
HISPANIC N Y N  
ASIAN NA NA NA  
AMERICAN INDIAN NA NA NA  
ECONOMICALLY DISADVANTAGED N Y N  
ENGLISH LANGUAGE LEARNERS N N Y  
WITH DISABILITIES NA NA N

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 Group Reading Math Writing  
 Total No Yes Yes  
 WHITE N Y Y  
 BLACK N Y Y  
 HISPANIC N Y Y  
 ASIAN NA NA NA  
 AMERICAN INDIAN NA NA NA

ECONOMICALLY DISADVANTAGED N Y Y  
 ENGLISH LANGUAGE LEARNERS N N Y  
 WITH DISABILITIES NA NA Y

NORTHEAST HIGH SCHOOL  
 School Grades:  
 '08 - C, '09 - C, '10 - C, '11 - B, '12 - TBA

2011-2012 FCAT & EOC  
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 Biology EOC Level 3 or above (High Standards)  
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 High Standards for Writing is Level 4 or above  
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 • Reading: 49%  
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 • Reading: 56%  
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 Earned 10 Bonus Points for 11th/12th Grade Retakes

2011-2012 Annual Measurable Objectives (AMO)  
 Did the School Meet Annual Measurable Objective? NO  
 Percent of Criteria Met:  
 Total Writing Proficiency Met:  
 Total Graduation Criterion Met:

Group Reading Math Writing  
 TOTAL  
 WHITE  
 BLACK  
 HISPANIC  
 ASIAN  
 AMERICAN INDIAN  
 ECONOMICALLY DISADVANTAGED  
 ENGLISH LANGUAGE LEARNERS  
 STUDENTS WITH DISABILITIES

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						<p>2010 –2011 Adequate Yearly Progress (AYP)  Did the School Make Adequate Yearly Progress NO  Percent of Criteria Met: 67%  Total Writing Proficiency Met: YES  Total Graduation Criterion Met: NO</p> <p>Group Reading Math Writing  TOTAL N N Y  WHITE N Y Y  BLACK N N Y  HISPANIC N N Y  ASIAN NA NA NA  AMERICAN INDIAN NA NA NA  ECONOMICALLY DISADVANTAGED N N Y  ENGLISH LANGUAGE LEARNERS N NA Y  STUDENTS WITH DISABILITIES N NA Y</p> <p>2009-2010 FCAT  FCAT Level 3 or above (High Standards)  • Reading: 40%  • Math: 78%  • Science 32%  High Standards for Writing is Level 3.5 or above  • Writing 89%  Increase in Learning Gains  • Reading 44%  • Math 73%  Lowest Quartile Increase in Learning Gains  • Reading - 48%  • Math 65%  Earned 10 Bonus Points for 11/12th Grade Retakes</p>
Assis Principal	Casey Pacella	<p>Degrees:  B.A. in English  M. Ed. in Administration and Supervision</p> <p>Certification:  Educational Leadership,  English and ESOL</p>	5	5	<p>2009 –2010 Adequate Yearly Progress (AYP)  Did the School Make Adequate Yearly Progress NO  Percent of Criteria Met: 69%  Total Writing Proficiency Met: YES  Total Graduation Criterion Met: YES 73%  Group Reading Math Writing  TOTAL No No Yes  WHITE Y Y Y  BLACK N N Y  HISPANIC N N Y  ASIAN Y Y Y  AMERICAN INDIAN N Y Y  ECONOMICALLY DISADVANTAGED N N Y  ENGLISH LANGUAGE LEARNERS N N Y  STUDENTS WITH DISABILITIES NA NA Y</p> <p>2008-2009 FCAT  FCAT Level 3 or above (High Standards)  • Reading: 41%  • Math: 78%  • Science  High Standards for Writing is Level 3.5 or above  • Writing  Increase in Learning Gains  • Reading 47%  • Math 73%  Lowest Quartile Increase in Learning Gains  • Reading: 51%  • Math: 59%  Earned 10 Bonus Points for 11/12th Grade Retakes</p>	
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 BLACK N N N  
 HISPANIC N Y N  
 ASIAN NA NA NA  
 AMERICAN INDIAN NA NA NA  
 ECONOMICALLY DISADVANTAGED N Y N  
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 Total Writing Proficiency Met:  
 Total Graduation Criterion Met:

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 WHITE  
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 HISPANIC  
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 AMERICAN INDIAN  
 ECONOMICALLY DISADVANTAGED  
 ENGLISH LANGUAGE LEARNERS  
 STUDENTS WITH DISABILITIES

Assis Principal

Allan  
Thompson

Degrees-  
B.A. - Bachelors  
of Science in  
Anthropology  
and Sociology  
M. Ed. –  
Administration  
and Supervision

Certifications-  
Educational  
Leadership and  
Mathematics

4

11

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(AYP)  
Did the School Make Adequate Yearly  
Progress NO  
Percent of Criteria Met: 67%  
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WHITE N Y Y  
BLACK N N Y  
HISPANIC N N Y  
ASIAN NA NA NA  
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• Math: 78%  
• Science 32%  
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WHITE Y Y Y  
BLACK N N Y  
HISPANIC N N Y  
ASIAN Y Y Y  
AMERICAN INDIAN N Y Y  
ECONOMICALLY DISADVANTAGED N N Y  
ENGLISH LANGUAGE LEARNERS N N Y  
STUDENTS WITH DISABILITIES NA NA Y

2008-2009 FCAT  
FCAT Level 3 or above (High Standards)  
• Reading: 41%  
• Math: 78%  
• Science  
High Standards for Writing is Level 3.5 or  
above  
• Writing  
Increase in Learning Gains  
• Reading 47%  
• Math 73%  
Lowest Quartile Increase in Learning Gains  
• Reading: 51%  
• Math: 59%  
Earned 10 Bonus Points for 11/12th Grade  
Retakes

2008 –2009 Adequate Yearly Progress  
(AYP)  
Did the School Make Adequate Yearly  
Progress NO  
Percent of Criteria Met: 77%  
Total Writing Proficiency Met: YES  
Total Graduation Criterion Met: YES 75%

					Group Reading Math Writing TOTAL No Yes Yes WHITE N Y Y BLACK N N Y HISPANIC N Y Y ASIAN NA NA NA AMERICAN INDIAN NA NA NA ECONOMICALLY DISADVANTAGED N Y Y ENGLISH LANGUAGE LEARNERS N N Y STUDENTS WITH DISABILITIES NA NA Y
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### 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	Vicki Drane	Degrees: B.S. in Psychology  Certification: English, Psychology, Exceptional Student Education, ESOL Endorsement, Reading Endorsement	3	3	NORTHEAST HIGH SCHOOL School Grades: '10 - C, '11 - B, '12 - TBA  2011-2012 FCAT & EOC FCAT Level 3 or above (High Standards) • Reading: 36% Algebra EOC Level 3 or above (High Standards) • Algebra: 60% Biology EOC Level 3 or above (High Standards) • Biology: NA High Standards for Writing is Level 4 or above • Writing: 79% Increase in Learning Gains • Reading: 49% • Algebra: 47% Lowest Quartile Increase in Learning Gains • Reading: 56% • Algebra: 38% Earned 10 Bonus Points for 11th/12th Grade Retakes  2011-2012 Annual Measurable Objectives (AMO) Did the School Meet Annual Measurable Objective? NO Percent of Criteria Met: Total Writing Proficiency Met: Total Graduation Criterion Met:  Group Reading Math Writing TOTAL WHITE BLACK HISPANIC ASIAN AMERICAN INDIAN  ECONOMICALLY DISADVANTAGED ENGLISH LANGUAGE LEARNERS STUDENTS WITH DISABILITIES  2010-2011 FCAT FCAT Level 3 or above (High Standards) • Reading: 37% • Math: 73% • Science 29% High Standards for Writing is Level 4 or above • Writing 82% Increase in Learning Gains • Reading 42% • Math 70% Lowest Quartile Increase in Learning Gains • Reading 50% • Math 52%  2010 -2011 Adequate Yearly Progress (AYP) Did the School Make Adequate Yearly

				<p>Progress NO  Percent of Criteria Met: 67%  Total Writing Proficiency Met: YES  Total Graduation Criterion Met: NO</p> <p>Group Reading Math Writing  TOTAL N N Y  WHITE N Y Y  BLACK N N Y  HISPANIC N N Y  ASIAN NA NA NA  AMERICAN INDIAN NA NA NA  ECONOMICALLY DISADVANTAGED N N Y  ENGLISH LANGUAGE LEARNERS N NA Y  STUDENTS WITH DISABILITIES N NA Y</p> <p>2009-2010 FCAT  FCAT Level 3 or above (High Standards)  • Reading: 40%  • Math: 78%  • Science 32%  High Standards for Writing is Level 3.5 or above  • Writing 89%  Increase in Learning Gains  • Reading 44%  • Math 73%</p> <p>Lowest Quartile Increase in Learning Gains  • Reading - 48%  • Math 65%  Earned 10 Bonus Points for 11/12th Grade Retakes</p> <p>2009 –2010 Adequate Yearly Progress (AYP)  Did the School Make Adequate Yearly Progress NO  Percent of Criteria Met: 69%  Total Writing Proficiency Met: YES  Total Graduation Criterion Met: YES 73%  Group Reading Math Writing  TOTAL No No Yes  WHITE Y Y Y  BLACK N N Y  HISPANIC N N Y  ASIAN Y Y Y  AMERICAN INDIAN N Y Y  ECONOMICALLY DISADVANTAGED N N Y  ENGLISH LANGUAGE LEARNERS N N Y  STUDENTS WITH DISABILITIES NA NA Y</p>
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**EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS**

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New teachers partnered with veteran teachers	NESS Liaison	Ongoing	
2	Professional Learning Communities	Assistant Principals/Department Chairpersons	Ongoing	
3	Magnet Program support	Magnet Coordinator	Ongoing	

**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
0	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
107	2.8%(3)	20.6%(22)	43.0%(46)	28.0%(30)	41.1%(44)	93.5%(100)	11.2%(12)	7.5%(8)	40.2%(43)

## 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
Erin Thompson	Annette Alfaro	Both teachers are in the English department. Erin Thompson was previously a writing coach. She has a strong presence in the classroom and effective classroom management techniques. Annette has a strong knowledge of her content but could benefit from a veteran teacher with classroom experience.	Classroom management; lesson planning; Virtual Counselor; parent conferences; grading procedures; interim grades; Open House procedures; teacher dilemmas. The use of HRD resources and classes offered through Brite.
David Gray	Robert Lowery	Both teachers are in the Science department. Both teachers are teaching Chemistry and Mr. Gray is the Department Chair of Science allowing for collaboration with the whole department.	Classroom management; lesson planning; Virtual Counselor; parent conferences; grading procedures; interim grades; Open House procedures; teacher dilemmas. The use of HRD resources and classes offered through Brite.
Randolph Manchester	Michael Crudele	Both teachers teach Math and computer programming.	Classroom management; lesson planning; Virtual Counselor; parent conferences; grading procedures; interim grades; Open House procedures; teacher dilemmas. The use of HRD resources and classes offered through Brite.
		Both teachers are in the Language Arts department. Kimberly is the Language Arts department chair. She is efficient at moving her	Classroom management; lesson planning; Virtual Counselor; parent

Kim Barron	Aisha Brown	students and creating a warm and welcoming environment for her students. Aisha has a good classroom atmosphere, and will be turning to Kimberly for advice in moving her students.	conferences; grading procedures; interim grades; Open House procedures; teacher dilemmas. The use of HRD resources and classes offered through Brite.
Ann Reiver	Kawana Jones	Both teachers teach English,	Classroom management; lesson planning; Virtual Counselor; parent conferences; grading procedures; interim grades; Open House procedures; teacher dilemmas. The use of HRD resources and classes offered through Brite.

## 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

Our Title II funds will be used to provide remedial support to at risk students.

Title III

Title III

165 ESOL Students ELL Coordinator works with ESOL students and families to support student achievement

The Northeast High School (NEHS) English Language Learners (ELL) program, facilitated by Patricia Walker, is coordinated and integrated in collaboration with the Broward County School District's Multicultural and English for Speakers of Other Languages (ESOL) Program Services Department. Through ELL district meetings and collaboration with the district's ELL Instructional Facilitator, the ELL contact gathers and distributes county, state, and federal ELL requirements to NEHS Teachers, administrators, and guidance counselors and assists with student support. The district has also supported NEHS through Title III funding of ELL supplemental personnel and instructional materials. The district's ELL Instructional Facilitator has supported the school by coaching and mentoring instructional staff and administrators.

The ELL contact also monitors both active (current) and inactive (former ELL students who are monitored for two years after exiting from the program) ELL students. Monitoring for active students includes annual individual student reviews with emphasis on student progress. The ELL committee, composed of the ELL contact, guidance counselors, administrators, teachers, and parents, recommends when students should continue or exit the ESOL program and if other interventions are needed.

When a student enters NEHS and indicates on his/her registration form that another language is spoken in the home, the

student is given a language proficiency test (IPT) which determines if the student is placed in sheltered or regular classes with ELL accommodations. Depending on English proficiency level progression, a student is then gradually placed into non-sheltered classes and eventually exited from the ELL Program when he/she demonstrates proficiency in both oral language development, and reading and writing skills. Most students are ready to enter regular classes after two years of sheltered classes, although transition may happen earlier or later depending on individual progress. ELL students are also placed in non-sheltered art and physical education classes.

Additionally, all teachers who teach ELL students at NEHS are either ESOL endorsed or in the process of completing the ESOL training requirements.

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

SAI funds will be used to provide remediation for at risk students.

#### Violence Prevention Programs

NEHS participates in the Youth Crime Watch programs. Additionally, Peer Counseling and Collaborative Problem Solving and Child Study Teams proactively decrease behaviors potentially leading to violence.

#### Nutrition Programs

Of our 2,020 students, 75% are eligible for the Free and Reduced Lunch Program at Northeast High School. These students are encouraged to participate in free and reduced meal program, if eligible. It is strongly encouraged for all students to eat both breakfast and lunch to help maintain nutritional wellness. Students receive additional nutritional information through their Science and Health classes.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

NEHS offers several courses in the career and technical field. These courses fall into the following areas: Academy of Finance, Communications Technology, Computing for College and Careers, Engineering Technologies, Fashion Design Services, Health and Occupational Services Communication Technology, Marketing Essentials, and Allied Health. Students are also provided the opportunity to take the Diversified Career Technology (DCT) courses.

#### Job Training

Internship opportunities (paid and unpaid) are available for students through the Academy and the ACE Programs.

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School Administrators, Reading Coach, Guidance Counselors; ESE Specialist, ESOL Contact, School Social Worker, School Psychologist, Support Facilitator(s), Media Specialist, Department Chairs, students' classroom teachers.

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 MTSS Leadership team meets a minimum of twice a month. Mr. Thompson, Assistant Principal, will coordinate the meetings. The team provides behavioral, medical, and/or academic data on Tier 1-3 targeted students. The team sets



expectations for instruction (Rigor, Relevance and Relationships) and assessment, aligned to the NGSSS. The management of Tier 2 and 3 interventions are elevated to school psychologist, social worker, department chairs, and guidance counselor with input from teachers on a weekly basis to determine appropriate 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?

MTSS Leadership Team meets to discuss programs that could be used to benefit all students. In addition, members of the MTSS leadership team are members of the School Advisory Council and are involved in the development of the School Improvement Plan. The MTSS Leadership Team develops an Action Plan for each student, reviews the student achievement data, makes recommendations for scheduling and curriculum enhancement, and assists in promoting differentiated instruction to enhance each student's achievement. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. These data are also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and Tier 3 interventions. The team and staff work together to develop a school wide plan of behavioral expectations and consequences. School-wide and/or class-wide positive strategies are consistently in use throughout each school day. The team also provides support to teachers dealing with hard-to-teach students through consultation and collaboration. When a teacher feels that a student is not able to make progress or self regulate his/her own behavior then the appropriate members of MTSS Leadership Team address the teacher's concern and assist to develop targeted evidence-based interventions to be attempted to encourage student success. Parent(s) and student are an integral part of the problem-solving process. Data is collected and reviewed. Interventions are adjusted based on the data. The MTSS Leadership Team utilizes their support staff with particular areas of expertise to interpret the data and the team generates a hypothesis about the causes of problem and works to identify desired replacement behaviors or instructional strategies towards improvement. Struggling Reader/Math Charts, and/or behavioral references will be employed to support positive change.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2) for reading, math and science, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation, Discovery Education – ThinkLink Assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)  
End of Year: FAIR, FCAT Frequency of Data Days: Twice a month for data analysis  
The District Management System (DMS) will be used to manage and summarize data on discipline. Virtual Counselor and Pinnacle will be used to manage and summarize academic data.  
File Maker Pro is used to support the desegregation of data.  
Tier 1 – Administration discipline files and Teacher classroom records are utilized to track compliance in File Maker Pro which allows all teachers, administrators, and support staff to monitor the academic and behavioral status of the entire student body. Tier 2 – An RTI Leadership Team member is assigned as a case manager, consults with the classroom teacher, and completes the intervention record and maintains the ongoing data that is being collected.  
Tier 3 – The RTI Leadership Team develops intensive, evidence-based interventions with the full RTI Team and data is collected. An FBA/PBIP may be generated as well as the need to pursue a psychological evaluation for ESE services.  
For Tier 2 and 3, the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

All staff members will be trained on MTSS during early release days, teacher workdays, staff meetings, team meetings, and workshops offered before and after school. In addition, the RTI team members are teamed with other staff members, the school psychologist, the school social worker, and guidance personnel for ongoing training.

Describe the plan to support MTSS.

## School-Based Literacy Leadership Team

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

Mr. Williams (Principal); Lora Boltz, Casey Burgs, Keith Fisher, Allan Thompson (School Administrators); Vicki Drane (Reading Coach); Lupita Wiggans (Guidance Director); Ruth Hinkson (ESE Specialist); Patricia Walker (ESOL Contact); Gwen Stewart and Lorraine Olson (ESE Support Facilitators); Loretta Ullman (Media Specialist); Janane Mohler (Math); David Gray (Science); Mark Kitman (Business); Charles Ackerson (Social Science); Kim Barron (Language Arts).

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

The principal and reading coach guide the Literacy Leadership Team in addressing school literacy initiatives aligned with reading SIP goals. Meeting once a week, The LLT Team discusses strategies and provides schoolwide direction on how to incorporate reading throughout the curriculum. The LLT develops and models lesson plans which are used across the curriculum and are content specific. During weekly department meetings each department chair discusses strategies and encourages discussion on how to successfully incorporate reading into the curriculum. Members of the LLT mentor teachers who may be having difficulty incorporating reading strategies into their curriculum.

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

Using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs. Leading and supporting PLCs and Study Groups. Implementing reading strategies in each classroom by developing, modeling, and coaching how to incorporate reading into the teachers' specific content area while using data to analyze the effectiveness of reading instruction. Redesigning instruction that allocates resources to meet each student's individual learning style. The monitoring and the supporting of a Comprehensive Intervention Reading Programs and applying scientifically based reading instruction and strategies in each classroom with fidelity; The focus of Early Release Days, Pre-Planning, Teacher Workdays, Department Meetings, PLCs, and Study Groups will be focused on activities that promote literacy. Setting up model and demonstration classrooms which enables teachers to appropriately use resources to meet student learning needs and proper instruction interventions. A school-wide word of the week initiative has been set up for the school to be used in all classes during each period. The word of the week will stress prefixes, suffixes, antonyms, synonyms, and the root of the word. This will enable students to transfer the strategies they have learned from the word of the week to unfamiliar words by using the strategies taught.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The RtI Leadership Team meets to discuss programs that could be used to benefit all students. In addition, members of the RtI leadership team are members of the School Advisory Council and are involved in the development of the School Improvement Plan. The RtI Leadership Team develops an Action Plan for each student, reviews the student achievement data, makes recommendations for scheduling and curriculum enhancement, and assists in promoting differentiated instruction to enhance each student's achievement. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. These data are used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. These data are also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and Tier 3 interventions. The team and staff work together to develop a school wide plan of behavioral expectations and consequences. School-wide and/or class-wide positive strategies are consistently in use throughout each school day. The team also provides support to teachers dealing with hard-to-teach students through consultation and collaboration. When a teacher feels that a student is not able to make progress or self regulate his/her own behavior then the appropriate members of RTI Leadership Team address the teacher's concern and assist to develop targeted evidence-based interventions to be attempted to encourage student success. Parent

(s) and students are an integral part of the problem-solving process. Data is collected and reviewed. Interventions are adjusted based on the data. The RTI Leadership Team utilizes their support staff with particular areas of expertise to interpret the data and the team generates a hypothesis about the causes of problem and works to identify desired replacement behaviors or instructional strategies towards improvement. Struggling Reader/Math Charts, and/or behavioral references will be employed to support positive change.

## \*High Schools Only

**Note: Required for High School - Sec. 1003.413(g)(j) F.S.**

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

Students are encouraged to complete the magnet diploma requirements, providing them with skills in the areas of Architecture and Design, Business and Entrepreneurship, and Latin and Collegiate Studies. Classroom activities incorporate technology, real world applications, and problem solving skills. Students participate in AP and CTE classes that lead to college credit and industry certification, and offer mentorships through the ACE Program. We offer many classes that help students see the relationship between subjects and relevance to their future. We offer Integrated Math and Science courses. We also offer Web Design and Drafting courses that assist in the preparation and lead to industry certification. We offer OJT and internship opportunities. We offer AOIT-Tech, Business Systems and Technology courses, Business and Entrepreneurship classes, Marketing, Business Software, Engineering, Drafting and Illustration Design, and Medical Skills Service courses, all of which provide information regarding employability skills and career awareness.

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

Students use FACTS.org and ePEP to research and plan relevant courses of study based on interest and ability. Guidance counselors have face-to-face interaction with students during course selection, are available to all students, and the implementation of the AGP to address post-secondary relevancy. Students are placed according to the Course Progression Matrix (Academic Performance) and Magnet Academy. Based on these parameters they select courses on the course selection sheet that are personally meaningful.

## Postsecondary Transition

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

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

Students are encouraged to complete the magnet diploma requirements. This gives them skills in the areas of Architecture and Design, Business and Entrepreneurship, and Latin and Collegiate Studies. Classroom activities incorporate technology, real world application, and problem solving skills. Students participate in AP and CTE classes that lead to college credit and industry certification, as well to offering mentorships through the ACE Program. We offer SAT/ACT/CPT/AP Test Preparation before and after school, and on Saturdays. Students are encouraged to log on to the College Board website for feedback on their scores. Additionally, guidance counselors review test scores and provide feedback on results when they meet with students to ensure that they are on track for graduation. Students use FACTS.org and ePEP for post-secondary research and planning opportunities. The Guidance and Brace office maximizes fee waivers for the ACT and SAT for eligible students. The AGP is implemented and addresses post-secondary success for students. We offer the ASVAB to all students once a year. ASVAB Administrators return to the campus once the scores are available and meet with all students who took the test. The administrators provide a presentation on how students are to interpret the results of their test. We hold quarterly award ceremonies to recognize and promote student success. We invite colleges to give presentations, conduct college fairs at our school, attend district college fairs, and plan trips to various colleges. The BRACE Advisor collects post-secondary data throughout the year to guide students in their post-secondary life. The BRACE office works with each student to fill out applications for college, scholarships, and financial aid. In addition, the PSAT is offered to all 10th graders. PSAT data is used to help prepare students to take the SAT, and also helps to identify and encourage students to take more rigorous honors-level and Advanced Placement (AP) courses. The PSAT also helps identify students who may need additional support and interventions to ensure academic success.

## 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:	Percentage of students scoring at Level 3 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (188)	25%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Teachers lack the skills needed to help students increase comprehension using content specific vocabulary in all subject areas.	1A.1 Teachers will receive support through demonstration and modeling. Explicit instruction of vocabulary in all content areas via the Literacy Team, PLCs and department level professional Development will be provided. School-wide emphasis on vocabulary development through word of the week and content-specific words will be incorporated.	1A.1. Reading Coach, Dept. Chair, Administrators	1A.1 Evaluation of student work, particularly the use of advanced organizers and word walls. Lesson plans and daily timed agendas will be noted during classroom observations. Grade level PD and PLC activities will be developed to enhance vocabulary.  Review of Literacy Folders which will include: - Student assessments - Writing samples - Data chat review sheets - Essays - Other materials displaying exemplary work.	1A.1. FCAT 2.0-Style Mini Assessments, BAT Testing of all students, teacher created assessments.
2	1A.2. Current curriculum does not expose students to complex text needed to improve vocabulary.	1A.2. Frontloading knowledge, using interactive word walls, the development of student word banks, pre-teaching vocabulary, explicit instruction of vocabulary.	1A.2. Reading Coach, Dept. Chair, Administrators	1A.2. Students will keep a vocabulary journal in all content area classes, including reading that will include summaries; and appropriate graphic organizers to develop and improve vocabulary. Student data will be reviewed on an ongoing basis. Teachers will review following all formative and summative assessments.	1A.2. FCAT 2.0 Scores. Student Portfolios, BAT Testing Results Mini-Assessments via Virtual Counselor.
	1A.3 Inexperience of teachers in implementing the use of interactive word walls,	School-wide emphasis on vocabulary development through word of the week and content-	Reading Coach, Dept. Chair, AP over Reading	Evaluation of student work, particularly the use of advanced organizers and word walls.	Classroom observation data to include "warm ups" or "do nows"

3	to assist students with vocabulary to increase comprehension in all content areas.	specific word walls to enhance student vocabulary. To ensure effective implementation of these strategies, teachers will receive support through modeling and/or professional development.		Lesson plans and daily timed agendas will be noted in the CWT. Lesson Study and PLC activities developed around morphemes.  Materials developed at PLCs, Minutes from PLCs.  Review of lesson plans.	in the Common Board Configuration. BAT testing and FAIR progress monitoring of all Gr 9-10 students.
4	1A.4 Teachers lack knowledge of teaching higher order thinking processes.	The staff development emphasizes strategies for teaching higher order thinking throughout the content areas. Training will also be conducted through PLCs. To ensure effective implementation of these strategies, teachers will receive support through modeling and/or professional development.	Reading coach, Dept. Char, AP over reading	High Yield Graphic Organizers with student summary artifacts, the modeling of text patterns and content application. Lesson plans and student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and summative assessments. MINI BAT Testing and Remediation.	Classroom observation data to include information about "cues/ questions/ advanced organizers." BAT Testing and FAIR testing monitoring for levels 1-5 Grades 9-10.

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:	Percentage of students scoring at Levels 4,5,6 will increase by 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
(1 of 9)  11% (1)	(3 of 9)  33% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1 The lack of specialized reading curriculum to assist SVE students in functional Reading Skills.	1B.1 Utilize ESE Reading Strategies and differentiated instruction, accommodations, ESE teacher aide, and supplemental materials.	1B.1 Casey Pacella, AP over ESE Program, Ruth Hinkson, ESE Specialist/Dept. Chair.	1B.1 Student data will be reviewed on an ongoing basis.	1B.1 Progress Reports

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:	The percentage of students scoring at or above a Level 4 in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15.3% (145)	21%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teachers lack the skills needed to help students increase comprehension using content specific vocabulary in all subject areas.	2A.1. Implementation and monitoring of the school-wide Instruction Focus Assessments (IFAs). Opportunities for reading and writing will be implemented in all content areas. Higher order questions based on FCAT 2.0 question stems will be observed in lessons and class discussions.	2A.1. Reading Coach, Dept. Chair, Administrators	2A.1. Classroom observations will be used to track frequency of higher order questions offered by teachers.  During Department meetings teachers will evaluate student performance on IFAs and all other assessments.	2A.1. FCAT 2.0 Scores. Student Portfolio, BAT Testing Results Mini-Assessments via Virtual Counselor.
2	2A.2 Teachers lack knowledge of teaching higher order thinking processes.	2A.2 Teachers will participate in staff development in unwrapping benchmarks to create higher order thinking questions in all content areas.	2A.2 Reading Coach, Dept. Chair, AP over Reading	2A.2 Classroom observation data will be used to track frequency of higher order questions offered by teachers. This data will be analyzed in the PLC. Teachers will review individual student data following formative and summative assessments.	2A.2 Classroom observation data to include information about "cues/questions/advanced organizers." BAT testing and FAIR testing/monitoring for Levels 1-5 Grades 9-10
3	2A.3 Inexperience of teachers in implementing the use of interactive word walls, to assist students with vocabulary to increase comprehension in all content areas.	2A.3 Teachers will participate in staff development, demonstrating and modeling the explicit instruction of vocabulary in all content areas via, PLCs.  Every department will instruct and create an IFA to be administered monthly to improve reading comprehension in all academic areas.	2A.3 Reading Coach, Dept. Chair, AP over Reading	2A.3 Evaluation of student work, particularly the use of advanced organizers and word walls.  Lesson Study and PLC activities developed around morphemes.  Literacy Folders will be maintained with reading and writing samples to track reading comprehension.	2A.2 "Warm ups" or "do downs" in the Common Board Configuration as measured by instructional strategies on the CWT. BAT testing and FAIR progress monitoring of all Gr 9-10 students.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The percentage of students scoring at or above achievement level in reading will increase by 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	66%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	2B.1 The lack of specialized reading curriculum to assist SVE students in functional Reading Skills.	2B.1 Utilize ESE Reading Strategies and differentiated instruction, accommodations, ESE teacher aide, and supplemental materials.	2B.1 Casey Pacella, AP over ESE Program, Ruth Hinkson, ESE Specialist/Dept. Chair.	1B.1 Student data will be reviewed on an ongoing basis.	1B.1 Progress Reports

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:	The percentage of students making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50.3% (453.6)	55.3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teachers lack the skills in presenting higher order thinking skills to students.	3A.1. Introduction of strategies for teaching higher order/critical thinking throughout the content areas. Provide staff development sessions, includes teacher lesson collaboration, review of student artifacts through the Literacy Team, PLC, and professional development.	3A.1. Reading Coach, Dept. Chair, AP over Reading	3A.1. Graphic organizers with student summary artifacts, Text Patterns modeling and content application Lesson Study, Department PDs and PLC activities.	3A.1. FCAT 2.0-Style Mini Assessments, BAT, FCAT 2.0
2	3A.2. Inexperience of teachers in implementing the use of interactive word walls, to assist students with vocabulary to increase comprehension in all content areas.	3A.2 Interactive word walls, pre-teaching vocabulary, explicit instruction of vocabulary.  Teachers will attend PD workshops to learn these teaching strategies.	3A.2 Reading Coach, Dept. Chair, AP over Reading	3A.2 Students will use vocabulary in context, including reading and writing; utilize appropriate graphic organizers to develop vocabulary	3A.2 Reading program Assessments (EDGE cluster tests), Vocabulary application in writing and comprehension, FAIR, and teacher created assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Percentage of students making learning gains in reading will increase by 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
(1 of 3)	(2 of 3)

33% (1)		33% (3)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1 The lack of specialized reading curriculum to assist SVE students in functional Reading Skills.	3B.1 Utilize ESE Reading Strategies and differentiated instruction, accommodations, ESE teacher aide, and supplemental materials.	3B.1 Casey Pacella, AP over ESE Program, Ruth Hinkson, ESE Specialist/Dept. Chair.	3B.1 Student data will be reviewed on an ongoing basis.	1B.1 Progress Reports

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:	The percentage of students in the lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.7% (137)	62.7%

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	4A.1. Teachers lack skills necessary to present vocabulary and higher order thinking skills.	4A.1. Level I & II students in the lowest 30% will be placed in Intensive Reading classes to provide individual assistance and support in addition to the core curriculum. (RtI Tier II). Pullout and Push in will be used for Level 1 & II students with focus placed on their weakest area. Students will be encouraged to attend after-school Reading program.  Teachers will attend PDs to learn the skills necessary to present vocabulary and higher order thinking skills to students.	4A.1. Reading Coach, Dept. Chair, AP over Reading	4A.1. Ongoing review of student scheduling via Virtual Counselor to ensure that all students are placed properly.  Student data will be reviewed on an ongoing basis.  Data chats.	4A.1. FCAT 2.0 Scores BAT Scores, Mini Assessments, and EDGE Assessments.
2	4A.2. Teachers lack knowledge of teaching higher order thinking processes.	4A.2. Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development.	4A.2. Reading Coach, Dept. Chair, AP over Reading	4A.2. Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and Summative assessments. Evaluation of student work. Department PDs	4A.2. FCAT 2.0 Scores, FAIR data, BAT.



				and PLC activities. MINI BAT testing and remediation.	
3	4A.3. Teachers lack the skills to help students increase comprehension using content specific vocabulary in all subject areas.	4A.3. Students scoring levels 1 and 2 on the 2011 FCAT 2.0 will receive research based reading instruction through intensive reading classes. Students will be placed according to the District High School Struggling Readers Chart using the District approved diagnostic tools. Students will utilize Hampton-Brown's EDGE reading series  Teachers will attend PDs to learn the skills necessary to present materials that will help students increase comprehension using content specific vocabulary in all subject areas.	4A.3. Reading Coach, Dept. Chair, AP over Reading	4A.3. Core reading program assessment.	4A.3. FCAT 2.0 Scores, FAIR data, BAT .
4	4A.4 Teachers lack knowledge of teaching higher order thinking processes.	Teachers will participate in staff development in unwrapping benchmarks to create higher order thinking questions in all content areas.	Reading Coach, Dept. Chair, AP over Reading	Classroom observation data will be used to track frequency of higher order questions offered by teachers. This data will be analyzed in the PLC. Teachers will review individual student data following formative and summative assessments.  Twice monthly the Common Planning Collaboration meetings will evaluate student performance on bi-weekly reading passages and question stems to assess improvement.	Classroom observation data data to include information about "cues/questions/advanced organizers." BAT testing and FAIR testing/monitoring for Levels 1-5 Grades 9-10
5	4A.5 Teachers lack the skills to help students increase comprehension using content specific vocabulary in all subject areas.	All Level I & II students are placed in either Intensive Reading classes or are receiving reading instruction through content area Reading Endorsed or Car-PD endorsed teacher to provide individual assistance and support. Teachers will be demonstrating and modeling the explicit instruction of vocabulary in all content areas via the Literacy Team, PLCs and Common Planning Collaboration teams.  To ensure effective	Reading Coach, Dept. Chair, AP over Reading	Evaluation of student work, particularly the use of advanced organizers and word walls. Lesson plans and daily timed agendas will be noted in the CWT. Lesson Study and PLC activities developed around morphemes.	Classroom observation data data to include "warm ups" or "do nows" in the Common Board Configuration. BAT testing and FAIR progress monitoring of all Gr 9-10 students.

	implementation of these strategies, teachers will receive support through modeling and/or professional development.		
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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 : <input type="text"/>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	The percentage of students not making satisfactory progress in reading within each subgroup will decrease by 10%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 55.9% (118) Black: 69.8% (278) Hispanic: 64.9% (187) Asian: 57.1% (8) American Indian: 66.7 (4)	White: 45.9% Black: 59.8% Hispanic: 54.9% Asian: 47.1% American Indian: 56.7%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Teachers lack the skills needed to help students increase comprehension using content specific vocabulary in all subject areas.	5B.1. Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied styles in accordance with RtI Tier III. Recommended accommodations and modifications are made.  Teachers will attend PDs to learn strategies necessary to help students increase comprehension using content specific vocabulary in all subject areas.	5B.1. Reading Coach, Dept. Chair, AP over Reading	5B.1. Evaluation of student work, Department PDs and PLC activities.	5B.1. FCAT 2.0 Scores, FAIR data and EDGE Assessments on level 1 & 2 students, BAT.
	5B.2. Teachers lack knowledge	5B.2. Introduction of strategies	5B.2. Reading Coach,	5B.2. Student data will be	5B.2. FCAT 2.0 Scores,

2	of teaching higher order thinking processes.	for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development. Extended learning opportunities offered to all students. Teachers will participate in staff development emphasizing strategies for teaching higher order thinking throughout the content areas. Training will be conducted through PLCs and department level professional development.  To ensure effective implementation of these strategies, teachers will receive support through modeling and professional development	Dept. Chair, AP over Reading	reviewed on an ongoing basis. Teachers will review individual student data following all formative and summative assessments. Evaluation of studentWork, Department PDs and PLC activities	FAIR data and EDGE Assessments on level 1 & 2 students, BAT.
3	5B.3 There is a lack of addressing multiple learning styles observed in the classroom.	5B.3 Teaching content area curriculum addressing multiple learning styles. Recommended accommodations and modifications are made.  To ensure effective implementation of these strategies, teachers will receive support through modeling and professional development.	5B.3 Reading Coach, Dept. Chair, AP over Reading.	5B.3 Evaluation of student work, Lesson Study, Department PDs and PLC activities.	5B.3 BAT Testing of all students, level 1-5, FCAT Scores, Fluency and DAR Scores and EDGE Assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of ELL students not making satisfactory progress in reading will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96.7%	86.7%

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
	5C.1. Teachers lack knowledge of teaching higher order thinking processes.	5C.1. Introduction of strategies for teaching higher order/critical thinking skills throughout the content areas via Literacy Team, PLC, and department-level professional	5C.1. Reading Coach, Dept. Chair, AP over Reading.	5C.1. Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and summative assessments.	5C.1. FCAT 2.0 Scores, BAT Testing, CELLA Testing, and IPT Testing.

1

development.  
All A1 and A2 students will be placed in developmental language arts/with extended time in order to help students who need individual interventions. (RtI Tier III). B1 to C2 students will be placed in appropriate Reading classes (RtI Tier III). To ensure effective implementation of these strategies, teachers will receive support through modeling and professional development.

Teachers will participate in staff development emphasizing strategies for teaching higher order thinking throughout the content areas. Training will be conducted through PLCs and department level professional development. All A1 and A2 students will be placed in developmental language arts classes with extended time.

To ensure effective implementation of these strategies, teachers will receive support through modeling and professional development.

Data chats.

2

5C.2. Inexperience of teachers in implementing the use of interactive word walls, to assist students with vocabulary to increase comprehension in all content areas.

5C.2. Strategies for work on multi-syllabic words and word affixes. All A1 and A2 students will be placed in developmental language arts/Intensive Reading with a teacher aide if 15 students or more speak the same native language. B1 to C2 students will be placed in their appropriate Reading classes based on the district's Reading placement program. (RtI Tier I & III)

Professional Development in implementing effective ESOL strategies will be offered in content area PLCs. A schedule has been created to allow the ESOL Aide to visit classrooms and provide in-class support for content areas. District support has been assigned to Northeast High School to work

5C.2. Reading Coach, Dept. Chair, AP over Reading.

5C.2. Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and Summative assessments. Department PDs, PLC activities.

5C.2. CELLA Testing, IPT Testing, BAT FCAT 2.0 Scores, BAT Testing.

	directly with teachers on ESOL strategies to support our ELL students.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of students with disabilities making satisfactory progress in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91.9% (102)	81.9%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Teachers lack knowledge of teaching higher order thinking processes.	5D.1. Student lack of proficiency in higher order thinking that causes poor performance on standardized tests. Therefore, the introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level professional development. Extended Learning Opportunities.  Teachers will participate in staff development emphasizing strategies for teaching higher order thinking throughout the content areas. Training will be conducted through PLCs and department level professional development.  To ensure effective implementation of these strategies, teachers will receive support through modeling and co-teaching.	5D.1. Reading Coach, Dept. Chair, ESE Facilitators, and AP over Reading.	5D.1. Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and Summative assessments. Assessment of student work to assess higher level thinking. Department PDs, PLC activities.	5D.1. FCAT 2.0 Scores, BAT Testing
	5D.2 There is a lack of differentiated instruction observed in the classroom.	5D.2 Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style. (RtI Tier III). Prime background knowledge, focus on essentials, make linkages obvious and explicit.	5D.2 Reading Coach, Dept. Chair, AP over Reading, ESE Specialist	5D.2 Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and Summative assessments. Assessment of student work to assess whether students show improved motivation in completion	5D.2 FCAT 2.0 Scores, BAT Testing and Mini-Assessments.

2		<p>Provide temporary support for learning. Use conspicuous steps and strategies. Review and summarize lesson for understanding, fluency, and generalization.</p> <p>Teachers will participate in staff development emphasizing strategies for teaching higher order thinking throughout the content areas. Training will be conducted through PLCs and department level professional development.</p> <p>To ensure effective implementation of these strategies, teachers will receive support through modeling and co-teaching.</p>		<p>of various assignments. Department PDs and PLC activities</p>	
3	5D.3 Teachers lack knowledge in presenting course content to students with disabilities.	<p>5D.3 All teachers will review their students' Individualized Education Plans (IEPs) and use accommodations and differentiated instruction to be in compliance with district standards. (RtI Tier III)</p> <p>To ensure effective implementation of these strategies, teachers will receive support through PDs, modeling and co-teaching.</p>	5D.3 Reading Coach, Dept. Chair, AP over Reading, ESE Specialist.	5D.3 All teachers will attend at least one IEP meeting yearly. Teachers will include notations of modifications for ESE students per their IEP (ie. Teachers will indicate modifications on seating charts, extended testing, to meet IEPs) Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments.	5D.3 BAT Testing of all students, level 1-5, FCAT Scores, and FAIR 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of economically disadvantaged students not making satisfactory progress in reading will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.7% (451)	56.7%

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
	5E.1. Teachers lack knowledge of teaching higher order thinking processes.	5E.1. Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC, and department-level	5E.1. Reading Coach, Dept. Chair, AP over Reading	5E.1. Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and summative	5E.1. FCAT 2.0 Scores, BAT Testing Mini-Assessments.

1		<p>professional development.</p> <p>Teachers will participate in staff development emphasizing strategies for teaching higher order thinking throughout the content areas. Training will be conducted through PLCs and department level professional development.</p> <p>To ensure effective implementation of these strategies, teachers will receive support through modeling and co-teaching.</p>		<p>assessments. Assessment of student work to monitor progress of higher level thinking in relation to reference and research. Department PDs and PLC activities.</p>	
2	<p>5E.2. Meeting the basic needs of students is crucial to their ability to focus in class. Only 69% of the students body is currently receiving F/R Services.</p> <p>The school does not have an effective process in place to assure that all students who are eligible for Free and Reduced Lunch complete their applications.</p>	<p>5E.2. Emphasis will be placed on ensuring that students in the economically disadvantaged subgroup are provided information on free and reduced lunch to ensure that some of their most basic needs are met (RtI Tier II).</p> <p>Students and parents will be instructed on how to complete the Free and Reduced lunch forms on line and assisted when necessary.</p>	<p>5E.2. Administration And Clerical Liaison in charge of Free and Reduced Lunch.</p>	<p>5E.2. Issuing of free and reduced lunch forms to students who qualify and then monitoring of process to maximize return of completed forms. Students with computer access will be instructed to complete the free and reduce lunch process online.</p>	<p>5E.2. Printout and checklist that keeps track of returned Free and Reduced Lunch forms.</p>
3	<p>5E.3 There is a lack of differentiated instruction observed in the classroom.</p>	<p>Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style. (RtI Tier III)</p> <p>To ensure effective implementation of these strategies, teachers will receive support through, PDs modeling and co-teaching.</p>	<p>Reading Coach, Dept. Chair, AP over Reading</p>	<p>Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to ensure that differentiated instruction is successful for all types of learners. Lesson Study, Department PDs and PLC activities.</p>	<p>BAT Testing of all students, level 1-5, FCAT Scores, FAIR results.</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	ALL	Reading Coach	All Reading Teachers	PSD/Early Release And Sustained throughout the	Conducting readability on classroom reading resources and then reviewing student data to determine which students can access the text.	Reading Coach/ Department Chair Administrator

				year.	Create a unified text coding system for coding complex text.	
Comprehension Instructional Sequence (CIS) Diff. Instruction	All	Reading Coach	All Reading Teachers	PSD/Early Release and Sustained throughout the year.	Create a CIS for the course and implement lessons and sample lessons back to share.	Reading Coach/ Department Chair Administrator

Reading Budget:

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		32% of ESOL students will be Proficient in Listening/Speaking on the 2013 CELLA as compared to the test results on the 2012 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
27% (35)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The lack of classroom materials to assist ESOL students in listening/speaking skills.	1.1 Utilize ESOL Listening/Speaking strategies, ESOL Accommodations, ESOL	1.1. Lora Boltz, AP over the ESOL Program; Patricia Walker, ESOL	1.1 Student data will be reviewed on a ongoing basis; Parents will be invited to participate in	1.1. IPT 2 - Oral Test administered to all new ELL students; 2011-



1		<p>Language Arts classes, differentiated instruction, an ESOL paraprofessional, and supplemental materials.</p> <p>Purchase additional ESOL dictionaries.</p> <p>Assign a Lap Top Computer Cart to the Developmental Language Arts classroom.</p> <p>Develop an ESOL "Interesting Websites" hyperlink list that will enable ESOL students, parents and teachers to access a plethora of on-line ESL resources.</p> <p>Acquaint ESOL teachers, parents and students with BCPS Website - ESOL Resources.</p>	Contact	a yearly ELL Committee meeting to determine the progress, categorization and continuation of each student in the ESOL Program.	2012 CELLA test results will be utilized for students who's reevaluation anniversary dates fall before October 2nd; IPT 2 - Oral Test will be administered to ELL students who's reevaluation anniversary dates fall after October 2nd.
2	1.2. Inexperience of teachers in implementing the Listening/ Speaking process, working with small groups in differentiated instruction, and accessing a variety of resources to assist individual or small groups of ESOL students.	<p>1.2. Offer departmental PD, or attend district workshops in order to build a repertoire of ESOL teaching skills.</p> <p>Upload ESOL Strategies on the NEHS Cab Conference so that teachers will have easy access to numerous best practices.</p> <p>Acquaint teachers with BCPS ESOL Department Website and Best Practices.</p> <p>Develop an ESOL "Interesting Websites" hyperlink list that will enable teachers of ESOL students to access a plethora of on-line ESL teaching resources.</p>	1.2. Lora Boltz, Assistant Principal over the ESOL Program	1.2. Classroom observations to ensure that teachers are utilizing ESOL accommodations and strategies will be conducted by NEHS Administrators and the BCPS District ESOL Instructional Facilitator.	1.2. Observation of differentiated instruction and utilization of ESOL Accommodations and Strategies.
3	1.3. There is a lack of differentiated instruction observed in classrooms.	<p>1.3 Utilize ESOL Listening/ Speaking strategies, ESOL language arts classes, differentiated instruction, ESOL dictionaries, utilization of ESOL accommodations, ESOL teacher aide, and supplemental materials.</p> <p>Upload best practices for differentiated instruction on the NEHS CAB Conference so that teachers of ESOL students will have easy access to resources.</p>	1.3. Lora Boltz, AP over the ESOL Program; Patricia Walker, ESOL Contact	1.3 Classroom observations to ensure that teachers are utilizing ESOL accommodations and strategies will be conducted by NEHS Administrators and the BCPS District ESOL Instructional Facilitator.	1.3. Record of students' grades; IPT 2 - Oral Test administered to all new ELL students; 2011-2012 CELLA test results will be utilized for students who's reevaluation anniversary dates fall before October 2nd; IPT 2 - Oral Test will be administered to ELL students who's reevaluation anniversary dates fall after October

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

2. Students scoring proficient in reading.

CELLA Goal #2:

20% of ESOL students will be Proficient in Reading on the 2013 CELLA as compared to the test results on the 2012 CELLA.

2012 Current Percent of Students Proficient in reading:

15% (20)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The lack of classroom materials to assist ESOL students with reading skills.	<p>2.1. ESOL Reading Strategies, ESOL language arts classes, differentiated instruction, ESOL dictionaries, utilization of ESOL accommodations, ESOL teacher aide, and supplemental materials.</p> <p>Purchase additional ESOL dictionaries.</p> <p>Assign a Lap Top Computer Cart to the Developmental Language Arts classroom.</p> <p>Develop an ESOL "Interesting Websites" hyperlink list that will enable ESOL students, parents and teachers to access a plethora of on-line ESL resources.</p> <p>Acquaint ESOL teachers, parents and students with BCPS Website - ESOL Resources.</p>	2.1. Lora Boltz, AP over the ESOL Program; Patricia Walker, ESOL Contact; Vicki Drane, Reading Coach	2.1. Student data will be reviewed on a ongoing basis; Parents will be invited to participate in a yearly ELL Committee meeting to determine the progress, categorization and continuation of each student in the ESOL Program.	2.1. 2011-2012 CELLA test results for students who's reevaluation anniversary dates fall before October 2nd; IPT 2 - Reading Test administered to all ELL students who's reevaluation anniversary dates fall after October 2nd
2	2.2. Inexperience of teachers in implementing the reading process, working with small groups in differentiated instruction, and accessing a variety of resources to assist individual or small groups of ESOL students.	<p>2.2. Offer departmental PD, or attend district workshops in order to build a repertoire of ESOL skills.</p> <p>Upload ESOL Strategies on the NEHS Cab Conference so that teachers will have easy access to numerous best practices.</p> <p>Acquaint teachers with BCPS ESOL Department Website and Best Practices.</p> <p>Develop an ESOL "Interesting Websites"</p>	2.2. Lora Boltz, AP over the ESOL Program	2.2. Classroom walkthroughs to ensure that teachers are utilizing ESOL accommodations will be conducted by NEHS Administrators and the BCPS District ESOL Instructional Facilitator	2.2. Observation of differentiated instruction, and utilization of ESOL accommodations and strategies.

		hyperlink list that will enable teachers of ESOL students to access a plethora of on-line ESL teaching resources.			
3	2.3. There is a lack of differentiated instruction observed in classrooms.	2.3. Utilize ESOL Reading Strategies, ESOL language arts classes, differentiated instruction, ESOL dictionaries, utilization of ESOL accommodations, ESOL teacher aide, and supplemental materials.  Upload best practices for differentiated instruction on the NEHS CAB Conference so that teachers of ESOL students will have easy access to resources.	2.3. Lora Boltz, AP over the ESOL Program; Patricia Walker, ESOL Contact; Vicki Drane, Reading Coach	2.3. Classroom observations to ensure that teachers are utilizing ESOL accommodations and strategies will be conducted by NEHS Administrators and BCPS ESOL Department Instructional Facilitator.	2.3. Record of students' grades; 2011-2012 CELLA test results will be utilized for students who's reevaluation anniversary dates fall before October 2nd; IPT 2 - Reading Test will be administered to ELL students who's reevaluation anniversary dates fall after October 2nd

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

3. Students scoring proficient in writing. CELLA Goal #3:	27% of ESOL students will be Proficient in Writing on the 2013 CELLA as compared to the test results on the 2012 CELLA.
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2012 Current Percent of Students Proficient in writing:

22% (29)

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	3.1. The lack of classroom materials to assist ESOL students with Writing skills.	3.1. Utilize ESOL writing strategies, ESOL language arts classes, differentiated instruction, ESOL dictionaries, utilization of ESOL accommodations, ESOL teacher aide, and supplemental materials.  Purchase additional ESOL dictionaries.  Assign a Lap Top Computer Cart to the Developmental Language Arts classroom.  Develop an ESOL "Interesting Websites" hyperlink list that will enable ESOL students, parents and teachers to access a plethora of on-line ESL resources.	3.1. Lora Boltz, AP over the ESOL Program; Patricia Walker, ESOL Contact	3.1. Student data will be reviewed on an ongoing basis; Parents will invited to participate in a yearly ELL Committee meeting to determine the progress, categorization and continuation of each student in the ESOL Program.	3.1. Record of students' writing samples; 2011-2012 CELLA test results will be utilized for students who's reevaluation anniversary dates fall before October 2nd; IPT 2 – Writing Test will be administered to all ELL students who's reevaluation anniversary dates fall after October 2nd

		Acquaint ESOL teachers, parents and students with BCPS Website - ESOL Resources.			
2	3.2. Inexperience of teachers in implementing the writing process, working with small groups in differentiated instruction, and accessing a variety of resources to assist individual or small groups of ESOL students.	3.2. Offer departmental PD, or attend district workshops in order to build a repertoire of ESOL skills.  Upload ESOL Strategies on the NEHS Cab Conference so that teachers will have easy access to numerous best practices.  Acquaint teachers with BCPS ESOL Department Website and Best Practices.  Develop an ESOL "Interesting Websites" hyperlink list that will enable teachers of ESOL students to access a plethora of on-line ESL teaching resources.	3.2. Lora Boltz, AP over the ESOL Program	3.2. Classroom walkthroughs to ensure that teachers are utilizing ESOL accommodations will be conducted by NEHS administrators and BCPS ESOL Department Instructional Facilitator.	3.2. Observation of differentiated instruction, and utilization of ESOL accommodations.
3	3.3. There is a lack of differentiated instruction observed in classrooms.	3.3. Utilize ESOL writing strategies, ESOL language arts classes, differentiated instruction, ESOL dictionaries, utilization of ESOL accommodations, ESOL teacher aide, and supplemental materials.  Upload best practices for differentiated instruction on the NEHS CAB Conference so that teachers of ESOL students will have easy access to resources.	3.3. Lora Boltz, AP over the ESOL Program; Patricia Walker, ESOL Contact	3.3. Classroom observations to ensure that teachers are utilizing ESOL accommodations will be conducted by NEHS Administrators and BCPS ESOL Department Instructional Facilitator.	3.3. Record of Writing Samples; 2011-2012 CELLA test results will be utilized for students who's reevaluation anniversary dates fall before October 2nd; IPT 2 - Writing Test will be administered to ELL students who's reevaluation anniversary dates fall after October 2nd

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Modifications based on Level of English Proficiency	Bilingual Dictionaries	Accountability Funds	\$2,000.00
IPT2 Oral, Reading & Writing Tests	Testing Materials	Accountability Funds	\$1,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

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:	Students will show improvement in the areas of numbers with operation by 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(2 of 9)  22%	(5 of 9)  55%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current curriculum is not effective in raising students cognitive ability.	Implement new curriculum Algebra 1A and Geometry.	Dept. Head/ESE Specialist  ESE Administrator	Monitor Interim Reports and progress reports.	Curriculum based tests.
2	Teachers lack knowledge of skills to assist students develop long-term memory.	Use learning devices and ESE strategies	Dept. Head/ESE Specialist  ESE Administrator	Monitor Interim Reports and progress reports.	Curriculum based tests.
3	Teachers lack knowledge of skills to assist students in developing test taking skills.	Practice test format and ESE Strategies	Dept. Head/ESE Specialist  ESE Administrator	Monitor Interim Reports and progress reports.	Curriculum based 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	Students will show improvement in the areas of Algebraic thinking, Geometry/measurement, and numbers with operation by 11%
2012 Current Level of Performance:	2013 Expected Level of Performance:
(7 of 9)  77%	(8 of 9)  88%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current curriculum is not effective in raising students cognitive ability.	Implement new curriculum Algebra 1A and Geometry.	Dept. Head/ESE Specialist  ESE Administrator	Monitor Interim Reports and progress reports	Curriculum based tests
	Teachers lack	Use learning devices	Dept. Head/ESE	Monitor Interim Reports	Curriculum based

2	knowledge of skills to assist students develop long-term memory.	and ESE Strategies	Specialist ESE Administrator	and progress reports	tests
3	Teachers lack knowledge of skills to assist students in developing test taking skills.	Practice test format and ESE strategies	Dept. Head/ESE Specialist ESE Administrator	Monitor Interim Reports and progress reports	Curriculum based 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Students will improvement in applying learned Mathematical skills by 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(3 of 7) 43%	(5 of 7) 71%

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	Current curriculum is not effective in raising students cognitive ability.	Implement new curriculum Algebra 1A and Geometry.	Dept. Head/ESE Specialist ESE Administrator	Monitor Interim Reports and progress reports	Curriculum based tests
2	Teachers lack knowledge of skills to assist students in developing their long-term memory.	Use learning devices and ESE Strategies	Dept. Head/ESE Specialist ESE Administrator	Monitor Interim Reports and progress reports	Curriculum based tests
3	Teachers lack knowledge of skills to assist students in developing test taking skills.	Practice test format and ESE Strategies	Dept. Head/ESE Specialist ESE Administrator	Monitor Interim Reports and progress reports	Curriculum based tests

## 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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In 2013 our goal is to have all subgroups show a decline of 5% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 40% (34) Black - 48% (77) Hispanic - 32% (38) Asian- 0% (8) American Indian - 50% (1)	White - 35% Black - 43% Hispanic - 27% Asian- 0% American Indian - 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	3B.1. The regular allotted classroom time is insufficient for students to complete their homework under the direction of a classroom teacher.	3B.1. Academic student clubs will provide support to their peers through after-school tutoring. Emphasis will be placed on regularly reminding and inviting students in 9th and 10th grade classes to after school tutoring.  Homework assistance will be offered to Math students under the direction of a classroom teacher.	3B.1. Club Sponsor (Mario Desrosiers) and Administrator in charge of activities (Casey Burgs).  (Math Department Chair- Janine Mohler, and Assistant Principal- Allan Thompson)	3B.1. Ongoing review of tutoring attendance rosters.	3B.1. Mini assessment data; BAT testing; EOC testing.
2	3B.2. Teachers lack the skills to assist students in raising their ability to master Math content .	3B.2. PLCs will include a specified focus on proper utilization of ESOL and ESE strategies, along with Differentiated Instruction and modeling. Teachers will use center directed learning in order to incorporate the different learning styles.  Level 1 and 2 Math students will be scheduled into Math classes based on the district's math placement guidelines.	3B.2. Assistant Principal in charge of scheduling (Laura Boltz), Math Department Chair (Janine Mohler)	3B.2. Weekly CWT. Ongoing review of student schedules prior to the school year to ensure that all students are appropriately placed in math classes on the first day of school. Data chats will be used to determine effectiveness of placement into these classes.  To ensure effective implementation, teachers will be trained through PLCs and modeling to assess learning styles (differentiated instruction) and provide specific strategies for varied styles of learning.	3B.2. Virtual Counselor; BAT Testing; EOC testing; department and teacher-created tests.
3	3B.3. Teachers lack the skills necessary to increase students vocabulary and reading skills needed to be able to understand the math word problems asked on the EOC	3B.3. Continue the school wide word of the week and reading comprehension worksheets. Incorporate more real word questions on common chapter assessments.	3B.3. Math Department Chair- Janine Mohler, and Assistant Principal- Allan Thompson	3B.3. Evaluating school data on weekly minis and student portfolios. PLC monitoring on real world questions and chapter tests.	3B.3. Mini – assessments and county made quarter exams. The Math department chair will also review common assessments to ensure inclusion of these types of questions. PLC and department minutes.

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:	The percentage of ELL students not making satisfactory progress in Algebra I will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.9% (11)	47.9%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1 Teachers lack the skills necessary to utilize ESOL Accommodations and Strategies in classrooms.	3C.1 Students identified as ELL will be allotted additional time for testing and assignments per the ELL matrix.  Teachers will attend PSD workshops to learn to utilize ESOL Strategies.	3C.1 Department head (Janine Mohler), and Administration  ESOL Contact, Patricia Walker	3C.1 Teachers will indicate in their lesson plans which students are utilizing the extended time given to them to complete assignments.	3C.1 Class and homework and teacher-created assessments.
2	3C.2 There is a lack of differentiated instruction observed in classrooms.	3C.2 Level 1 and 2 Math students will be scheduled into Math classes based on the district's math placement guidelines. Level 1 10th grade math students will be scheduled into two math classes for additional support. Level 1 9th grade math students will be scheduled in Algebra 1A.  There will be an attempt to place students with teachers who are speakers of the language in Mathematics class.  Teachers of ELLs that need support will be paired with master teachers to conduct weekly peer observations and to share strategies. Our ELL paraprofessional will assist ELLs in their heritage language.  Additionally, teachers of ELL's will be paired with Master Teachers.	3C.2 Assistant Principal in charge of scheduling (Lora Boltz), Mathematics Department Chair (Janine Mohler)	3C.2 Ongoing review of student schedules prior to the school year to ensure that all students are appropriately placed in math classes on the first day of school. Data chats will be used to determine the effectiveness of placement into these courses.	3C.2 Virtual Counselor and TERMS to review master and student schedules.
3	3C.3 There is a lack of communication between the school and ESOL Parents.	3C.3 School will encourage open lines of communication with the parents through Open House and Parent Night. School information will be available in multiple languages for ELL students and parents.  ESOL Parents will be	3C.3 ESOL Contact (Patricia Walker) and Administration.	3C.3 Teachers will indicate communication with parents through a contact log sheet. Data chats will be used to determine the effectiveness of communication techniques being employed by the school.	3C.3 Open House sign-in sheet; student performance before and after parent contact.

	acquainted with BCPS ESOL Website and Parent Resources through the NEHS Website.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The percentage of students with disabilities not making satisfactory progress in Algebra I will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72.7%	62.7%

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	3D.1 Staff knowledge of how to use diagnostic assessment data to determine appropriate interventions and placement.	3D.1 Use diagnostic assessment data to determine appropriate interventions. Level 1 and 2 Math students will be scheduled into Math classes based on the district's math placement guidelines. Level 1 10th grade math students will also be scheduled into Intensive Math for additional support. Level 1 9th grade math students will be scheduled in Pre-Algebra and Algebra 1A.	3D.1 Assistant Principal in charge of scheduling (Lora Boltz), Mathematics Department Chair (Janine Mohler).	3D.1 Student schedules will be based on their IEP for placement. Ongoing collaboration between the math support facilitator and the general education teacher. Data chats will be used to determine the effectiveness of placement into these courses.	3D.1 Virtual Counselor and TERMS to review master and student schedules using assessment placement data.
2	3D.2 Teachers lack skills in presenting subject material to students with individual needs/ various disabilities.	3D.2 All teachers will review their students' Individualized Education Plans (IEPs) to ensure use of accommodations, implementation of accommodations and differentiated instruction.  To ensure collaboration between ESE and general education teachers, there will be an ESE aide assigned to work with each academic department during PLCs and department meetings. These aides will work in partnership with the department to ensure that ESE strategies have been properly utilized, and that all accommodations have been met.	3D.2 Math Department Chair (Janine Mohler), ESE Specialist Teachers (Laura Lange, Sonia Forbes, Lashawn Watts), and administration.	3D.2 All teachers will attend at least one IEP meeting yearly. Teachers will include notations of accommodations for ESE students per their IEP (ie. Teachers will indicate accommodations, extended testing, to meet IEPs). Student data will be reviewed on a ongoing basis. Teachers will review individual student data following all formative and summative assessments.	3D.2 Utilization of Math diagnostic assessments such as BAT Testing of all students, level 1-5 FCAT Scores, G-MADE, and MINI BAT Testing.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		In 2013 our Economically Disadvantaged students will improve in polynomials by 5%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (115)		46%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1 Meeting the basic needs of students is crucial to their ability to focus in class. Only 69% of the students body is currently receiving F/R Services.  The school does not have an effective process in place to assure that all students who are eligible for Free and Reduced Lunch complete their applications.	3E.1 Emphasis will be placed on ensuring that students in the Economically disadvantaged subgroups are provided information on free and reduced lunch to ensure that some of their most basic needs are met.  Students and parents will be instructed on how to complete the Free and Reduced lunch forms on line and assisted when necessary.	3E.1 Administration and Clerical Liaison in charge of Free and Reduced Lunch (Lara Andrews)	3E.1 Issuing of free and reduced lunch forms to all students who qualify and then monitoring of process to maximize return of completed forms.	3E.1 Printout and checklist that keeps track of returned Free and Reduced Lunch forms.
2	3E.2 Teachers lack the skills to accommodate varied student learning styles and increase student ability and progress.	3E.2 Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied by style.  Teachers will meet in small groups and share best practices for each learning style within their curriculum.	3E.2 Administration and Department chair (Janine Mohler)	3E.2 Student data will be reviewed on an ongoing basis. Teachers will review individual student data following all formative and summative assessments. Assessment of student work to ensure that differentiated instruction is successful for all types of learners. Lesson Study, Department PDs and PLC activities. MINI BAT Testing and Remediation	3E.2 BAT Testing of all students, level 1-5, FCAT Scores, MINI BAT Testing, department and teacher-created assessments.

*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.  Algebra Goal #1:	In June 2013, 60% of the students enrolled in an Algebra class will score a 3 or higher on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 50.5% [197] of our students scored 3 or above on the Algebra EOC			In 2013, our goal is to have 60% of our students score 3 or above on the Algebra 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	1.1. Teachers lack the skills to assist students in raising their ability to master Math content.	1.1. Teachers will compile a list of websites for students to practice their Algebra skills. Students will be required to log in time outside of regular school hours practicing math. Also, academic student clubs (ELO) will provide support for their peers through after school tutoring. The IFAC (Instructional Focus Assessment Calendar) may be revised based on student progression and EOC benchmarks.	1.1. Club Sponsor (Mario Desrosiers), Administrator in Charge (Allan Thompson), Math Chair (Janine Mohler)	1.1. Mini assessments given by teachers and ongoing monitoring of progress of students whom attend Extended Learning Opportunities (ELO's).	1.1. Mini BAT's and BAT testing  PLC minutes and discussions during department meetings on Early Release, Planning, and Professional Study Days.
2	1.2. The regular allotted classroom time is insufficient for students to complete their homework under the direction of a classroom teacher.	1.2. Students will be invited and encouraged to attend Algebra after school tutoring offered by teachers and clubs.  Homework assistance will be offered to Math students under the direction of a classroom teacher.	1.2. Math Chair (Janine Mohler) and Club Sponsor (Mario Desrosiers)	1.2. Students and parents will be informed of this opportunity by way of in-school announcements and flyers. Attendance rosters will be checked to determine the effectiveness in addition to monitoring those students' mini bat scores.	1.2. Student performance data and class testing data will be evaluated using the mini BATS and teacher created assessments.
3	1.3. Teachers have not been effective in explaining the significance of students passing the Algebra EOC in order to receive their Algebra credit for graduation.	1.3. Make a video clip of several student interviews who previously passed or failed the Algebra EOC discuss their experience with the EOC and how the outcome of the EOC has affected their academic planning.  Guidance Counselor classroom visitations.  Utilize Virtual Counselor to acquaint students with checking their graduation requirement information.	1.3. Math Chair (Janine Mohler)	1.3. A review of the student questionnaire to determine what motivated the students.	1.3. Student questionnaire given to the Algebra students following the Algebra EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	In 2013 our goal is to have 14% of our students score 4 or above on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

9% (35)		14%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The regular allotted classroom time is insufficient for students to complete their homework under the direction of a classroom teacher.	2.1 Students will be invited and encouraged to attend Algebra after school tutoring offered by teachers and clubs.  Homework assistance will be offered to Math students under the direction of a classroom teacher.	2.1.Math Chair (Janine Mohler) and Club Sponsor (Mario Desrosiers)	2.1.Students and parents will be informed of this opportunity by way of in-school announcements, web site marquee, calls to parents in home language and flyers. Attendance rosters will be checked to determine the effectiveness in addition to monitoring those students' mini bat scores.	2.1. Mini BAT's and BAT testing  PLC minutes and discussions during department meetings on Early Release, Planning, and Professional Study Days.
2	2.2 The regular allotted classroom time is insufficient for students to complete their homework under the direction of a classroom teacher.	2.2 Students will be invited and encouraged to attend Algebra after school tutoring offered by teachers and clubs.  Homework assistance will be offered to Math students under the direction of a classroom teacher.	2.2.Math Chair (Janine Mohler) and Club Sponsor (Mario Desrosiers)	2.2.Students and parents will be informed of this opportunity by way of in-school announcements and flyers. Attendance rosters will be checked to determine the effectiveness in addition to monitoring those students' mini bat scores.	2.2.Student performance data and class testing data will be evaluated using the mini BATS and teacher created assessments.
3	2.3 Teachers have not been effective in explaining the significance of students passing the Algebra EOC in order to receive their Algebra credit for graduation.	2.3 Make a video clip of several student interviews who previously passed or failed the Algebra EOC discuss their experience with the EOC and how the outcome of the EOC has affected their academic planning.  Guidance Counselor classroom visitations.	2.3.Math Chair (Janine Mohler)	2.3.A review of the student questionnaire to determine what motivated the students.	2.3. Student questionnaire given to the Algebra students following the Algebra EOC.

*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:	The percentage of students scoring at Achievement Level 3 in Geometry will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.8% (114)	41.8%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers lack the skills to assist students in raising their ability to master Math content .	1.1. Teachers will compile a list of websites for students to practice their Algebra skills. Students will be required to log in time outside of regular school hours practicing math. Also, academic student clubs (ELO) will provide support for their peers through after school tutoring. The IFAC (Instructional Focus Assessment Calendar) may be revised based on student progression and EOC benchmarks.	1.1. Club Sponsor (Mario Desrosiers), Administrator in Charge (Allan Thompson), Math Chair (Janine Mohler)	1.1. Mini assessments given by teachers and ongoing monitoring of progress of students whom attend Extended Learning Opportunities (ELO's).	
2	1.2. The regular allotted classroom time is insufficient for students to complete their homework under the direction of a classroom teacher.	1.2. Students will be invited and encouraged to attend Geometry after school tutoring offered by teachers and clubs.  Homework assistance will be offered to Math students under the direction of a classroom teacher.	1.2. Math Chair (Janine Mohler) and Club Sponsor (Mario Desrosiers)	1.2. Students and parents will be informed of this opportunity by way of in-school announcements, web site, marquee, calls to parents in their home language, and flyers. Attendance rosters will be checked to determine the effectiveness in addition to monitoring those students' mini bat scores.	1.2. Student performance data and class testing data will be evaluated using the mini BATS and teacher created assessments.
3	1.3. Teachers have not been effective in explaining the significance of students passing the Geometry EOC in order to receive their Geometry credit for graduation.	1.3. Make a video clip of several student interviews who previously passed or failed the Algebra EOC discuss their experience with the EOC and how the outcome of the EOC has affected their academic planning. Also, have math teachers review graduation requirements with their students through data chats.	1.3. Math Chair (Janine Mohler)	1.3. A review of the student questionnaire to determine what motivated the students.	1.3. Student questionnaire given to the Geometry students following the Geometry EOC.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The percentage of students scoring at or above Achievement Levels 4 and 5 in Geometry will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.6% (39)	17.6%

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	2.1. Math teachers are not pacing students correctly so that the students complete the required benchmarks before the EOC in May.	2.1.Math teachers will know all benchmarks that students will be tested on and will have a pacing guide for the year.	2.1.Math Chair (Janine Mohler), Assistant Principal (Allan Thompson)	2.1. Biweekly math meetings to access the pace and progress of the students through PLC meetings.	2.1. Mini BAT assessments and county made exams.
2	2.2. Teachers have not been effective in explaining the significance of students passing the Geometry EOC in order to receive their Geometry credit for graduation.	2.2.Students enrolled in advanced math classes will be invited and encouraged to join Mu Alpha Theta and the Honor Society.  Make a video clip of several student interviews who previously passed or failed the Algebra EOC discuss their experience with the EOC and how the outcome of the EOC has affected their academic planning.	2.2.Kim Barron and Mario Desrosiers (club sponsors) and Math Chair (Janine Mohler)	2.2.Student participation in club activities, practices, and competitions.  A review of the student questionnaire to determine what motivated the students	2.2 Academic competition participation and results.  Student questionnaire given to the Geometry students following the Geometry EOC.
3	2.3. Teachers are not utilizing math technology as often as they should, as observed in classroom observations..	2.3.Math teachers will rotate using a laptop cart with their Geometry students on a regular basis. The teachers will have the students practice using the computers to do math.	2.3.Math Chair (Janine Mohler) and Assistant Principal (Allan Thompson)	2.3.Weekly Classroom observations that are made with the focus on technology (CWT) to ensure that Geometry teachers are utilizing available technological resources to support instruction. CWT data will be compiled and distributed through PLCs and department meetings.	2.3.CWT data results identifying instructional materials.

*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
Introduce Common Core Standards	Math 9-12	Janine Mohler, Math Department Chair	All Math Teachers	Once a month using PSD and Early Release Days	Teacher Questionnaire	Math Chair (Janine Mohler) and Assistant Principal (Allan Thompson)
End of Course Benchmarks	Math 9-12	Janine Mohler, Math Department Chair	All Math Teachers	Once a month using PSD and Early Release Day	Mini BAT data	Math Chair (Janine Mohler) and Assistant Principal (Allan Thompson)

Mathematics Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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:			Students will increase knowledge of scientific processes related to daily living by 50%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0 of 6			3 of 6  50%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current curriculum is not effective.	New curriculum for Science, Life Science, Earth/Space Science, and Physical Science	Department Head/ ESE Specialist, ESE Administrator	Monitor Interim Reports and Progress Reports	Curriculum based 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. 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:	The percentage of students scoring at Achievement Level 3 in Biology 1 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.6% (145)	35.6%

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	1.1. Teachers have a lack of familiarity with the Biology Next Generation Sunshine State Standards and the changes that have occurred over the past year.	1.1. In addition to common planning periods whenever possible, PLC's and PSD days will focus on lesson planning, sequencing, pacing, and unwrapping the benchmarks to be covered. Benchmarks will be analyzed and unwrapped so all teachers will be teaching the same materials using the same lesson study strategies. Teachers are being grouped so that weekly meetings can be held during their common planning period. A secondary focus calendar has been created and is being updated as lessons are being taught. Pacing of lessons is being	1.1 David Gray-Science Department Chair Lora Boltz-Assistant Principal	1.1. Classroom observations with specific focus on life science curriculum and instructional practices to ensure that teachers are utilizing lesson plans, sequencing, and proper pacing to support the identified benchmarks. Classroom observation data will be compiled and distributed to biology teacher teachers during PLC's and PSD days	1.1. Common tests and exams have and are being created.  BAT test data will be used to determine student's level of understanding.  Classroom observation data will be the basis of unified discussions at PLC and PSD meetings.

	monitored using a monthly calendar. Many biology teachers have attended textbook training and were trained in unwrapping the benchmarks. The science department head has participated in three Unwrapping the Benchmarks trainings. (Biology, Chemistry and Earth Science)			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	The percentage of students scoring at or above Achievement Levels 4 & 5 in Biology 1 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21.7% (103)	26.7%

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	2.1. Based on the Districts Progression Chart, ninth grade students at a level 4 or 5 are being placed in Biology their freshman year without any prior exposure to Biological concepts that are covered in Earth Science. This makes the coverage of all of the benchmarks very difficult within the timeframe.	2.1. During preplanning, PSD, and PLC days, a secondary focus calendar has been created and is being constantly updated to ensure that all of the benchmarks will be covered.	2.1. David Gray, Science Dept. Chair All Biology teachers Lora Boltz, Assistant Principal	2.1. Science Dept. Chair will monitor content mastery associated with IFAC's and push-ins.	2.1. Student Performance data (mini-assessments BAT data and classroom test/quiz data)
2	2.2. Questions asked on the EOC are at a high level that requires exposure to high level questioning in science classes.	2.2. Our planning periods, PLC's and PSD days will focus on developing assessments (such as in-class tests and quizzes) that incorporate multiple cognitive complexity tasks to address the needs of these students.	2.2 David Gray, Science Dept. Chair Lora Boltz, Assistant Principal	2.2. Teachers will review individual student data following all formative and summative assessments. Teachers will then conduct monthly data chats with each of their students to access and monitor student performance on the identified Evaluation Tools.	2.2. Student Performance Data  Classroom observation data focus report

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
Critical Thinking Strategies through reading and vocabulary	9-12 Science	Science Department Chair/Reading Coaches/ Science Teachers	Science Teachers	PLC and PSD days	Science Dept Chair and AP in charge of science will visit classrooms to ensure that all biology teachers are implementing the information learned and also assist those who are struggling/ sustained throughout the year.	Science Dept. Chair/Assistant Principal
BAT data analysis	9-12 Science	Science Dept. Chair or Designated Teachers	All biology teachers	PLC and PSD days	Science Dept Chair and AP in charge of science will visit classrooms to ensure that all biology teachers are implementing the information learned and also assist those who are struggling/ sustained throughout the year.	Science Dept. Chair/Assistant Principal
Unwrapping the new curriculum standards	9-12 Science	Science Dept. Chair or Designated Teachers	Science Teachers	PLC and PSD days	Science Dept Chair and AP in charge of science will visit classrooms to ensure that all biology teachers are implementing the information learned and also assist those who are struggling/ sustained throughout the year.	Science Dept. Chair/Assistant Principal

Science Budget:

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

# 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:	The percentage of students scoring at Achievement Level 3.0 and higher in writing will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 79 percent of students met proficiency (level 3) or higher in writing.	In 2013, 87 percent of students will meet proficiency (level 3) or higher in writing.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Teachers inexperience in presenting writing strategies to students. Students have not mastered pre-writing skills. Most students are not able to formulate ideas and map out an outline for writing before they write. Also, students are not familiar with the six traits which is a key component to success.	<p>1A.1. All students will produce a diagnostic expository and persuasive essay in Sept and will be given feedback and opportunity to revise. Students will produce additional essays, including those required by the DOE.</p> <p>1a 2. All teachers will receive instruction on how to use FCAT 2013 exemplar rubric and use these in holistic scoring and in classroom instruction (including peer review). Teachers will also receive training on changes for FCAT 2013, including increased emphasis on elaboration and conventions.</p> <p>1a.3. All students who score 4 or below will receive remediation and revise essays and encouraged to attend FCAT Camp.</p> <p>1a 4. Students needing Level 2 RtI remediation following differentiated instruction in class will receive remedial instruction in small group pullout sessions using 6 traits strategies and FCAT</p>	1A.1. Department chair Assistant Principal	1A.1. Review, reiteration in writing workshops and teacher assessments	<p>1A.1. FCAT six traits rubric</p> <p>CWT's</p> <p>FCAT Writing scores</p> <p>PSAT scores</p> <p>ACT scores</p> <p>PERT writing scores</p> <p>Web-based assessment programs</p> <p>Per and teacher reviews</p>
	1A.2. Teachers have been ineffective in teaching students how to review and correct commonly misspelled words.	1A.2. All teachers will receive instruction on how to use FCAT 2013 exemplar rubric and use these in holistic scoring and in classroom	1A.2. Classroom teacher	1A.2. Monitoring of spelling through literacy folders	1A.2. Portfolios and teacher assessments

2		<p>instruction (including peer review). Teachers will also receive training on changes for FCAT 2013, including increased emphasis on elaboration and conventions.</p> <p>Teachers will attend PDs to develop their skills to assist students in reviewing and correcting commonly misspelled words.</p>			
3	<p>1A.3. Teachers have been ineffective in assisting students incorporate basic grammar skills, on a daily basis, and increasing their comprehension and innate usage of conventions.</p>	<p>1A.3. All teachers will receive instruction on how to use FCAT 2013 exemplar rubric and use these in holistic scoring and in classroom instruction (including peer review). Teachers will also receive training on changes for FCAT 2013, including increased emphasis on elaboration and conventions.</p> <p>Teachers will attend PDs to develop their skills in assisting students incorporate basic grammar skills, on a daily basis, and to increase their comprehension and innate usage of conventions.</p>	<p>1A.3. Classroom teacher/Department chair</p>	<p>1A.3. Teacher review and assessment</p>	<p>1A.3. Essay writing Classroom assessments Grammar daily skills</p>

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

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>The percentage of students scoring at 4 or higher in writing on the Florida Alternate Assessment will increase by 11%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>89 percent scored at level 4 or above</p>	<p>In 2013, 100 percent of the students(4 students) will pass the FAA with a 4 or above</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1B.1. Students have trouble with recognizing grammatical errors</p>	<p>1B.1. Teachers will use mini lessons and model how to proofread for grammatical errors such as sentence fragments, independent and dependent clauses, direct and indirect objects, verbs, action verbs, linking verbs,</p>	<p>1B.1. Assistant Principal, Department Chair</p>	<p>1B.1. Literacy Folder review, exams and mini-assessments</p>	<p>1B.1. Literacy Folder review, exams and mini-assessments</p>

	subject-verb agreement, etc			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT BAT Writing	10th Grade	PLC leader/County Writing specialist	All 10th grade teachers	PSD days 9/6, 11/1	Review what skills need remediated	Classroom teacher/ Department chair
FCAT Writing strategies and requirements	10th Grade	PLC leader	All 10th grade teachers	PSD days 10/4, 1/10	Implement new grammar and spelling strategies to increase scores	Classroom teacher/ Department chair

Writing Budget:

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History.

U.S. History Goal #1:

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)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		In June 2013, the attendance rate will increase to 95%, excessive absences will decrease to 20%, and excessive tardies will decrease by 50% as compared to the previous school year.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92.2%		95%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
N/A		N/A			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	There is a lack of effective parental communication concerning student	Every absence will generate a Parent Link phone call.	Individual teachers, guidance counselors, and	Each teacher monitors the attendance of their individual classes. Guidance and /or an	Daily attendance rate and attendance of individual



1	absences.	Teachers and administrators will make phone calls home for students, based on Pinnacle absences and the school-wide procedure.	Assistant Principals.	Assistant Principal is notified when a student begins to show a pattern of nonattendance.	students
2	There is a lack of student incentives to motivate students to attend school.	As an incentive, there will be a Monthly Perfect Attendance Dessert during Lunch (advertised on NETV)  Local Business Donation Coupons for students with perfect attendance	Assistant Principals.	Administration will generate a monthly report through Data Warehouse for students with perfect attendance in all periods.	Daily Attendance Rate.

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

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

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

Attendance Budget:

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

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By June 2013, we will decrease the rate of suspensions (internal: by 10% )and (external: by 5%).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1215	969
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
602	383
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
242	141
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
189	81

### 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	There is ineffective classroom management in some classrooms.	Implementing CHAMPS; Learning Communities  During pre-planning review the discipline plan with entire staff; discuss classroom management	Administration, Security	Collection of data through DMS to identify teachers/students with a high number of referrals by quarter  Weekly Classroom Walkthroughs with a focus on class engagement.	DMS Reports, CHAMPS Rubric and Basic 5
2	There is a small number of teachers writing a large number of referrals.	Implementing CHAMPS; Learning Communities  During pre-planning review the discipline plan with entire staff; discuss classroom management	Administration, Instructional Coaches	DMS and weekly classroom observations	Compare data to view a decrease in the number of Disciplinary referrals written monthly  CHAMPS Rubric and Basic 5
3	Strategies and behavior intervention plans do not promote an open relationship between students and staff. Students do not feel they have anyone on	Develop relationships with students to help create a more positive learning environment through the implementation of a mentoring program.	Guidance, AP's, RTI	Check the suspension rates on a monthly basis.  Provide Customer Survey to students to complete.	Customer Survey results.

campus that they can confide in.	Training for teachers on how to increase their own use of positive statements toward students.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention

Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The School's dropout rate was <1%, this will be reduced by 50%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
<1% (6)	<1% (3)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
___% (___)	___% (___)

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	There are limited classroom opportunities for seniors to retake courses they failed during the regular school day.	Strongly encourage (by meeting, counseling and reviewing data with students) credit recovery opportunities such as FLVS and co-enrollment; staff training in graduation requirements; free ACT rep course for students not meeting testing requirements.  Enroll seniors that must retake courses they failed into a daytime Virtual Learning Lab where they will be able to take on-line courses through Florida Virtual School to meet their graduation requirements.	Assistant Principals, Guidance Director and Guidance Counselors	In-house Junior/ Senior tracker database (CAT5 Hurricane)	Graduation and dropout rates

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2012, at least 20% (807) of all students will have a parent/guardian attend one school activity (unduplicated), with a participation rate of 65% duplicated or unduplicated.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (209)	20% (403)

### 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	Parents working during SAC/SAF meetings (times of meetings).	To increase parent involvement SAC/SAF meetings will be held in the evenings and will be advertised in advance.  Parents will be notified of school functions by phone, website, marquee, and fliers to attain maximum involvement.	Laura Lange, Keith Fisher, Casey Burgs	Increase in parent participation	Meeting sign-in sheets

2	Language barriers (English is not their first language)	Provide interpreters for meetings; provide handouts and fliers in multiple languages	ESOL Contact, Keith Fisher, Casey Burgs	Increase in parent participation	Meeting sign-in sheets
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:	In June 2013, there will be a 10% increase in the number of students that pass Advanced Placement Science Courses.
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 teacher training in College Board and AP Course subject areas.	Teachers will attend College Board and AP Science professional development in subject areas.  Offer STEM Professional Development training during early release and professional development days.  Acquire grant funding for teachers to attend specialized types of STEM training, such as (Project Lead-The-Way).	David Gray, Department Chair, Lora Boltz, Assistant Principal	Confirm that all AP Science teachers attend 1 day workshops of Regional Forum  Collect Science Teacher sign-in sheets to STEM PDs.	AP Exam scores
2	Tutoring grants may not be available to pay teachers for after school tutoring.	Utilize Extra Learning Opportunities (ELOs) to provide before and after school tutoring.	David Gray, Department Chair Lora Boltz, Assistant Principal	Checking tutoring schedule; collect tutoring log from teachers.	Compare tutored vs. untutored students' scores on common department tests.
3	There is a lack of awareness of the STEM program.	Encourage STEM students to participate in STEM Activities such as Science Fairs, SECME, Cyber Patriots or Toshiba Exploravision.  Conduct in-house STEM Fairs and STEM Demonstrations (In the Main Mall) before, during and after school to increase school-wide interest in STEM Projects and Courses.	David Gray, Department Chair Lora Boltz, Assistant Principal	Develop a STEM Calendar of Events	STEM course enrollment 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
Attend more workshops	9-12	David Gray or PLC Leader	All Science Teachers	Early Release & PSD Days	Science Chair will visit classrooms	Ms. Boltz; David Gray
AP Training-labs & tougher concepts	9-12	David Gray or PLC Leader	All Science Teachers	Early Release & PSD Days	Science Chair will visit classrooms	Ms. Boltz; David Gray
Critical and Scientific Thinking & Research Strategies	9-12	David Gray or PLC Leader	All Science Teachers	Early Release & PSD Days	Science Chair will visit classrooms	Ms. Boltz; David Gray

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AP Workshop attendance	Textbooks	Northeast/In house	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BEEP	Atomic Learning; Course Contents and Materials on AP Central Website	In house	\$0.00
Promethean	PLC & sharing of best practices	In house	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshop Attendance	TDA, PSD days training; Early Release training	In house	\$0.00
Professional conferences	National training, NSTA, NABT	TDIF grants	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			In 2012 there were 121 CTE completers. In 2013 we will increase the percentage of CTE completers by 20%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Scheduling conflicts	1.1 Reviewing the master schedule to verify that CTE classes are offered and scheduled sequentially.	Lora Boltz, AP Scheduler, Guidance and CTE Facilitator	1.1 The number of CTE students who have earned three or more credits in a particular certification area.	1.1 Number of students who are qualified to sit for CTE Test
2	1.2 Lack of awareness	1.2 Publicize CTE courses through marketing throughout the school and clubs.	CTE teachers, Guidance, and CTE Coordinator	1.2 Increase in the number of students enrolled in CTE classes	1.2 Number of students who are qualified to sit for a CTE Test



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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase staff awareness of CTE programs and benefits to students, teachers, and schools.	9-12	Lora Boltz, AP and Dave Cross, CTE Coordinator	School-wide	Early release	Number of students enrolling in CTE classes during registration.	David Cross, CTE Coordinator
CTE teachers will be given training in Core Curriculum	9-12	Lora Boltz, AP, David Cross, CTE Coordinator, and CTE Department Chairs	CTE Teachers	Early Release	CTW, observations and student achievement on standardized tests.	Ms. Boltz, AP, and Department Chairs

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring for FCAT 2.0, EOC, SAT and ACT	Tutoring Money	Perkins	\$22,726.00
			Subtotal: \$22,726.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Apple Mac Pro Tower	Run Photoshop Programs	Perkins	\$3,402.00
Memory Upgrades	Upgrade computers to run new software	Perkins	\$5,847.00
			Subtotal: \$9,249.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CAR-PD Training	Rotate Subs in the affected classrooms so there is no cost to the school	HRD Training	\$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: \$31,975.00

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Instructional Modifications based on Level of English Proficiency	Bilingual Dictionaries	Accountability Funds	\$2,000.00
CELLA	IPT2 Oral, Reading & Writing Tests	Testing Materials	Accountability Funds	\$1,000.00
Mathematics				\$0.00
STEM	AP Workshop attendance	Textbooks	Northeast/In house	\$0.00
CTE	Tutoring for FCAT 2.0, EOC, SAT and ACT	Tutoring Money	Perkins	\$22,726.00
				Subtotal: \$25,726.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				\$0.00
STEM	BEEP	Atomic Learning; Course Contents and Materials on AP Central Website	In house	\$0.00
STEM	Promethean	PLC & sharing of best practices	In house	\$0.00
CTE	Apple Mac Pro Tower	Run Photoshop Programs	Perkins	\$3,402.00
CTE	Memory Upgrades	Upgrade computers to run new software	Perkins	\$5,847.00
				Subtotal: \$9,249.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				\$0.00
Mathematics				\$0.00
STEM	Workshop Attendance	TDA, PSD days training; Early Release training	In house	\$0.00
STEM	Professional conferences	National training, NSTA, NABT	TDIF grants	\$0.00
CTE	CAR-PD Training	Rotate Subs in the affected classrooms so there is no cost to the school	HRD Training	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				\$0.00
				Subtotal: \$0.00
				Grand Total: \$34,975.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

## 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
Translation dictionaries for ELL students	\$1,475.00
Agenda/Planners for 9th Grade Academy students	\$2,000.00
Math tutoring	\$4,000.00

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

Provide input for the development of the School Improvement Plan, monitor the implementation of the School Improvement Plan, review/approve proposals for use of Accountability Funds, coordinate activities to promote parental involvement, and solicit additional community members and business partners.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District NORTHEAST HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	73%	82%	28%	221	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	42%	70%			112	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?	50% (YES)	52% (YES)			102	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					445	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTHEAST HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	78%	89%	32%	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	44%	73%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	65% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					479	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested