FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHARLES W FLANAGAN HIGH SCHOOL

District Name: Broward

Principal: Mrs. Michelle Kefford

SAC Chair: Carol Sheppard

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Michelle L. Kefford	Bach Biology MS Edu Leadership/ Biology Edu Leadership School Principal	1	7	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/23 M/58 S/21:Gains R/36 M/63: 25% R48, M/52: AYP No 09/10 A R/62 M/86 S/50:Gains R/60 M/79: 25% R51, M/66: AYP No
Assis Principal	Ronald Adam	Bachelors Other Coll Programs MS Edu Leadership/ History Edu Leadership	3	7	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No
		Bachelors Elem Edu MS Edu			11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg

Assis Principal	Mary DeArmas	Leadership/ Math 5-9 Elem Ed 1-6 ESOL Endorsement Edu Leadership			10/11 A R/58 M82 S46: Gains R54 M74: 25% R50 M61: AYP No 09/10 A R/62 M/79 S/50: Gains R60 M 79: 25% R51 M/66 AYP No
Assis Principal	Brad Fatout	Bachelors Math/Sci 7-12 MS Edu Leadership/ Mathematics 6-12 Edu Leadership	5	5	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No
Assis Principal	Freddie Jones	Bachelors English MS Edu Leadership Drama 6-12,Ed Leadership, English 5-9, Speech 6-12,	8	8	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No
Assis Principal	Jay D Milmed	Bachelors Social Science 5-8 MS Edu Leadership Social Sci6-12 Ed Leadership	1	9	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/36 M/67 S/41:Gains R/40 M/67: 25% R38, M/53: AYP No 09/10 C R/39 M/69 S/36 Gains R/48 M/75: 25% R25, M/64: AYP No
Assis Principal	Vivian Suarez	Bachelors English MS Reading K-12/ Edu Leadership English 6-12 English 5-9 Reading K-12 ESOL Endorsement	4	4	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No

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	Carol Sheppard	Bachelors Eng/Spch 7-12 Eng 6-12 Speech 6-12 ESOL Endors Gifted Endors Mid Gr Endors	15		11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No
Mathematics	Martha Pijuan	Bachelors Education MS Read K-12/ Math 6-12	6		11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No
Writing	Carol Sheppard	Bachelors Eng/Spch 7-12 Eng 6-12 Speech 6-12 ESOL Endors Gifted Endors Mid Gr Endors	15	3	11/12 pending R/52 M/58 S/na: Gains R/62 M/60: 25% R/69 M/51: AYP Pdg 10/11 B R/45 M/79 S/34:Gains R/48 M/74: 25% R48, M/63: AYP No 09/10 B R/50 M/79 S/35:Gains R/52 M/75: 25% R42, M/62: AYP No

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with NESS Liaison and Instructional Coaches	NESS Liaison	Ongoing	
2	2.Teachers join PLC's of their choice and are offered inhouse inservice, staff development, and certifications renewal.	PLC Leader	Ongoing	
3	3.Meetings of less experienced teachers with National Board Certified teachers	Principal	Ongoing	
4	4.Teachers are involved in both vertical and horizontal teaming for sharing best practices, seamless progression, and standardization of curriculum for student achievement.	Department Chairs	Ongoing	
5	5. Teachers are given support for extra and co-curricular activities and projects for student involvement and professional development	Assistant Principal	Ongoing	
6	6. Teachers are given input on scheduling and are kept within their areas of certification.	Department Chair	Ongoing	
7	7. Teachers model lessons of best practices in classrooms to build capacity for meeting student achievement needs.	Instructional Coaches	Ongoing	
8	8. Teachers are encouraged to take part in professional development activities inside the school and outside the school, and to share best practices where appropriate.	Principal	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
None	

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
138	2.2%(3)	11.6%(16)	22.5%(31)	63.8%(88)	53.6%(74)	100.0% (138)	8.7%(12)	8.7%(12)	21.0%(29)

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
Donna Laichak	Rhonda Ben Ezra	Similar Schedule of Advanced Placement Classes	Sharing Best Practices
Julie Parker	Jeanna Shuker-Joyce	Knowledge of Reading Strategies	Sharing Best Practices

Sandra Krutchik	Veranice Rogers	Similar Schedule of Classes	Sharing Best Practices
Suzanne Chung	Lynn Salemi	Similar Schedule of Classes	Sharing Best Practices
Stacy Kelly	Magali Carusotti	Similar Schedule of Advanced Placement Classes	Sharing Best Practices
Vicki Meseroll	Amy Ibanez	Similar Schedule of Classes	Sharing Best Practices
John Tienjaroonkul	Nisha Eapen	Similar Schedule of Classes	Sharing Best Practices
Kristy Shrove Knapp	Cassia Laham	Similar Schedule of Classes	Sharing Best Practices
Oscar Siflinger	Rafael Valle	Similar Schedule of Advanced Placement Classes	Sharing Best Practices
Paul Sternschein	Danielle Anglin	Similar Schedule of Classes	Sharing Best Practices
AnnMarie Chambers	Lindsey Beal	Similar Schedule of Classes	Sharing Best Practices
Irene Shagam	Lisa Cheatham	Similar Schedule of Classes	Sharing Best Practice
Stephanie Helms	Taurie Gittings	Similar Schedule of Classes	Sharing Best Practices

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

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mrs. Michelle Kefford, Principal, and Laurie Sutton, Guidance Director, will develop Core RtI Teams to meet student needs through collaborative problem solving. Each Core Team will include the following:
Administrators (Vivian Suarez, Brad Fatout, Freddie Jones, Ron Adam, Jay D. Milmed, and Mary DeArmas); the student's referring teacher; Guidance Counselor (Christina Castellanos Pellicer,Dedrian Beason, or Ouida Ross); Instructional Coaches (Carol Sheppard, Reading and Writing); Martha Pijuan, Mathematics); School Psychologist,Maria Blanco; Social Worker, Emma Rockensies; ESE Specialist Mary Hood; other teachers of the student, as needed.

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 RtI Leadership Team will establish a Core Team which will meet at least twice a month, either during PLC meeting times, during Waiver Days, Planning Days, or before/after school. Teachers, guidance counselors, and assistant principals will identify hard-to-teach students and refer to data to provide differentiated instruction and remediation through the regular classroom, and make parent contact. Guidance Counselors and Assistant Principals will provide follow up meetings, and/or make their own recommendations as a result of meetings with the at risk students in their assigned areas. When the hard-to-teach student does not progress adequately, the name of the student will be presented to the Core Team, and a staff member will be assigned to the teacher to identify the student's problem, allocating resources and/or materials that support the data, providing continued interventions for the
student, enlist the participation and support of the family, and support for the teacher. After intervention, the teacher will report to the Core Team and the parent for continuous progress monitoring. A representative from the Core Team will report at the monthly Leadership Meeting.

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?

Instructional Coaches met with representatives from the SAC Committee, Leadership Team, and the Principal to help develop the SIP. Additionally, a SIP Ad Hoc Committee of SAC members reviewed the data. Tier 1 data are routinely inspected in the areas of reading, math, writing, science, and behavior. This is reported at the monthly SAC meetings and adjustments are made to improve core curriculum and the school wide behavior plan. Teachers keep data binders on individual students, and report students needing further remediation to Instructional Coaches. Tier 2 remediation takes place within the classroom using differentiated instruction. Teachers keep data binders on individual students, and report students needing further remediation to Instructional Coaches. Students continuing to need remediation are called to pull-out sessions during elective classes. Students in the lowest 25% are placed in classes self-contained for Language Arts, Reading, and Social Studies to

provide for continuous support.

MTSS Implementation

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

Virtual Counselor contains individual student records including FCAT scores in all tested areas, BAT scores, student trend data, academic grades, attendance, and behavior reports. Each teacher keeps records of individual students for use in data chats and identifying tiers of need for RtI. Records assist teachers in classroom instruction, differentiated instruction, remediation, student progress, and referral for RtI. All 9th and 10th grade teachers, as well as those teachers who are assigned 11th and 12th grade students who have not met the state mandated testing requirements for graduation will maintain a comprehensive data binder, containing detailed achievement data for each of their students. This data binder will be a living document that will change with the administration of new assessments. Benchmark assessments will take place every two weeks, according to the school's Instructional Focus Calendar. Data chats will take place between teacher and student as required by the District approved standardized testing calendar. Assistant principals will meet with teachers to review data binders and student progress, referring students for further remediation through the RtI process if necessary. All other teachers keep Intervention Records and progress monitoring data on students. Teachers report student data on progress to instructional coaches, department chairs, and/or administrators. Administrators use the same data resources to monitor students and meet regularly with at-risk students. For Tiers 2&3, the data sources are the Intervention Records and progress monitoring materials generated for individual students. All Algebra 1, Geometry, and Biology teachers will use e2020 as a remediation tool to provide students with an opportunity to work on skills and/or benchmarks in which proficiency has not been attained. Students will work through remedial exercises and then be re-assessed until mastery is achieved. Teachers of Language Arts 9-10 and Reading will use the same process with FCAT Explorer and FCAT Achieves, FOCUS, and Flanagan Reads activities.

Describe the plan to train staff on MTSS.

Training will take place during the Fall Leadership Retreat, during pre-planning, Professional Study Days, and Wednesday Workshops held during planning periods and after school. Subjects for training include Reading Strategies for Flanagan Reads and Lesson Planning, Introduction to the Common Core Standards, Using Higher Level Questioning Techniques in all curricular areas, Understanding Increased Rigor in Writing to Include Elaboration Techniques, Grammar, and Conventions, Using Sentence Patterns to increase Complexity of Writing, Using Springboard Texts in Language Arts, Preparation for EOC in American History, Continued Preparation for EOC's in Algebra, Geometry, and Science.

Describe the plan to support MTSS.

Department chairs and Assistant Principals will encourage attendance at all trainings, and monitor data binders and test data, conferring with teachers when necessary. Assistant Principals will conduct Marzano Observations looking for evidence of training in lesson presentation, checking lesson plans when necessary. Assistant Principals will collect student work samples from Flanagan Reads exercises at regular intervals to check for implementation with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Michelle Kefford/Principal, Vivian Suarez/Assistant Principal, Carol Sheppard/Reading and Writing Coach/SAC Co-Chair, Ralph Bucci/English Dept. Chair and CCSS teacher designee, Kristine Shrove Knapp, Social Studies Department Chair, Laurie Sutton/Guidance Director, Beam Furr/Media Specialist, Mary Hood/ESE Coordinator, Martha Pijuan/ESOL Coordinator and Mathematics Department Head, Sheila LeBlanc/Grants and Curriculum Coordinator, Henry Rose/Community Liaison.

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

A cross-section of highly qualified staff and administrative team members who have strong backgrounds in reading and literacy will meet at least once a month to focus on literacy initiatives, programs, data, and literacy concerns throughout the school. The principal and reading coach together will guide the Literacy Leadership Team in the creation of the team's mission

and focus for the year, set the agenda for the meetings, ensure that the information and agenda points from each meeting are shared with the staff of the school, and help implement the literacy goals and objectives of the team.

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

To align the reading instructional focus calendars with departmental goals and state benchmarks to endure that all school stakeholders understand and support the school-wide literacy goals. To introduce and begin implementation of the CCSS Standards in order to increase rigor for reading and writing in all curricular areas. Teachers will use data to guide instruction, analyze the effectiveness of instruction, and redesign instruction and resources using research based strategies to meet student instructional needs. Teachers will provide intervention as needed. Instructional coaches and teachers will model effective lessons to targeted classes based on data analysis of students needs, to achieve the goals of the SIP and to increase the rigor and engagement level of classroom activities. Teachers will plan to utilize the 7 period day, modifying planning to a year-long schedule of 50 minute periods. Periodic monitoring by administration, instructional coaches, and department chairs will assure the initiatives are implemented and supported with fidelity. All teachers will participate in a School wide Vocabulary Program. All teachers will participate in a school wide reading program focusing on NGSS Standards, FCAT 2.0, Common Core Standards, and SAT/ACT passages appropriate for their content area. Teachers will use the reading /writing connection in writing assignments and learning logs to have students reflect on their readings. Teachers will join PLC's that encourage them to share best practices in their content area, build thematic units with other content areas, or develop Common Core modules.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

????? Teachers will continue to be provided with on-site training opportunities for using reading strategies in all curricular areas. Teachers will be encouraged to join PLC's that explore and model effective teaching practices for reading strategies in all curriculum areas. English and Social Studies teachers will partner to infuse FCAT 2.0, Next Generation, and CCSS Standards into Interdisciplinary and Theme Units. Teachers will be provided with SAT and ACT reading passages that have subjects in their curricular area for use in class. Reading, Language Arts and Social Studies teachers will participate in push-ins to model using reading strategies with curriculum. Instructional Coaches and Department Coaches will model lessons for using reading stratgies in content areas. Teachers will be provided with reading task cards with question stems that can be used in all content areas. These strategies will be posted on CAB Conference and used during class instruction as shown in lesson plans and observable in the Classroom Walk Through. Teachers will post the School Wide Vocabulary of the Week, use the words in instruction, and have the posting observable during the Classroom Walk Through. Students will participate in weekly Flanagan Reads high interest reading assignments that focus on using reading strategies, use the rhetorical triangle or other graphic organizer, and emphasize one benchmark a week. Teachers will be encouraged to receive Reading Endorsement or become Reading Certified by joining PLC's that assist in the process. Meetings will be held after school or during planning periods where highly qualified teachers in curriculum areas who have received their endorsement/certification explain the benefits. Email and Teacher Bulletin Boards will contain announcements regarding when training is available to keep teachers informed.

*High Schools Only

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

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

The school incorporates applied and integrated courses through many of our thirteen technical programs, specified fine arts programs, and interdisciplinary Advanced Placement English/History courses. Some of the career and technical programs offer industry certifications and work place ready credentials. During the scheduling process counselors emphasize the importance of selecting and completing a program: to have skills and evidence of learning, to ensure ready to work, to be eligible for a scholarship (Gold Seal) and/or to be able to work while attending college or technical school.

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?

CWFHS's Annual Guidance Plan is based upon nine (9) student standards that are grouped into three overarching and connected areas: academic development, career planning and personal social development. The Guidance Department will be responsible for planning student activities and guidance lessons that teach, demonstrate, and apply standards. Students will learn to use the tools available in exploring their own interests and abilities, research careers, and research the education necessary to make sound career choices. Finally, students will understand and make the connection between course selections and academic performance in high school courses in order to create future opportunities. Guidance counselors will hold meetings with seniors for career and college choices. Guidance counselors will assist students in preparing a resume, and hold the meeting as though it is a business meeting. Students will begin preparation for the process in 10th grade using facts.org to explore opportunities. The guidance department holds evening meetings for students and parents to assist in the process of making career and college choices. The BRACE office offers two Career and College nights during the school year. Field trips are offered to local business to explore opportunities that relate to the students' interest through the career-oriented academy. Guidance counselors and Administrators are assigned to students by grade level. The guidance plan will enable students develop a clear vision of their pathway to graduation and individual goals beyond high school graduation.

Postsecondary Transition

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

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

In comparing the 2009 High School Feedback Report to the most recent 2010 High School Feedback Report, CWFHS has indicators that warrant commendation and indicators that target where improvement is called for.
Strategy 1: CWFHS will continue to support our open door philosophy regarding AP course enrollment which is reflected in indicator #5. 50.0% of our graduates have completed an AP course which is well above both the district and state percentages. We send Juniors to the College Fair and encourage others to attend in the evening.
Strategy 2: Emphasis will be increased on Bright Futures/Gold Seal Scholarship qualification through information and proper placement in Gold Seal Vocational programs. Based on the Career & Technical Education 5-year Strategic Plan through CTACE implementation of CAPE Academies will move forward as each program will undergo school and district review to meet qualifications and begin industry certifications processes. Rigorous integrated curriculum will be implemented to ensure requirements for certifications and program completion are met and student achievement is increased on all levels. Post secondary articulation components and Technical Dual Enrollment are encouraged when appropriate. CTE students are involved in a variety of field trip experiences in addition to involvement in CTSO meetings and competitive events. Department Chair, teachers and Perkins school and district liaisons work together to keep programs functional and working toward continuous improvement.
Strategy 3: According to Indicators 7-10, 2 of the 4 indicators showed an increase in enrollment from previous years. Math and Science placement in level 3 and Dual Enrollment courses will continue to increase through the following: advertising of dual enrollment courses on and off campus and proper placement for our students during the scheduling process. Automation of the district progression charts will support this endeavor.
Strategy 4: The percentage of students taking the PSAT at CWFHS still remains higher than both the district and state percentage. The BRACE advisor will use technology and communication methods to inform more students of the benefit of taking a college placement test/s using the new web-based tools available. Fee waivers will promote increased test taking and the Guidance staff will all be knowledgeable in the fee waiver process. A list of qualified students for free and reduced lunch will be made available to guidance staff.
Strategy 5: The Mathematics Department will investigate the disparity between indicator 7 and 19: an increase in students taking level 3 math, but a decrease in graduates successfully completing college level math classes.

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:	With a school wide effort by all members of the instructional team, reading scores improved by 7%. The goal is to continue the coordinated effort of all stakeholders to continue the increases reading scores for 2013-2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
355 (24%) of students scored at Level 3 or above.	431 (30%) of students will score at Level 3 or above.

	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 student engagement during instruction	Teachers will participate in Lesson Study to development engaging lessons for their respective content areas. Teachers will attend in-house professional development to learn reading strategies for student motivation.	Assistant Principal	Marzano Observations hat show increased student engagement, including, but not limited to hands-on activities, group work, and discussion	Marzano Observations Data
2	Teachers adjustment to 7 period teaching day.	Teachers will attend professional development training on using 50 minute periods and creating pacing guides.	Instructional Coaches, Assistant Principals, and Department Chairs	Marzano Observations conducted to see evidence of effective pacing, and check of lesson plans.	Marzano Observations Data
3	Lack of familiarity with CCSS Standards	Teachers will receive training on CCSS standards and plan lessons with increased rigor for use in the classroom	Department Chairs, Instructional Coaches, Administrators	Marzano Observations that show increased student engagement and use complex text and higher level thinking skills in class discussions.	PLC data, Marzano Observations , Increased FCAT scores and AP Scores
4	1A.1.Lack of student engagement/motivationduring instruction	1A.1. Teachers will receive professional development for using before/during/after reading strategies to increase student motivation and engagement. Teachers will select student interest readings for classroom use and provide for student choice in materials. Teachers will participate in Flanagan Reads according to the school schedule and School wide Instructional Focus Calendar. Teachers will participate	1A.1. Assistant Principals, Reading Coach, Department Chairs	1A.1. Review of Lesson Plans, Marzano Observations to determine exposure to varied reading materials, see evidence of student engagement and varied teacher practices, Data Analysis	1A.1. Marzano Observations Date, BAT II, mini-assessments, FAIR data, FCAT scores

			in Lesson Study and PLC's to share best practices and develop instructional materials			
5	1A.2.Lack of consistency in integrating reading standards in content area classes	1A.2. Teachers will receive professional development in higher level questioning, infusing reading standards in curriculum, implementation of high yield instructional strategies, and infusion of Common Core Standards. Content area teachers will follow school's data-driven Instructional Focus Calendar for reading and vocabulary, providing instructional material meeting student interest needs for the content area, aligned with NGSSS and materials located on the Reading/Vocabulary Cab Conference Link, and participating in Flanagan Reads. Content area teachers will provide student writing opportunities that allow for reflection and expansion of content knowledge. Language Arts teachers in 9, 10, and 12 grades will receive training for Springboard.	1A.2. Reading Coach, Assistant Principals	1A.2. Review of Lesson Plans, check of student writing samples, Marzano Observations to see evidence of strategies	1A.2. BAT II, Student Writing Samples, Marzano Observations Data, FCAT
6	1A.3. Data Collection and Monitoring	1A.3. All teachers will develop a data binder wherein all student data will be housed and monitored for purposes of differentiated instruction, progress monitoring, and remediation/enrichment. Teachers will conduct data chats with students on a regular basis. Administrators will conduct data chats with teachers to monitor student progress. Teachers will provide students with remediation opportunities through differentiated instruction as a result of information in data binders until students receive 70% proficiency mastery on NGSSS benchmark. Teachers will note ELL students and use Marzano high yield strategies and other research based strategies for ELL Students. Teachers will note SWD students and their accommodations in their	1A.3.Assistant Principals	1A.3. Review of data binders by assistant principals to show e of differentiated instructions and opportunities for practice by students based upon student areas of need, as identified and noted in data binders. Students will complete FOCUS and/or AMSCO exercises on each of the benchmarks until reaching 70% proficiency.	1A.3. Check of data tracking sheets maintained by teachers

				data notebooks, showing evidence of accommodation.	
7	1A.4 Lack of teacher knowledge of Springboard program and Common Core Standards	1A.4 Language Arts teachers will attend training for Springboard and utilize the program in grades 9, 10, and 12, according to District requirements. Teachers will receive training for Common Core Standards and will implement them into lessons.	1A.4 Assistant Principals, Reading Coach, Department Chairs	1A.4 Review of lesson plans and Marzano Observations	1A.4 Attendance rosters from training, Student work samples

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:	The goal of the FAA scoring a levels 4,5,and 6 is to have students improve from participatory to supportive levels and ultimately independent levels on the FAA test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6 (55%) students scored at level 4,5, and 6 in reading	7 (63%) students will score at level l4,5,and 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	1B.1 Students lack the ability to remain focused on a topic for sustained period of time.	1B.1. Teachers will be trained to look for high interest materials in shorter passages to sustain student interest. Increased engagement of student will be included in IEP goals. Teachers will be treined in using before/during/after reading strategies for increased motivation, engagement, and comprehension. Teachers will use Marzano strategies for increased engagement, motivation, and comprehension.	1B.1.ESE Specialist, Assistant Principal	1B.1. Check of Lesson Plans and Marzano Observations showing evidence of practice. IEP goals	1B.1. Student work samples FAA scores, Interim Measures of IEP and Annual Goal IEP meeting
2	1B.2.Students are deficient in knowledge of higher level vocabulary	1B.2. Teachers will attend reading workshops for strategies to improve student vocabulary recognition Teachers will frontload vocabulary for reading instruction Teachers will present and post Words of the Week on Word Walls Students will view Quack Vocabulary videos for exposure to higher level vocabulary	1B.2. ESE Specialist, Assistant Principal	1B.2. Check of lesson plans	1B.2. Report in IEP meeting
	1B.3. Students lack	1B.3.Teachers will	1B.3. Assistant	1B.3.Check of lesson	1B.3. Student work

3	familiarity with needs for high stakes testing	incorporate passages from PSAT/SAT/ACT/PERT into Flanagan Reads and other instructional materials Teachers will use software to familiarize students with requirements for high stakes tests	Principals, Department Chair	plans, Marzano Observations	samples, Data from high stakes 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our school wide approach has been to increase rigor at all levels and encourage students to enroll in the most challenging courses available. Since 2001 this group has been a challenge to show an increase in proficiency. In 2011-2091lm 27% of students achieved a Level 4 and 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
398 (27%) students achieved above proficiency (FCAT Levels 4 and 5) in reading	431 (30%) Students will score above proficiency (FCAT Levels 4 and 5) in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation of students who have met or exceeded state guidelines on standardized tests	Foundation lessons should be tied to college readiness or real world situations.	Assistant Principal, Department Chairs, Coaches	Check Lesson Plans, Marzano Observations	Improved Scores on standardized tests for college readiness
2	2A.1. Consistency of rigor, especially in the area of higher level questioning	2A.1. Reading coach will provide professional development on use of higher level questioning, Webb's Depth of Knowledge, and Bloom's Taxonomy. Teachers will receive training on CCSS and meet in PLC's to develop CCSS modules. Teachers will incorporate opportunities for Socratic discussion and/or debate using student interest topics and materials from sources such as Gale Group Opposing Viewpoints. Students will apply information to writing assignments for the reading/writing connection. Students will be encouraged to enroll in Advanced Placement, Honors, and dual enrollment classes	2A.1. Department Chairs, Reading Coach, Assistant Principals	2A.1. Review of lesson plans and Marzano Observations to focus on engagement and rigor	2A.1.Increase in scores on state and national examinations
3	2A.2. Lack of enrichment activities for students in content area classes	2A.2. Teachers will share Best Practices through PLC's and department meetings. Teachers will receive training on use of Socratic discussions, classroom debates, mock trials, skits ,common core modules, and other	2A.2. Department Chairs, Reading Coach, Assistant Principals	2A.2. Lesson Plan Check and Marzano Observations to show evidence of practice	2A.2. Department meeting records, FCAT scores, Advanced Placement Enrollment and Scores

		activities that increase student involvement. Students will be encouraged to enroll in Advanced Placement, honors, and dual enrollment classes			
4	2A.3.Limited enrollment in and exposure to standardized test passages and questions, such as PSAT/SAT/ACT/PERT	2A.3. Teachers will post testing dates in classrooms. Teachers will use passages from high stakes testing as choices for Flanagan Reads, using the Flanagan Reads before/during/after lesson plan. Guidance department will hold workshops to inform students of testing requirements and test dates. Guidance counselors will include testing information in student scheduling meetings, and coordinate with BRACE advisor. Guidance counselors will visit classrooms to give programs on college and career preparation to include testing. Extra learning opportunities will be provided through school sponsored camps and Outside Preparation Courses.	2A.3.Guidance Department, Reading Coach, Assistant Principals	2A.3. Assistant Principals will collect Flanagan Reads records, Guidance Department will report records of classroom visits, and extra learning opportunities will report records of attendance	2A.3. Increase in scores on high stakes test, increase in number of students served, student work samples
5	2A.4 Teachers are not familiar with differentiation lessons for Springboard, and Common Core Standards	2.A.4 Language Arts Teachers will attend training for Springboard, and differentiate activities in classes for Honors classes. Teachers will attend training for use of Common Core Standards in lessons and make connections in classes Teachers will join PLC's and develop modules for use. School wide reading and vocabulary program will include Common Core and NGSS Links	2A.4 Assistant Principals, Department Chairs	2.A.4 Lesson Plan check, Marzano Observations	2.A.4 Student work samples

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 goal of the FAA scoring a level 6 is to have students improve from participatory to supportive levels and ultimately independent levels on the FAA test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 (9%) student scored at or above Level 7.	2 (18%) will score at or above Level 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	2B.1. Students lack the ability to remain focused on a topic for sustained period of time.	2B.1. Teachers will be trained to look for high interest materials in shorter passages to sustain student interest. Increased engagement of student will be included in IEP goals. Teachers will be trained in using before/during/after reading strategies for increased motivation, engagement, and comprehension. Teachers will use Marzano strategies for increased engagement, motivation, and comprehension.	2B.1. .ESE Specialist, Assistant Principal	2B.1. Check of Lesson Plans and Marzano Observations showing evidence of practice. IEP goals	2B.1. Student work samples FAA scores, Interim Measures of IEP and Annual Goal IEP meeting
2	2B.2. .Students are deficient in knowledge of higher level vocabulary	2B.2. Teachers will attend reading workshops for strategies to improve student vocabulary recognition Teachers will frontload vocabulary for reading instruction Teachers will present and post Words of the Week on Word Walls Students will view Quack Vocabulary videos for exposure to higher level vocabulary	2B.2. ESE Specialist, Assistant Principal	2B.2. Check of lesson plans	2B.2 Report in IEP meeting

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:	2011-2012 marked the highest learning gains since the school opened, with 61% of students making learning gains. The goal is to continue the school wide effort of reading instruction and progress monitoring to continue to make gains at or above this level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
862 (62%) of students made learning gains in reading.	899 (65%) of students will make learning gains in reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teachers lack knowledge of CCSS standards to increase rigor for students at all levels	3A.1. Teachers will receive training on using theme based unites, author studies, and primary documents to and creating modules to infuse CCSS standards into content area classes and electives. Reading Coach and Language Arts Department Chair will visit classes to model	3A.1. Reading Coach, Language Arts Department Chair, Assistant Principal	3A.1.Lesson Plan check and Marzano Observations to show evidence of use of CCSS strategies. Reports on # of visits to model by Reading Coach and Language Arts Department Chair	3A.1. FCAT Scores

		CCSS strategies.			
2	3A.2. BAT and FCAT data indicate deficiency in student knowledge of organization and text structure	3A.2. Reading Coach will provide training for identifying and using text structure. Reading coach will visit classrooms to model instruction as invited by the classroom teacher. Reading coach will provide sample passages for instruction. Flanagan Reads will include an intense focus on text structure, with question stems available on Reading/Vocabulary link on CAB Conference. Students will practice writing using specific text structure for reading/writing connection. Teachers will note ELL students and use Marzano high yield strategies and other research based strategies for ELL Students. Teachers will note SWD students and their accommodations in their data notebooks, showing evidence of accommodation.	3A.2. Reading Coach, Assistant Principals	3A.2. Lesson Plans and Marzano Observations to show evidence of instruction on text structures	3A.2. Student Work Samples, BAT II scores, and FCAT scores
3	3A.3. FCAT data indicate a school wide deficiency in vocabulary	3A.3.A school wide vocabulary program will be presented focusing on weekly words of the week, using commonly confused works, and building words from roots, prefixes and suffixes. Students will write sentences using context clues in using the four types of sentences to practice sentence construction and variety, and keep a record of words. Each content area will supplement with content specific words. Flanagan Reads will include vocabulary frontloading as a part of the plan of the lesson. Reading Coach will provide professional development on effective vocabulary instruction through Wednesday Workshops and post question stems on Reading/Vocabulary link on CAB Conference Teachers will note ELL students and use Marzano high yield strategies and other research based strategies for ELL Students. Teachers will note SWD students and their accommodations in their data notebooks, showing	3A.3. Reading Coach, Department Chairs, Assistant Principals	3A.3. Marzano Observations to look for evidence of word walls posting Flanagan Words of the Week and content specific words, student work samples	3A.3. Student work samples, increased scores on FCAT and other High Stakes Testing

		evidence of accommodation.			

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:	Teachers will make changes in strategies and follow IEP's to have students make learning gains in reading on the FAA. Three students made decreases in one level of reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 (33%) made learning gains on the FAA.	3 (50%) students will make learning gains on the FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students lack the ability to remain focused on a topic for sustained period of time	3B.1. . Teachers will be trained to look for high interest materials in shorter passages to sustain student interest. Increased engagement of student will be included in IEP goals. Teachers will be trained in using before/during/after reading strategies for increased motivation, engagement, and comprehension. Teachers will use Marzano strategies for increased engagement, motivation, and comprehension.	3B.1. ESE Specialist, Assistant Principal	3B.1. Check of Lesson Plans and Marzano Observations showing evidence of practice. IEP goals	3B.1. Student work samples FAA scores, Interim Measures of IEP and Annual Goal IEP meeting
2	3B.2. .Students are deficient in knowledge of higher level vocabulary	3B.2. . Teachers will attend reading workshops for strategies to improve student vocabulary recognition Teachers will frontload vocabulary for reading instruction Teachers will present and post Words of the Week on Word Walls Students will view Quack Vocabulary videos for exposure to higher level vocabulary	3B.2 ESE Specialist, Assistant Principal	3B.2. Check of lesson plans	3B.2. Report in IEP meeting

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:	Continuing the progress made in the previous year, the school wide effort on reading and progress monitoring showed an 18% increase this year, with 66% of students in the lowest 25% making gains in reading. The goal is continue to build on our successes and increase our students' gains in the lowest 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | 255 (69%) of students in the lowest 25% made learning gains. | 263 (71%) of students in the lowest 25% will make learning gains. | |

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Use of District Reading Instructional Focus Calendar	4A.1. Reading teachers will follow the District Instructional Focus Calendar for Intensive Reading courses (including Developmental Language Arts through ESOL). Reading, Language Arts, and Social Studies teacher will be teamed to share students in the lowest 25% to provide opportunities for cross curricular learning, development of theme modules, and following the academic progress of students. Teachers will use planning opportunities or join PLC's to focus on development of modules All teachers in Core Content areas will follow the School wide Flanagan Reads plan, using content appropriate to teach the benchmark. Teachers will note ELL students and use Marzano high yield strategies and other research based strategies for ELL Students. Teachers will note SWD students and their accommodations in their data notebooks, showing evidence of accommodation.	4A.1. Reading Coach, Department Chairs, Assistant Principals	4A.1 Lesson Plan Check and Marzano Observations to show evidence of cross curricular connections	4A.1. Increased grades, BAT II assessments, FCAT scores
	4A.2. Student ownership of academic progress	4A.2. Teachers and Assistant Principals will used personalized data chats to assist students in setting goals and advise students on their progress. Students will receive student mentors through Kefford's Kids, and partner with an academically successful student at planned events and weekly informal meetings to receive peer support and encouragement. Students will be encouraged to attend extra learning opportunities such as	4A.2. Assistant Principals, Guidance Department	4A.2. Records of data chats and attendance at extra learning opportunities. Logs of Kefford's Kids meetings	4A.2. Increased grades, BAT II scores, FCAT Scores, and attendance records at ELO's

2		FCAT/EOC camps and afterschool tutoring. Parents will be notified at open house and through rollout calls, and contacts by assistant principals and teachers of extra learning opportunities. Guidance department will offer evening meetings geared to parents whose students are in the lowest 25% to involve the parents in the student's academic progress. Students will be informed of after school activities that in their interest areas that will increase their involvement in the greater life of the school.			
3	4A.3. Use of reteaching and research based instructional methods	4A.3. Teachers will reteach when a skill area when fewer than 70% of students have note achieved master on a standard. Teachers will use before/during/after strategies to reteach the standard. Students who still have not achieved mastery after reteaching will be given differentiated learning opportunities in class, recommended for extra learning opportunities, and recommended for pullout.	4A.3.Department Chairs, Assistant Principals	4A.3. Analysis of Student Data, Marzano Observations with feedback to teachers, Data Chats with teachers	4A.3.BAT II scores, mini-assessments

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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 # Our school made significant gains in reading by keeping data binders, using data chats, targeting remediation and pullout. We offer extra learning opportunities after school and through Saturday camps that are advertised to 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	White—35% no	White—31% no	White—27% no	White—24% no	White—21% no	

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:	Students by subgroup had not made significant gains since 2008-2009. In 2011-2012, all student subgroups made gains. The goal will be to continue making gains in all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 117 (35%) Black: 236 (61%) Hispanic: 285 (47%) Asian: 27 (32&) American Indian: 2 (66%)	Black: 243 (63%) Hispanic: 300 (50%) Asian: 29 (35%) American Indian: 3(100%)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian: Need for teacher training in before/during/after reading strategies to provide strategies for motivation and engagement of subgroups at risk	5B.1. Teachers will use strategies to activate prior knowledge that show use cultural backgrounds and engage personal experience, and use those strategies in instruction in before/during/after stages of reading development	5B.1.Reading coach, Assistant Principals	5B.1.Lesson Plan check and Marzano Observations to show evidence of practice	5B.1. Student Work Samples, mini-assessments, BATII, FCAT
2	5B.2. Limited use of vocabulary and grammar instruction as it relates to the reading process	5B.2. Teachers will follow the Flanagan Reads Instructional Focus Calendar to provide grammar and vocabulary instruction within the teaching lessons to increase reading fluency and comprehension. Students will write reflectively on reading passages to use reading/writing connection	5B.2.Reading Coach, Department Chairs, Assistant Principals	5B.2. Lesson Plan Check and Marzano Observations to show evidence of practice	5B.2. FCAT, BAT II, Mini-assessments
3	5B.3. Choices for inclass reading need to reflect student interest for engagement	5B.3. Teachers will be provided with suggested titles for use in class to increase choices showing cultural awareness. Students will be given opportunities for choice in reading material selection.	5B.3.Reading Coach, Assistant Principals	5B.3. Lesson Plan Check showing evidence of practice, data chats with Assistant Principals	5B.3. Student Work Samples, BAT II, FCAT

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 number of ELL students making satisfactory progress decreased in 2011-2012, pointing to a need for increased strategic reading planning in this area, especially considering the high gains in other areas.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47 (94%) ELL students did not make satisfactory progress.	40 (80%) of ELL students will not make satisfactory progress.

		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. Multiple levels of English language proficiency in the same classroom	5C.1. ELL students will be placed in reading classes according to the District K-1k ESOL Program Plan. Teachers will use ESOL strategies to differentiate instruction and give testing accommodations	5C.1. Assistant Principals, Department Chairs, Reading Coach, ESOL Coordinator	5C.1. Review of Lesson Plans, Marzano Observations Student Work Samples, Analysis of Student data with Student data chats	5C.1.BAT II, mini-assessments, FAIR, FCAT, CELLA

1		as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator, to include Shining Star, Focus on Grammar, ESL ReadingSmart, Access Newcomers, English NOW, AGS Globe, and Marzano High Yield Strategies.			
2	5C.2. Lack of participation in extended learning opportunities	5C.2.Pullout sessions for ELL's will be conducted by ESOL coordinator. Students will be identified based on language proficiency, time in ESOL program, and past performance of standardized tests. Students will be recommended for schoolwide FCAT/EOC camps by teachers. Parents will receive parent link calls, using native language where possible.	5C.2.Assistant Principal, Reading Coach, ESOL Coordinator	5C.2.Attendance at pullout sessions and extra learning opportunities and student data	5C.2.BAT II, mini-assessments, FAIR, FCAT, CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students identified as SWD showed a minimum decrease in % making satisfactory progress, showing the need for continuing effort in building a successful reading plan for these students
2012 Current Level of Performance:	2013 Expected Level of Performance:
88 (76%) students who are SWD did not make satisfactory progress in reading	82 (72%) SWD students will not make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Teachers are not aware of needed accommodations	Teachers will meet with ESE Specialist to identify and implement accommodationsfor SWD students Teachers will identify students in data binders and monitor progress	ESE Specialist, Assistant Principal	Weekly Marzano Observations with focus on accommodation for SWD students, Lesson Plans	Marzano Observations data, performance on standardized assessments
2	5D.1. Teachers are not aware of needed accommodations	5D.1.Teachers will meet with ESE Specialist to identify and implement accommodations for SWD students as indicated on their IEP's. Teachers will identify students in data binders and keep information in binders to assist in	5D.1. ESE Specialist, Assistant Principal	5D.1. Marzano Observations with focus on accommodation for SWD students, check of data binders	5D.1. Classroom Walkthrough data, performance on mini-assessments, BAT II, and standardized tests

					monitoring progress.
3	5D.2. Limited use of Extended Learning opportunities	5D.2.Students With Disabilities will work with the assigned support facilitator for pull out as needed in all content areas. Students will be encouraged to attend extra learning opportunities such as FCAT Camp, EOC Camp, and after school tutoring. Parents will be notified of opportunities at IEP meetings and through parent-link phone calls	5D.2. Assistant Principal, ESE Specialist, ESE Department Chair	5D.2. Students data, Support Facilitator's Sign-in Logs, Sign-in records of ELO's	5D.2.BAT II, mini-assessments, FAIR, FCAT

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:	Students who are Economically Disadvantaged made significant gains in reading, showing the progress of the plan to identify and follow students, providing extra support and involving parents
2012 Current Level of Performance:	2013 Expected Level of Performance:
387 (54%) students who are Economically Disadvantaged did not make satisfactory progress in reading.	353 (50%) students who are Economically Disadvantaged will not make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance at Extended Learning Opportunities	Increase parent knowledge and involvement through parent-link callouts providing information of times and dates of extended learning opportunities (ELOs) Vary availablitiy of ELOs to reach students	Assistant Principal Assistant Principal, Coaches	Rosters of attendance at events Roster of attendance at events	Increased attendance of subgroup students Increased attendance by subgroup students
2	5E.1. Attendance at Extra Learning Opportunities	5E.1.Increase parent knowledge and involvement through parent-link callouts providing information of times and dates of ELO's. Vary availability of ELO's to reach students Provide scholarships to students for inhouse SAT preparation courses through Flanagan Foundation	5E.1. Assistant Principals, Instructional Coaches	5E.1.Rosters of attendance at events	5E.1. Increased attendance by members of subgroup
3	5E.2. Few students taking PSAT/ACT/SAT	5E.2. Guidance counselors and BRACE Advisor will visit to inform students on free /reduced lunch of fee waivers for tests, and testing dates.	5E.2.Guidance Director	5E.2. Record of classroom visits	5E.2. Increased number of students taking high stakes tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
K-12 Reading Plan—Using reading Strategies in Content Area Classes	9-12	Reading Coach	School-wide	Pre-planning, Wednesday Workshops throughout School Year	Hand in Student Work Samples to Assistant Principals	Assistant Principals
Common Core Training	9-12	Reading Coach/Language Arts Dept. Chair	School-wide	Pre-planning, Wednesday Workshops, PLC meetings	Development of Common Core Instruction Modules	Department Chairs
Flanagan Reads Training	9-12	Reading Coach	School-wide	Pre-planning, Wednesday Workshops	Marzano Observations , Student Work Samples	Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-out Remediation	Instructional Staff	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
US Test Prep--PERT	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
			Subtotal: $325.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for teachers during school year and pre-planning activities	Instructional Staff, Administrative Staff, Materials, Speakers	Accountability	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT/PSAT/SAT/ACT/PERT/EOC Camps	Instructional staff, Administrative Staff, Materials	Accountability	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $3,825.00

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. | x The number of students proficient in listening/speaking

CELLA Goal #1:			will increase to 44% (58) . Teachers of English Language Learners (ELLs) will be encouraged to have them participate in oral language building activities.	

2012 Current Percent of Students Proficient in listening/speaking:

42%(56)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction.	1.1. Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator. Provide mini-workshops on campus and opportunities for classroom teachers to share best practices using ESOL strategies.	1.1. Assistant Principals, Department Chairs, Reading Coach, ESOL Coordinator	1.1. Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	1.1. CELLA
2	1.2. Lack of participation in extended learning opportunities to improve listening and speaking skills due to lack of awareness.	1.2.Pullout sessions for ELL's will be conducted by ESOL coordinator. Students will be identified based on language proficiency, time in ESOL program, and past performance of standardized tests in order to engage in data chats. Students will be encouraged to participate in ESOL competitions in the spring which highlight reading, writing and speaking skills while offering students an opportunity to show case other talents. Students will be recommended for schoolwide FCAT/EOC camps by teachers. Parents will receive parent link calls, using native language where possible. Increased communication between the classroom teachers and the ESOL support department to increase student and teacher awareness of programs available	1.2.Assistant Principal, ESOL Coordinator, ESOL Teacher, ESOL Competition Coordinator	1.2.Attendance at pullout sessions and extra learning opportunities and student data	1.2. CELLA
	1.3. Limited vocabulary	1.3. Implementation of	1.3. Assistant	1.3. Review of Lesson	1.3. CELLA

3	limited opportunities to speak English in the classroom.	Flanagan Reads incorporating Before/During/After reading strategies and vocabulary for the week in conjunction with ESOL strategies to provide the students with more opportunities for oral discussions.	Principal, ESOL Coordinator, ESOL Teacher	Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	

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:	xThe number of ELL students scoring proficient in reading will increase to 40% (52). Students will be encouraged to participate in grade level reading curricula and teachers will using ESOL strategies to assist students with content area material.

2012 Current Percent of Students Proficient in reading:

29%(38)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction	2.1. ELL students will be placed in reading classes according to the District K-12 ESOL Program Plan. Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator. Provide mini-workshops on campus and opportunities for classroom teachers to chair best practices using ESOL strategies.	2..1. Assistant Principals, Department Chairs, Reading Coach, ESOL Coordinator	2..1. Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	2.1.BAT II, mini-assessments, FAIR, FCAT, CELLA
2	2.2. Lack of participation in extended learning opportunities	2..2.Pullout sessions for ELL's will be conducted by ESOL coordinator. Students will be identified based on language proficiency, time in ESOL program, and past performance of standardized tests. Students will be recommended for schoolwide FCAT/EOC camps by teachers. Parents will receive parent link calls, using native language where possible.	2.2.Assistant Principal, Reading Coach, ESOL Coordinator	2.2.Attendance at pullout sessions and extra learning opportunities and student data	2.2.BAT II, mini-assessments, FAIR, FCAT, CELLA

		Increased communication between the classroom teachers and the ESOL support department to increase student and teacher awareness of programs available such as after-school peer-tutoring with assistance in the home language whenever possible			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The number of ELL students who score proficient in writing will increase to 33% (43). Students will participate in grade level writing prompts, with modifications when necessary.

2012 Current Percent of Students Proficient in writing:
31%(40)

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. Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction by teachers.	3.1. Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary. ESOL supplementary materials will be used in content areas and bilingual support will be provided by the bilingual paraprofessionals as well as the ESOL Coordinator. Provide mini-workshops on campus and opportunities for classroom teachers to share best practices using ESOL strategies.	3.1. Assistant Principals, Department Chairs, Reading Coach, ESOL Coordinator	3.1. Review of Lesson Plans, Classroom Walkthroughs, Student Work Sample Analysis of Student data with Student data chats	3.1. FCAT WRITES, CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-out Remediation	Instructional Staff	Accountability	$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
ESOL Strategies	Instructional /District Staff	Accountability	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Teachers will use strategies to increase students' functional life skills mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
6 (54%) scored at Levels 4,5,and 6 on the FAA mathematics	8 (75%) will score at a Level of 4,5, and 6 on the FAA Mathematics

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack proficiency in applying fundamental mathematics skills	1.1.Use of manipulative to demonstrate fundamentals concepts Teachers will use hands-on rewards based on real life learning Students will go into the community to practice mathematics skills	1.1.ESE Specialist, Assistant Principal	1.1. Teachers collect and record data following community visits	1.1. Data sheet

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:	Teachers will use strategies to increase students' functional life skills mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 (9%) student scored at a Level 7 on the Mathematics FAA.	3 (27%) students will score at Level 7 on the Mathematics FAA.

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. Students lack proficiency in applying fundamental mathematics skills	2.1. .Use of manipulative to demonstrate fundamentals concepts Teachers will use hands-on rewards based on real life learning Students will go into the community to practice mathematics	2.1. .ESE Specialist, Assistant Principal	2.1. Teachers collect and record data following community visits	2.1. Data sheet

		skills			

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:	Teachers will use strategies to increase students' functional life skills mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
4 (68%) students made learning gains in mathematics	6 (83%) students will make learning gains in mathematics

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. . Students lack proficiency in applying fundamental mathematics skills	3.1. .Use of manipulative to demonstrate fundamentals concepts Teachers will use hands-on rewards based on real life learning Students will go into the community to practice mathematics skills	3.1. .ESE Specialist, Assistant Principal	3.1. Teachers collect and record data following community visits	3.1. Data sheet

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:	Increase the number of students proficient on the 2012 / 2013 Algebra EOC as compared to the 2011 / 2012 test administration
2012 Current Level of Performance:	2013 Expected Level of Performance:
309 (42%) students scored at Achievement Level 3 in Algebra I	343 (47%) students will score at Achievement Level 3 in Algebra I

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. Lack of student engagement during instruction.	1.1. Teachers will participate in subject area PLC's to discuss best practices.	1.1. Assistant Principal, PLC Leader, Department Chair	1.1. Marzano Observations that show increased student engagement, including, but not limited to hands-on activities, group work,	1.1. Marzano Observations Data

				and discussion.	
2	1.2. Remediation needed for benchmarks not mastered in prior grades	1.2. Teachers will use spiraling assignments that review prior grades' benchmarks and current benchmarks to be assessed. Students will be encouraged to take advantage of after school tutoring and review sessions.	1.2. Mathematics Department Chair, Assistant Principal	1.2. Classroom benchmark assessment data will be used to monitor student progress.	1.2. Broward Assessment Test BAT II
3	1.3. Lack of consistency in determining student progress towards mastery and differentiated instruction.	1.3. Teachers will use a combination of web-based programs to assess student weaknesses and monitor student progress in Algebra. Performance data will be detailed in a data binder for use when conducting teacher to student data chats and administrator to teacher data chats.	1.3. Mathematics Department Chair Assistant Principal	1.3. Mini assessments on benchmarks and web-based data collected. Common assessments and grading will be determined during PLC's.	1.3. Results of pre and post test on benchmark assessments.
4	1.4 Students need instruction beyond available class time.	1.4 Students who do not meet high standards on the preliminary tests will be enrolled in EOC Mathematics Camp and/or tutoring after school through Virtual Counselor. Teachers will identify students needing increased attention and make individual plans for remediation and differentiated instruction according to the RtI Plan.\n\nPullout programs will be conducted on a regular basis during the school day.	1.4 Mathematics Department Chair, EOC Camp Coordinator, Assistant Principal Leadership Team.	1.4 Analysis of item results on BAT, web based assessments and Data from EOC Camp and/or tutoring.	1.4 Data from results of BAT II, web based assessments, EOC Camp data.
5	1.5 Data collection and monitoring	1.5 All teachers will develop a data binder, wherein all student data will be housed and monitored. Students will complete spiraling exercises on all assessments. Each of the benchmarks where proficiency was not obtained (via in-class assessments and web based assessments) and will continue to work through each benchmark until proficiency (70%) is attained.	1.5 Assistant Principal	1.5 The data tracking sheet will be maintained and monitored with regular data chats between teacher and student (monthly) and between teacher and administrator to ensure student progress and ultimately proficiency in each benchmark.	1.5 Monitoring of data classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.\n\nAlgebra Goal #2:	Increase the number of students meeting high achievement on the 2012 / 2013 Algebra EOC as compared to the 2011 / 2012 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	143 (19%) students scored at Achievement Levels 4 and 5 in Algebra I	175 (24%) students will score at Achievement Levels 4 and 5 in Algebra I

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. Classroom assessments lack higher order questions and rigor consistent with standardized test.	2.1. Teachers will promote higher order thinking as a part of their teaching practices and include higher order questions when developing assessments.	2.1. Mathematics Department Chair, Assistant Principal	2.1. Professional Learning Community (PLC) meetings to share best practices for content delivery and develop/modify assessments as needed.	2.1. Monitoring of student data by teacher Monitoring of teacher data by administrator
2	2.2. Incorporating assessed benchmark assignments into honors and advanced mathematics courses.	2.2. Use spiraling assignments aligned to Next Generation Sunshine State Standards.	2.2. Mathematics Department Chair Assistant Principal	2.2. Marzano Observations , PLC, Best practice sharing.	2.2. Results of BAT II, EOC Exams.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : Our school made significant gains in reading by keeping data binders, using data chats, targeting remediation and pullout. We offer extra learning opportunities after school and through Saturday camps that are advertised to					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	White—35% no	White—24% no	White—24% no	White—24% no	White—24% no	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Increase the number of students in each subgroup that are proficient on the 2012 / 2013 Algebra EOC as compared to the 2011 / 2012 test administration
2012 Current Level of Performance:	2013 Expected Level of Performance:
White(33%) Black101 (46%): Hispanic:119 (38%) Asian:3 (8%) American Indian:	White:43 (30%) Black: 91 (42%) Hispanic:107 (35%) Asian:2 (5%) American Indian:

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. White: Black: Hispanic: Asian: American Indian: Students need a better understanding	3B.1. Teachers will use personalized data chats as a means to encourage and advise students on their performance. Students will set personal achievement goals.	3B.1. Department Chair, Leadership Team, Assistant Principals	3B.1. Evaluation of scores on BAT, PSAT, and classroom assessments	3B.1. Improved grades and passing rates. Increased proficiency on BAT II and EOC. Increased enrollment in upper level mathematics

	of the implications of past assessment results.				courses.
2	3B.2. Continuous enrollment in progressively advanced mathematics courses.	3B.2. Provide proper placement of students in mathematics classes	3B.2. Guidance Director, Mathematics Department Head, Assistant Principal	3B.2. Data on course enrollment.	3B.2. Interim Reports and final grade reports
3	3B.3. Students lack proficiency in applying fundamental mathematics skills.	3B.3. Ongoing remediation through the use of Spiral Assignments, after school tutoring, and Saturday camps	3B.3. Mathematics Department Head, Assistant Principal	3B.3. Progress monitoring of Pre and Post test of benchmarks being assessed, data chats, and web based assessments	3B.3. Interim reports. Data Binder entries.

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Increase the number of ELL students that are proficient on the 2012 / 2013 Algebra EOC as compared to the 2011 / 2012 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15 (62%) ELL students did not make satisfactory progress in Algebra I	13 (58%) ELL students will not make satisfactory progress in Algebra I

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. Students need a better understanding of the implications of past assessment results.	3C.1. ELL students will be placed in mathematics courses using state testing results, pre-requisite and pre-testing results.	3C.1. Guidance Director, ELL Support Staff, Mathematics Department Chair	3C.1. Teachers will check class rosters to determine if placement of students is correct.	3C.1. Improved grades and passing rates, increased achievement
2	3C.2. Teachers experience difficulty differentiating instruction to multiple levels of language proficiency within the classroom	3C.2. Provide training and opportunities to share best practices for teachers in order to facilitate the differentiation of instruction for ELL students utilizing ESOL strategies. Periodic pullout with ELL Support Staff.	3C.2. Assistant Principals, Department Chairs, ELL Support Staff	3C.2. Review of Lesson Plans and student work.	3C.2. Common Course assessments, BAT II, Marzano Observations, EOC.
3	3C3 Students lack proficiency in applying fundamental mathematics skills.	3C.3 Ongoing remediation through the use of Spiral Assignments, after school tutoring, and Saturday camps. After school peer tutoring will be available with bilingual tutors and ELL Support Staff. Periodic pullout with ELL Support Staff. ESOL Support available all periods by ELL Support Staff.	3C.3 ELL Support Staff, Mathematics Department Chair	3C.3 Progress monitoring of Pre and Post test of benchmarks being assessed, data chats, and web based assessments	3C.3 Common Course assessments, BAT II, Marzano Observations, EOC.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Increase the number of SWD students that are proficient on the 2012 / 2013 Algebra EOC as compared to the 2011 / 2012 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43 (72%) students who are SWD did not make satisfactory progress in Algebra I	40 (68%) of students who are SWD will not make satisfactory progress in Algebra I

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. Teachers are not aware of needed accommodations	3D.1. Teachers will meet with ESE Specialist to identify and implement accommodations for SWD students. Teachers will identify students in data binders and monitor progress	3D.1. ESE Specialist, Assistant Principal	3D.1. Weekly Marzano Observations with focus on accommodation for SWD students, Lesson Plans	3D.1. Marzano Observations data, performance on standardized assessments
2	3D.2. Continuous enrollment in progressively advanced mathematics courses.	3D.2. SWD students will be placed in a full year of mathematics courses using EOC / FCAT results, pre-requisite and pretesting results.	3D.2. Guidance Director	3D.2. Teachers will check class rosters to determine if placement of students is correct.	3D.2. Improved grades and passing rates, Increased FCAT achievement
3	3D.3. Limited time for teacher collaboration and sharing of best practices	3D.3. Professional development facilitated by district trainers emphasizing available intervention resources.	3D.3. Assistant Principals, Mathematics Department Chair,	3D.3. Use of technology for sharing best practices including lesson plans and common course assessments.	3D.3. Informal and formal assessments, classroom observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the number of Economically Disadvantaged students that are proficient on the 2012 / 2013 Algebra EOC as compared to the 2011 / 2012 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
175 (45%) students who are Economically Disadvantaged did not make satisfactory progress in Algebra I	154 (40%) students who are Economically Disadvantaged will not make satisfactory progress in Algebra I

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. Attendance at Extended Learning Opportunities	3E.1. Increase parent knowledge and involvement through parent-link callouts providing information of times and dates of extended learning opportunities (ELOs) Vary availablility of ELOs	3E.1. Assistant Principal Assistant Principal, Coaches	3E.1. Rosters of attendance at events.	3E.1. Increased attendance of subgroup students.

			to reach students	
2	3E.2. Limited access to afterschool remediation sessions	3E.2. Involve parents in addressing need for afterschool transportation. Periodic student pullout for specific student weaknesses according to data chats.	3E.2. Mathematics Department Chair, classroom teachers, Guidance, Assistant Principals	3E.2. Monitoring lesson plans and grade entries on pinnacle.	3E.2. Improved grades and passing rates. Increased FCAT and EOC achievement.

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:	Increase the number of students proficient on the 2012 / 2013 Geometry EOC as compared to the 2011 / 2012 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
228 (34%) students scored at Achievement Level 3 in Geometry	252 (38%) students will score at Achievement Level 3 in Geometry

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of student engagement during instruction	1.1. Teachers will participate in subject area PLC's to discuss best practices.	1.1. Assistant Principal, PLC Leaders, Department Chair	1.1. Marzano Observations that show increased student engagement, including, but not limited to hands-on activities, group work, and discussion	1.1. Marzano Observations Data
2	1.2. Remediation needed for benchmarks not mastered in prior grades.	1.2. Teachers will use spiraling assignments that review prior grades' benchmarks and current benchmarks to be assessed. Students will be encouraged to take advantage of after school tutoring and review sessions.	1.2. Mathematics Department Chair, Assistant Principal	1.2. Classroom benchmark assessment data will be used to monitor student progress.	1.2. Broward Assessment Test (BAT) II, web based assessment, common course assessments, EOC
3	1.3. Lack of consistency in determining student progress towards mastery and differentiated instruction	1.3. Teachers will use the web-based program to assess student weaknesses and monitor student progress in Geometry. Performance data will be detailed in a data binder for use when conducting teacher to student data chats and administrator to teacher data chats.	1.3. Mathematics Department Chair, Assistant Principal	1.3. Mini assessments on benchmarks and web based data collected, common assessments and grading will be determined during PLC's	1.3. Results of pre and post test on benchmark assessments.
	1.4 Students need instruction beyond	1.4 Students who do not	1.4 Mathematics Department Chair,	1.4 Analysis of item results	1.4 Data from results

4	available class time	meet high standards on the preliminary tests will be enrolled in EOC Mathematics Camp and/or tutoring after school. Through Virtual Counselor teachers will identify students needing increased attention and make individual plans for remediation and differentiated instruction according to the RTI Plan. Pullout programs will be conducted on a regular basis during the school day.	EOC Camp Coordinator, Assistant Principal, Leadership Team	on BAT and Data from EOC Camp and/or Tutoring
5	1.5 Data collection and monitoring	1.5 All teachers will develop a data binder, wherein all student data will be housed and monitored. Students will complete spiraling exercises on all assessments. Each of the benchmarks where proficiency was not obtained (via in-class assessments) and will continue to work through each benchmark until proficiency (70%) is attained.	1.5 Assistant Principal	1.5 The data tracking sheet will be maintained and monitored with regular data chats between teacher and student (monthly) and between teacher and administrator to ensure student progress and ultimately proficiency in each benchmark.

(Note: first row additional columns: "of assessments, BAT II, EOC Camp data, EOC" ; second row: "1.5 Monitoring of data classroom assessments")

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Increase the number of student's meeting high achievement on the 2012 / 2013 Geometry EOC as compared to the 2011 / 2012 test administration
2012 Current Level of Performance:	2013 Expected Level of Performance:
228 (34%) students scored at Achievement Level 4 and 5 in Geometry	252 (38%) students will score at Achievement Level 4 and 5 in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Motivation of students who have met or exceeded state guidelines on standardized tests	2.1. Foundation lessons should be tied to college readiness or real world situations	2.1. Assistant Principal, Department Chairs, Coaches	2.1. Check Lesson Plans, Marzano Observations	2.1. Improved Scores on standardized tests for college readiness
2	2.2. Classroom assessments lack higher order questions and rigor consistent with standardized test.	2.2. Teachers will promote higher order thinking as a part of their teaching practices and include higher order questions when developing assessments.	2.2. Mathematics Department Chair, Assistant Principal	2.2. Professional Learning Community (PLC) meetings to share best practices for content delivery and develop/modify assessments as needed	2.2. Monitoring of student data by teacher monitoring of teacher data by administrator

3	2.3. Incorporating assessed benchmark assignments into honors and advanced mathematics courses.	2.3. Use spiraling assignments aligned to Next Generation Sunshine State Standards.	2.3. Mathematics Department Chair, Assistant Principal	2.3. Marzano Observations , PLC and best practice sharing	2.3. Results of BAT II, EOC Exams

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #
	3A : Our school made significant gains in reading by keeping data binders, using data chats, targeting remediation and pullout. We offer extra learning opportunities after school and through Saturday camps that are advertised to

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	White—24% no	White—21% no	White—18% no	White—15% no	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Increase the number of students in each subgroup that are proficient on the 2012 / 2013 Geometry EOC as compared to the 2011 / 2012 test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:38 (24%) Black:72 (43%) Hispanic:89 (31%) Asian:2 (5%) American Indian:0	White: 31 (20%) Black:66 (40%) Hispanic:77 (28%) Asian: 0 American Indian: 1 (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	3B.1. White: Black: Hispanic: Asian: American Indian: Students need a better understanding of the implications of past assessment results.	3B.1. Teachers will use personalized data chats as a means to encourage and advise students on their performance. Students will set personal achievement goals.	3B.1. Department Chair, Academy Leaders, Assistant Principals	3B.1. Evaluation of scores on BAT, PSAT, and classroom assessments	3B.1. Improved grades and passing rates, Increased enrollment in upper level mathematics courses, BAT II, EOC
2	3B.2. Continuous enrollment in progressively advanced Mathematics courses.	3B.2. Provide proper placement of students in mathematics classes.	3B.2. Guidance Director, Mathematics Department Head	3B.2. Data on course enrollment.	3B.2. Interim Reports and Final grade reports
3	3B.3. Students lack proficiency in applying fundamental mathematics skills.	3B.3. Ongoing remediation through the use of spiral assignments, after school tutoring and Saturday camps	3B.3. Mathematics Department Head, Assistant Principal	3B.3. Progress monitoring of Pre and Post test of benchmarks being assessed.	3B.3. Interim reports. Data Binder entries.

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

3C. English Language Learners (ELL) not making

satisfactory progress in Geometry.

Geometry Goal #3C:

| | Increase the number of ELL students that are proficient on the 2012 / 2013 Geometry EOC as compared to the 2011 / 2012 test administration. |

2012 Current Level of Performance:	2013 Expected Level of Performance:
18 (51%) students who are ELL did not make satisfactory progress in Geometry	16 (54%) students who are ELL will not make satisfactory progress in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. Students need a better understanding of the implications of past assessment results.	3C.1. ELL students will be placed in mathematics courses using state testing results, pre-requisite and pre-testing results	3C.1. Guidance Director, ELL Support Staff, Mathematics Department Chair	3C.1. Teachers will check class rosters to determine if placement of students is correct.	3C.1. Improved grades and passing rates, increased achievement
2	3C.2. Teachers experience difficulty differentiating instruction to multiple levels of language proficiency within the classroom	3C.2. Provide training and opportunities to share best practices for teachers in order to facilitate the differentiation of instruction for ELL students utilizing ESOL strategies. Periodic pullout with ELL Support Staff.	3C.2. Assistant Principals, Department Chairs, ELL Support Staff	3C.2. . Review of Lesson Plans and student work	3C.2. Common Course assessments, BAT II, Marzano Observations, EOC.
3	3C.3. Students lack proficiency in applying fundamental mathematics skills.	3C.3. Ongoing remediation through the use of spiral assignments, after school tutoring, and Saturday camps. After school peer tutoring will be available with bilingual tutors and ELL Support Staff. Periodic pullout with ELL Support Staff. ESOL Support available all periods by ELL Support Staff.	3C.3. ELL Support Staff, Mathematics Department Chair	3C.3. Progress monitoring of Pre and Post test of benchmarks being assessed, data chats, and web based assessments	3C.3. Common Course assessments, BAT II, Marzano Observations, EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Although SWD subgroup had made AYP in previous years, in 2010-2011, Students with Disabilities received an N/A AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27 (61%) students who are SWD did not make satisfactory progress in Geometry	25 (57%) students who are SWD will not make satisfactory progress in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	3D.1. Teachers are not aware of needed accommodations	3D.1. Teachers will meet with ESE Specialist to identify and implement accommodations for SWD students. Teachers will identify students in data binders and monitor progress	3D.1. ESE Specialist, Assistant Principal	3D.1. Weekly Marzano Observations with focus on accommodation for SWD students, Lesson Plans	3D.1. Marzano Observations data, performance on standardized assessments
2	3D.2. Continuous enrollment in progressively advanced mathematics courses.	3D.2. SWD students will be placed in a full year of mathematics courses using FCAT results, pre-requisite and pretesting results.	3D.2. Guidance Director	3D.2. Teachers will check class rosters to determine if placement of students is correct.	3D.2. Improved grades and passing rates, Increased FCAT and EOC achievement
3	3D.3. Limited time for teacher collaboration and sharing of best practices	3D.3. Professional development facilitated by district trainers emphasizing available intervention resources.	3D.3. Assistant Principals, Mathematics Department Chair,	3D.3. Use of technology for sharing best practices including lesson plans and common course assessments.	3D.3. Informal and formal assessments, classroom observations

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Although SWD subgroup had made AYP in previous years, in 2010-2011, Students with Disabilities received an N/A AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
122 (35%) students who are Economically Disadvantaged did not make satisfactory progress in Geometry	105 (31%) students who are Economically Disadvantaged will not make satisfactory progress in Geometry

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Attendance at Extended Learning Opportunities	3E.1. Increase parent knowledge and involvement through parent-link callouts providing information of times and dates of extended learning opportunities (ELOs) Vary availablility of ELOs to reach students	3E.1. Assistant Principal Mathematics Department Chair.	3E.1. Rosters of attendance at events	3E.1. Increased attendance of subgroup students.
2	3E.2. Limited access to afterschool remediation sessions.	3E.2. Involve parents in addressing need for afterschool transportation. Periodic student pullout for specific student weaknesses according to data chats.	3E.2. Mathematics Department Chair, classroom teachers	3E.2. Monitoring lesson plans and grade entries on pinnacle.	3E.2. Improved grades and passing rates. Increased FCAT and EOC

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	9-12 all subjects	Mathematics Department Chair	Mathematics Teachers	Pre-planning, Professional Study Days	Review of Lesson Plans, Marzano Observations	Assistant Principal, Mathematics Department Chair
Technology	9-10 Algebra and Geometry	PLC Leader	All Mathematics Teachers	Early Release Days	Teachers Share Best Practices	Mathematics Department Chair, Assistant Principal
New Textbook Training	9-12 all subjects	District Mathematics Trainer, Mathematics Coach	All Mathematics teachers	Early Release Days, Wednesday Workshops, Professional Study Days	Implementation of Teacher Support/Ancillary Materials	Assistant Principal, Mathematics Department Chair
Differentiated Instruction (Including ELL and SWD)	9-12	ELL Support Staff, ESE Specialist	All Mathematics Teachers	Pre-planning and/or early release days	Report provided to ESE Specialist and ESOL Coordinator	Assistant Principal

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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-out Remediation	Instructional Staff	Accountability	$1,000.00
			Subtotal: $1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
USA Test Prep--Algebra	Computer Software-- Web-based program that provides testing, remediation, and data for Algebra EOC	Accountability	$325.00
USA Test Prep—Geometry	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
USA Test Prep--ACT	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
			Subtotal: $975.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for teachers and administrators during school year and pre-planning activities	Instructional staff, Administrative staff, Materials, Speakers	Accountability	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT/PSAT/SAT/ACT/PERT/EOC Camps	Instructional staff, Administrative Staff, Materials	Accountability	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $4,475.00

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:	Teachers will use strategies to engage students and increase their knowledge of scientific vocabulary and concepts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 (75%) scored at a Level 4,5,6 on Science FAA	4 (100%) of students will score Level 4,5,6 on FAA Science.

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. Lack of sustained student engagement in science reading passages	1.1. Use of science videos, United Streaming, and other visual resources for presenting science vocabulary	1.1. ESE Specialist	1.1. Check lesson plans, Marzano Observations	1.1. Student work samples
2	1.2. Students lack knowledge of scientific vocabulary and concepts	1.2. Use of science videos, United Streaming, and other visual resources for presenting science vocabulary Use of Word Walls	1.2. ESE Specialist	1.2.Check lesson plans, Marzano Observations	1.2. Student work samples

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:	Students continue to progress in science on the FAA Teachers will use strategies to engage students and increase their knowledge of scientific vocabulary and concepts.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 (0%) students scored Level 7 on FAA Science	1 (25%) of student will score 7 on FAA science.

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. Lack of sustained student engagement in science reading passages	2.1. Use of science videos, United Streaming, and other visual resources for presenting science vocabulary	2.1. ESE Specialist	2.1. Check lesson plans, Marzano Observations	2.1. Student work samples
2	2.2. Students lack knowledge of scientific vocabulary and concepts	2.2. Use of science videos, United Streaming, and other visual resources for	2.2. ESE Specialist	2.2. Check lesson plans, Marzano Observations	2.2. . Student work samples

presenting science
vocabulary
Use of Word Walls

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	By June 2013, the number of biology students achieving proficiency in the Biology EOC will be 40% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
293 (36%)% of all Biology students that EOC tested achieved proficiency.	325 (40%)% of all students will show proficiency on the Biology I EOC exam.

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 student engagement during instruction	Teachers will participate in Lesson Study to development engaging lessons for their respective content areas. Teachers will attend in-house professional development to learn reading strategies for student motivation.	Assistant Principal	Marzano Observations hat show increased student engagement, including, but not limited to hands-on activities, group work, and discussion	Marzano Observations Data
2	Teachers adjustment to 7 period teaching day.	Teachers will attend professional development training on using 50 minute periods and creating pacing guides.	Instructional Coaches, Assistant Principals, and Department Chairs	Marzano Observations conducted to see evidence of effective pacing, and check of lesson plans.	Marzano Observations Data
3	Lack of familiarity with CCSS Standards	Teachers will receive training on CCSS standards and plan lessons with increased rigor for use in the classroom	Department Chairs, Instructional Coaches, Administrators	Marzano Observations that show increased student engagement and use complex text and higher level thinking skills in class discussions.	PLC data, Marzano Observations , Increased FCAT scores and AP Scores
4	Lack of student engagement during instruction	Teachers will participate in Lesson Study to development engaging lessons for their respective content areas	Assistant Principal	Marzano Observations that show increased student engagement, including, but not limited to hands-on activities, group work, and discussion	Marzano Observations Data
	1.1 All 9th grade students completing Biology 1 must also pass the Biology 1 End of Course Exam (EOC) given for both first and second block students in May, in order to	1.1. New materials supporting Biology EOC to include new textbooks and on-line resources, curriculum map, and BEEP lessons. New mini assessments	1.1. Science Department Chair, Assistant Principal over the Science Department	1.1. Weekly Marzano Observations with focus on differentiated instruction	1.1. BAT data, results of common course assessments and EOC Exams, Marzano Observations data

5	obtain Biology 1 Credit.	and benchmark assessment tests reflective of EOC expectations to be written and implemented in Biology classes. After school tutoring by NHS and SNHS students is also offered daily. In addition, Biology EOC Saturday Camp will be offered prior to the Biology EOC.			
6	1.2. Biology students' lack of awareness of NGSSS benchmarks, key scientific concepts in biology, and impact of the Biology EOC on attaining credit	1.2. Daily class focus on the applicable benchmark(s) and key concept(s). Visual note of daily benchmark(s) and key concept(s). Incorporation of benchmarks into daily lesson plans, lectures, discussions, class activities, labs, assessments, warm-ups and closers. Maintenance of Benchmark Data Sheets by each student to track individual progress toward proficiency. Benchmark Data Sheets will monitor progress, provide feedback ,design individualized differentiated instruction plans	1.2. Science Department Chair, Assistant Principal for Science	1.2. Teachers will monitor student progress through class observation and student written responses on activities and closers. Marzano Observations, Mini assessment results Outcome of teacher student data chats	1.2. Class Closers Department based mini assessments Teacher created assessments Teacher-student data chats BAT I and II data, results of EOC Exams, Course Grade

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	By June 2013, the number of biology students achieving proficiency in the Biology EOC will be 40% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
296 (36%)% of all Biology students that EOC tested achieved proficiency.	325 (40%)% of all students will show proficiency on the Biology I EOC exam.

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	Motivation of students who have met or exceeded state guidelines on standardized tests	Foundation lessons should be tied to college readiness or real world situations.	Assistant Principal, Department Chairs, Coaches	Check Lesson Plans, Marzano Observations	Improved Scores on standardized tests for college readiness
	2.1. Difficulty in engaging in higher	2.1. Teachers will present lessons using	2.1. Department Chair,	2.1. Teacher observations during	2.1. BAT I and II data, Biology

2	order thinking and complex problem solving required for new standardized exams.	the 5E method of engagement, focus class discussion and test question stems on the third and fourth level of Webb's DOK.	Assistant Principal for Science	class discussions, lesson plans, and results of formative and summative classroom assessments	EOC results
3	2.2. Sufficient differentiation of curriculum to meet increased rigor and challenge of high achieving students given that all biology I courses share the same textbook and materials	2.2. Incorporation of additional activities and labs that go beyond basic curriculum. Emphasis on inquiry and independent research	2.2. Department Chair, Assistant Principal for Science	2.2. Marzano Observations, lesson plans	2.2. Student lab reports/projects, results of formative and summative classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	9-12	Department Head	Science Teachers	Monthly Trainings, PLC's	Lesson Plans, Classroom Walkthroughs	Assistant Principal
Lesson Study	Selected Science Course	PLC Leader	Common Core subject Teachers	Early Release and Professional Development Days	Completion of Lesson Study materials	Assistant Principal
Best Practices in Science PLC	Science	Department Head	Science teachers	Early Release and professional days	In class modeling and observations by science department head, sample materials presented during PLC's and learning communities	Science Department Head
Differentiated Instruction (including ELL AND ESE)	9-12	ESE, Specialist, ESOL Specialist	Science Teachers	Pre-planning or Early Release	Reports to leaders	Report at Leadership Meeting
Content area learning communities (LCs) to align curricula and assessments	Biology 1	Department Head	Biology Teachers	Bi-monthly	LC discussions, informal observations, Classroom Walkthroughs	Science Department Head
Training for Biology Teachers on using data driven testing and remediation program	Biology 1	Department Head	Biology Teachers	Pre-planning and early release days	Data Notebooks	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
USA Test Prep	Web-based program that provides testing, remediation, and data for Biology EOC	Accountability	$325.00
		Subtotal: $325.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for Instructional and Administrative Staff during school year and pre-planning activities	Instructional and Administrative Planning to meet district, state, and federal mandates, Instructional staff and Administrative Staff, Materials, Speakers	Accountability	$1,000.00
		Subtotal: $1,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
EOC camp	EOC Camp instructors and administrators	Accountability	$1,500.00
		Subtotal: $1,500.00	
		Grand Total: $2,825.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	FHS has an excellent writing program, with students continuing to show proficiency. Although the scores lowered by 1 % point during 2011-2012, steps have been taken to continue to develop student writing with rigor, according to the high standards of FCAT 2.0 and Common Core.
2012 Current Level of Performance:	2013 Expected Level of Performance:
642 (89%) students scored at Level 3 and higher in writing.	655 (91%) students will achieve 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
	1A.1. Teachers not familiar with increased scoring standards of FCAT 2.0 rubric.	1A.1. Language Arts and Reading teachers will take part in training on FCAT 2.0 standards in expository and persuasive writing, using state provided exemplar samples, paying particular attention to types of support and conventions. Teachers will use the scoring pattern of the rubric when scoring 9th and 10th grade expository and persuasive essays	1A.1. Language Arts Department Chair, Writing Coach, Assistant Principal	1A.1. Writing Coach will collect student samples and teacher scores to check for consistency of scoring.	1A.1. Improved students writing samples and improved FCAT 2.0 scores

1		and provide scores to the writing coach. Teachers will trade papers with partners for continuing application of the scoring rubric, reporting scores to the Writing Coach. Students scoring below 4.0 will receive remediation in class. Students enrolled in reading will receive instruction through lessons modeled by the writing coach. Language Arts teachers will keep writing folders to show student progress. Students scoring below 4.0 will receive remediation through pull-out by Writing Coach and meet with administrators prior to FCAT 2.0. Students scoring below 2.0 will be encouraged to attend FCAT Writing Camp and extra learning opportunities.			
2	1A.2. Teachers not providing continuous grammar instruction with application in writing.	1A.2. A calendar of grammar strategies will be added to the Flanagan Reads school-wide weekly schedule, with activities for instruction and directions for application. Particular attention will be paid to commonly misspelled words, subject/verb agreement, sentence complexity, and use of conjunctions. Students will practice strategies appropriate to needs of high stakes testing to prepare for FCAT 2.0, SAT, ACT, and PERT	1A.2 Writing Coach, Assistant Principal	1A.2. Collection of student samples showing improved use of grammar in writing	1A.2. FCAT 2.0 scores
3	1A.3. Teachers are unfamiliar with CCSS Writing Standards	1A.3. Teachers will be trained on CCSS Writing strands and will develop modules during PLC meetings for use in classroom instruction. Common Core Writing will be included in Flanagan Reads	1A.3. Assistant Principal	1A.3. Classroom Walkthrough	1A.3. Check lesson plans
4	1A.4. Need to increase opportunities for writing opportunities beyond the classroom	1A.4. Language Arts Competitions Coordinator will post writing contests on FHS Website and FHS Language Arts CAB Conference. Students will be encouraged to enroll in Journalism , Yearbook, and Debate classes by through data chats by Language Arts teachers and Administrators. Students will be invited to extended learning	1A.4Writing Coach, Language Arts Department Chair	1A.4. Postings on CAB and in classrooms	1A.4. Attendance Rosters and increase in contest entries

		opportunities through Specialized Camps and afterschool workshops for SAT/ACT/PSAT/PERT and College Essay Writing.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students in the Florida Alternative Assessment program showed success in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 (40%) students scored 4 or higher in writing	3 (60%) will score 4 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	Teachers have limited time to provide for practices using accommodations from IEP's	Teachers will use data to provide grouping for students to include more practice for writing for FAA Writing	ESE Specialist	Check of data binders	Student Work Samples
2		Students will view videos of writing strategies to provide instruction and samples for practice	ESE Specialist	Check of lesson plans, Marzano Observations	Student work samples

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
Scoring using FCAT 2.0 rubric	9-10 Lang Arts and Reading	Ralph Bucci	9-10 Lang Arts and Reading Teachers	Pre-planning	Teachers hand in scores, student samples. Teachers trade papers	Writing Coach, Assistant Principal
Grammar	School-wide	Ralph Bucci andCarolSheppard	School-wide	Pre-planning and Wednesday Workshops	Classroom Walkthroughs and Checking Lesson Plans	Writing Coach, Assistant Principal

Writing Budget:

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

	Description of Resources	Funding Source	Available Amount
Pull-out Remediation	Instructional Staff	Accountability	$1,000.00
		Subtotal: $1,000.00	

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
Training for Instructional and Administrative Staff during school year and pre-planning activities	Instructional staff and Administrative Staff, Materials, Speakers	Accountability	$1,000.00
		Subtotal: $1,000.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT/PSAT/SAT/ACT/PERT/EOC Camps	Instructional staff, Administrative Staff, Materials	Accountability	$1,000.00
		Subtotal: $1,000.00	
		Grand Total: $3,000.00	

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	This will be the first year of the U.S. History EOC exam. Plans are made for increasing rigor of coursework through use of materials and technology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data is available	373 (50%) of students taking the U.S. History EOC will receive a score of Level 3 or above.

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 are not familiar with new textbook and materials	1.1. Teachers will receive training for American History textbook and materials. Teachers will access Instructional Focus Calendar and Pacing Guide found on BEEP Teachers will join PLC's for sharing Best Practices on newly adopted District materials	1.1.Social Studies Department Chair, Assistant Principal	1.1. Lesson plan check, Marzano Observations to see implementation of newly adopted materials	1.1. Student Work Samples
2	1.2. Lack of information on EOC testing goals and structure	1.2. Teachers will access FLDOE website as well as BEEP for sample test materials and information on test development	1.2. Social Studies Department Chair, Assistant Principal	1.2. Agendas and minutes from PLC's and Department meetings	1.2. Practice tests

3	1.3. Motivation of students to achieve at or above level 3 on test	1.3.Teachers will hold Data Chats with students to understand that the EOC test results will make up 30% of their final academic grade. Teachers will refer students needing remediation to EOC Camps and Extra Learning Opportunities Guidance Counselors will include in student meetings/classroom visits information o\on importance of passing the EOC	1.3.Guidance Director, Social Studies Department Chair, Assistant Principal	1.3. Records of data chats and counselor meetings	1.3.EOC test scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Our school has a successful Advanced Placement American History program. Students scoring at levels 4 and 5 should enroll in AP US American History.
2012 Current Level of Performance:	2013 Expected Level of Performance:
117 students took Advanced Placement US History, with 34 (29%)of students passing the national exam.	128 students will enroll in AP US History with 51 (40%) of students passing the national exam

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. Increased rigor or materials made available to students	2.1. Teachers will receive training for use of online materials geared to advanced reading levels for increased rigor and differentiated instruction. Teachers will receive training on Common Core Standards and infuse these into classroom instruction	2.1. Social Studies Department Chair, Reading Coach, Assistant Principal	2.1. Check of lesson plans, Marzano Observations	2.1. Student work samples
2	2.2. Students lack confidence in abilities to master work in Advanced Placement classes	2.2. Guidance counselors will encourage enrollment in Advanced Placement American History and other Social Studies Advanced Placement classes using AP Potential and PSAT scores. Teachers of 9-10 Honors Social Studies classes will infuse Advanced Placement strategies into courses. Teachers will encourage students showing promise to enroll in Advanced Placement American History.	2.2. Guidance Director, Social Studies Department Chair, Assistant Principal	2.2. Records of data chats, enrollment in Advanced Placement American History	2.2. Passing scores on Advanced Placement History Exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC for U.S. History	11th & 12th /Social Studies	Brian Lynn	History Teachers	Early Release and Professional Development Days	Review of Lesson Plans, Marzano Observation, Mini Assessment	Assistant Principals and Social Studies Dept. Chair

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
CollegeBoard Workshop	Registration Fees for Teachers who have not taught Advanced Placement class before	Accountability	$360.00
Staff Development during pre-planning and school year	Instructional Staff and Administrative staff and materials		$500.00
			Subtotal: $860.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PSAT/ACT/SAT/EOC Camps	Instructional and Administrative Staff, materials	Accountability	$500.00
			Subtotal: $500.00
			Grand Total: $1,360.00

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:	By June 2013, the average daily attendance for students enrolled at Flanagan High School will increase by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

As of June, 2012, the average daily attendance for students enrolled was 92%.	By June 1, 2013, the average daily attendance for students enrolled will be 93% (1% increase)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
730 students had excessive absences	We will reduce excessive absences by 5%, to 693
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
471 students had excessive tardies in 2011-2012	We will work to reduce the number of students who have excessive tardies to 447

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. Consistent and accurate reporting of student absences and tardies in Pinnacle for each class period.	1.1. - Continued focused attention by instructional staff in changing absences to tardies when students arrive late to class. - Instructional staff mark the designated attendance code for students in attendance, especially period 2, the official attendance reported to the district. - Instructional staff notify Administrators of student unexcused absences. - Automated telephone call from the district to parents when students are absent on a daily basis. - Additional manpower to process letters noting 5 days and 10 days of student absences.	1.1. Instructional Staff Attendance Clerk, Assistant Principals	1.1. - Access 2013 Data Warehouse monthly average daily attendance reports in comparison to 2012 monthly average daily attendance reports. - Review the district created principal's quarterly "Attendance Register" report (ATT0500 Report)	1.1. - May 28, 2013 yearly average attendance report
2	1.2. Accurate student contact information	1.2. - School district insert of Emergency Contact/Dismissal Card in the Student Code of Conduct handbook for collection the first week of the first nine weeks. - The school updates Emergency Contact/Dismissal Cards the 1st week of the second semester.	1.2. - Educational Technology Services (ETS) at the district level - District Student Support Services (Student Code of Conduct Emergency Contact/Dismissal insert) - Assistant Principals/Student Affairs (Parent Link call-out)	1.2. - Assistant principal log of parent contact on TERMS L-27 panel. - Monitor the number of student data updates after Parent Link callout.	1.2. - Long term checkpoints for progress: Interim Reports, and report cards
	1.3. Students beyond compulsory school age	1.3. - Weekly public address announcements	1.3. - SGA public service	1.3. - Monitor the number of reports from	1.3. - Incremental monthly elevation

3	of 16	of the importance of maintaining good attendance to avoid loss of the driver's license or forestall obtaining one - Five absences referral submitted to Social Worker for home visit - Convene the Collaborative Problem Solving Team (CPST) to address specific high truancy issues with subsequent case by case interventions to correct truancy issues.	attendance announcements - Assistant Principals - CPST: guidance counselor, assistant principal, ESE Specialist, academy leader.	DMV of revocation of student driver's license. - Truancy status reports from the Social worker to assistant principals and behavior specialist. - CPST outcomes reported to assistant principals for further action if needed.	of the average daily attendance rate from September 2011 through April 2012.
4	1.4 Mitigation of students exhibiting a pattern of non-attendance	1.4 - Advise parents through Parent Link to monitor student attendance through the Pinnacle system - Notify parents of students approaching the pattern of non-attendance threshold - Refer truant students to the behavior specialists -Convene a Collaborative Problem Solving Team - Engage the social worker in making home visits	1.4 - Assistant principals - Attendance clerk, assistance principals - Attendance clerk, teachers - Assistant principals, guidance counselors, teachers, parents - Assistant principals	1.4 - Access DWH to obtain an Absences (Days/Occurrences) report that includes parent contact numbers - Feedback from parents and teachers	1.4 - Follow-up counseling by the Assistant Principal, guidance counselor

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
CPST training	9-12	District facilitator	Assistant principals, guidance counselors, ESE specialist	Once a month at Leadership Team Mtg.	Post CPST review of chronically truant student data; parental contact if the student breaches CPST recommendations	Assistant Principal assigned to CPST

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Suspension Goal #1: Flanagan High School supports the philosophy that students need to regularly attend classes in order to achieve academic success. In an effort to increase individual student academic achievement, the goal is to reduce the number of external suspensions and external suspension days by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Internal Suspension varies from one period to one full day. For the 2011-2012 school year FHS had 1316 total Internal Suspension incidents.	For the 2012-2013 school year FHS will reduce its total number of Internal Suspension incidents by 5% to 1288 incidents.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
For the 2011-2012 school year the total number of students receiving In-School Suspensions was 630	In the 2012-2013 school year FHS will reduce its total number of students receiving In-School Suspensions by 5% or 598
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In the 2011-2012 school year FHS had a total of .233 Out of School Suspensions	For the 2012-2013 school year FHS expects to lower the number of Out of School Suspensions to .20.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
For the 2011-2012 school year 172 Students were suspended out of school	In the 2012-2013 school year Flanagan will reduce its number of students suspended out of school by 5%, to 163

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. Implementation of the CWFHS school discipline plan with fidelity, to include pre-referral	1.1. Professional development on the Flanagan discipline plan that was	1.1. Assistant Principals	1.1. Suspension rates for both ESE and General Education students as well as using the	1.1. Suspension reports generated through the school reports

	interventions	developed with teacher input outlining corrective steps to be taken for off task behavior and appropriate interventions to be implemented before reaching the suspension step		referral reports located in the DWH discipline folder	menu.
1					
2	1.2. Flanagan's philosophy of suspensions as they relate to fighting and other related offenses is most times rigid in its application.	1.2. Reassess and reevaluate the school philosophy as it relates to fighting and other related offenses to provide for some flexibility and interventions.	1.2 Assistant Principals	1.2. Suspension rates for both ESE and General Education students as well as using the referral reports located in the DWH discipline folder	1.2. Suspension reports generated through the school reports menu.
3	1.3. Increase in student belief in the appropriateness of violent response as a way to settle differences.	1.3. Expand and expound on the National Peace Initiative through morning announcements, website announcements, posters, and classroom visits to promote nonviolent responses as a year-round component encompassing schoolwide projects and activities and implement a full-day Peer Mediation program	1.3 Assistant Principal and LEAD Teachers	1.3. Suspension rates for both ESE and General Education students as well as using the referral reports located in the DWH discipline folder along with Data Collection through Peer Mediation referrals and student contracts	1.3. Suspension reports generated through the school reports menu along with Quarterly review of the Peer Mediation program as an intervention to student conflict

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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
CHAMPS a modular series of material designed to help, the classroom teacher, develop (or fine tune) an effective classroom management plan that is proactive and positive.	9-12	CHAMPS Trainer	Instructional School-Wide	Early Release and/or Planning days as needed	Quarterly review of teacher referrals within Virtual Counselor	Assistant Principals
		Mentor Teachers can				

| Best Practices for Classroom Management | 9-12 | mode/share best practices with teachers who are having classroom management concerns | Instructional School-Wide | Early Release Days, Waiver Days | On-going collegiate discussion | Assistant Principals |

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Trend data show that the drop out rate has decreased in the past year
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The most recent data indicating the dropout was 2011-2012 The rate was .5%.	By June 2013, CWFHS dropout rate will decrease by .1%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
CWFHS current rate of 92% for 2012	By June 2013, CWFHS'Graduation Rate will increase by 1% to 93%.
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	Early identification of students in danger of dropping out with one or more of the following indicators: low FCAT scores, insufficient credits, low GPA and low End of Course results	1. Teachers, guidance counselors, and administrators will conduct data chats to ensure students are on target for progression and knowledgeable of their requirements. 2. After examining academic, behavior, and attendance data for all students in danger of dropping out, referrals will be made for RtI at the appropriate intervention level. 3. Guidance counselors will meet with students in need of credit recovery and place them into the APEX program to earn credits for graduation. 4. Seniors and their parents will receive quarterly letters indicating credits necessary for graduation with subsequent senior appointments for recap of graduation status. 5. All students are trained to use Pinnacle and Virtual Counselor to access graduation status data and current grades. 6. Parents are encouraged to access Pinnacle and Virtual Counselor to monitor student progression. 7. An ESE support facilitator is assigned for ESE student access to assist in attaining academic success. 8. School Social Worker will assist the school with improving graduation rates of at-risk seniors by providing 1:1 counseling/ coaching assistance to a 12th grade cohort group (20-30 students). School social worker will assist the 9th grade school counselors by providing school guidance lessons (e.g. life skills, study skills) to at-risk 9th graders that have been identified by the school. School social worker is also responsible for providing student & family assessments; home visits as needed;	Assistant Principal (s), Guidance Director, Teachers Assistant principals and guidance counselors Media Center, Media Specialist SAF Chairperson and administrators ESE Specialist and Support Facilitators	1. Monitor attendance reports 2. Analysis of historical graduation rates 3. Monitor RtI progress 4. Discussion of benchmark data at regular leadership team meetings. 5. Quarterly monitoring of GPA reports 6.Quarterly monitoring of percentage of students passing courses 7. Quarterly monitoring of internal and external suspensions 8.Quarterly monitoring of attendance rates 9. Comparison of attendance data, graduation and suspension rates with district and state data	DWH reports High School Feedback Report Graduation cohort reports School district D/F Report

		referrals to community agencies; referrals to mental health partners; attendance monitoring and referrals to CINS/FINS providers; psychosocial assessment and consultation services with teachers and families. School social worker is able to provide short-term counseling for identified at-risk students. School social worker is also a member of the Response to Intervention team at school and is available for crisis intervention services.			
2	Overage students transitioning into 9th grade	1. Assistant principals and guidance counselors conduct regular Academic Achievement Dialogues with overage 9th graders. 2. Placement in Adult Community Schools, registration in on-line credit recovery courses, and virtual school registration 3. Regular 9th grade cohort Administrator involvement with overage students	1. Assistant principals and guidance counselors 2. Guidance counselors	1.1 Monitor Interim Reports and quarterly grades. 1.2 Monitor End of Course requirements for Algebra 1. 2. Monitor data from virtual school and credit recovery coursework	1.1 End of Course Test results 1.2 Monitor GPA's 1.3 District D/F Reports 2. Virtual school reports and Credit recovery reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher Training TBA	9-12	District Training	Instructional Staff	On-going	Cohort reports	Assistant Principals

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Flanagan High recognizes the importance of parental involvement as a key element to student academic success. Through administrative, instructional, and parental collaboration individual student academic progress is regularly communicated. Additionally, the parent-link is used to communicate important events. Agendas and sign-in sheets show that parental involvement levels were maintained from the previous year. This year's SAC quorum records show that all meetings met quorum. Additionally, data will be collected, reviewed, and analyzed for parental involvement in school activities. These events include, but are not limited to PTSA events, Guidance events, school website hits, parent conferences, and various written communications.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Last year's data shows that 21% (672) parents attended open house. Last Data also shows 35% of attendees at SAC meetings were parents.	22%

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.Low participation of parents in attendance at SAC, PTSA, and academic-oriented after school events.	1.1.SAC/PTSA, Guidance and Administration will increase communication among targeted audiences for events. Targeted events will include: ESE Advisory, ELL Meetings, Gifted Advisory, AP Potential Night, Freshman Invasion, Spotlight on Flanagan, ELL Parent night. PTSA/Guidance cosponsored events.	1.1.SAC Chair, PTSA President, Assistant Principals, Guidance Director, BRACE Advisor	1.1.Number of parents signing in at meetings.	1.1.Sign-in sheets
	1.2.Lack of parental involvement due to communication barriers of diverse student	1.2.SAC, Guidance, and Administration will increase communication	1.2.Assistant Principal, Guidance Counselor	1.2.Number of phone calls made. Number of Parent Link messages sent.	1.2.Sign-in sheets, web site monitoring

				Number of postings to the web site.	
2	populations as well as limited resources.	through School website

by posting messages in English, Creole, and Spanish informing and inviting parents to meetings and academic-oriented school events. The school electronic marquee will post events. | | | |
| 3 | 1.3.Limited parental knowledge regarding individual student academic success and progress. | 1.3.Parents will be provided with information regarding how to utilize Pinnacle and Virtual Counselor as tools for monitoring individual student academic progress. | 1.3.Teachers Guidance Counselors Assistant Principals | 1.3.Number of parental meetings and contacts.

Number of parent / teacher / guidance conferences | 1.3.L Panel, teacher logs, Guidance appointment calendar. |
| 4 | 1.4 Lack of ability to contact parents regarding student improvement activities | 1.4 Parents will be invited to provide email addresses so that they can receive notification

of monthly e-letters concerned with school activities, student improvement activities and ELO's | 1.4 Guidance Counselors, Assistant Principals | 1.4 Increased number of
parent email addresses | 1.4 Increased enrollment at ELOs |

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
Inform faculty and staff of parental involvement opportunities.	9-12	Administration	Instructional school-wide	waiver day / early release	teacher log	Assistant Principal
Virtual Counselor / Pinnacle	9-12	Dept. Heads Tech Specialist	Instructional school-wide	Pre-planning week August 2012	AP review of individual teacher data reports	Assistant Principal

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:	We have STEM courses in place and ways of communicating them to students; however, increased actions need to be taken to increase the access to STEM courses and instructional practices for teachers and students. A particularly successful program has been our school's JROTC program. Students are introduced to the program in middles school feeders, but can enter the program in high school as well.

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. Knowledge of STEM courses, components, and requirements	1.1. Awareness for students and teachers will be created through posting on the FHS Website, meetings with guidance counselors, classroom visits, and parent nights	1.1. Assistant Principals	1.1. Increased enrollment in STEM classes	1.1. Data numbers for Dual Enrollment, Technical Dual Enrollment and Engineering CAPE Academy Industry Certifications
2	1.2. Teachers are not trained on Promethean Boards	1.2.Teachers will attend trainings to use Promethean Boards and new Boards will be placed in the classrooms of teachers who have been trained	1.2.Principal	1.2. Marzano Observations to see evidence of use and check of lesson plans	1.2.Number of classrooms with Promethean Boards in use
3	1.3.Ability to use technology provided through USNavy resources	1.3. Teachers will meet in PLC's for planning use of technological support	1.3.PLC director	1.3.Products produced by PLC's, notes and agendas from meetings	1.3. Increase of technology tools used in classroom instruction and extra learning opportunities
4	1.4 Need to use feeder patterns effectively for communication, transition, and enrollment in STEM courses and CTE, Science, and Mathematics courses	1.4 Teachers, guidance counselors, and assistant principals will work to improve articulation between feeder schools and appropriate classes and programs.	1.4 Assistant Principals	1.4 Increased enrollment	1.4 Attendance at meetings

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Industry Certifications, CAPE Academies, and program concentrators are at risk for decreased participation and passing rates with the transition of the master schedule and decreasing school population.
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Maintaining program and CAPE enrollment in the transition from block to seven periods.	1.1.Recruitment from grades 8, 9 and 10 with a four plan for program completion.	1.1. Department chair Perkins Liaison Department AP Program teachers	1.1.Reports from district, class rosters and monitoring of proper student progress through programs And number of Industry certifications.	1.1.Five year plan, CAPE budget reports, and Perkins budget allowances.
2	1.2. Time out of computer labs for school wide required testing	1.2. Increase number of computer labs and decrease number of days CTE classes are out of labs.	1.2.Administration	1.2.Testing planning calendar	1.2.Testing calendar

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC for CAPE and program teachers	9-12	PLC Leader	CTE Teachers	On-going	Stay on top of data and program strategies and Industry Certification plans and numbers	Department Chair, Perkins Liaison, Program teachers, AP for CTE

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Graduation Rate Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Graduation Rate Goal Graduation Rate Goal #1:		Graduation Rate Graduation rate of cohort has increased over last two years		
2012 Current level:		2013 Expected level:		
643 (92%) of students in class of 2012 from 08-09 cohort graduated.		750 (93%) of students in class of 2013 from 09-10 cohort graduated.		
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students completing course work in four years of their appropriate cohort, with special attention to at risk population	1.1 Guidance Counselors and Administrators will meet with students to offer opportunity for credit recovery through Community School, Virtual School and OCLC. Teachers will conduct data chats with students at regular intervals for progress monitoring. Assistant Principals will meet with teachers to consult on student data. At risk students will be tracked and monitored by Assistant Principal and offered extra learning opportunities. Additional parent contacts and student data chats will be held for continuous progress monitoring.	1.1. Guidance and Assistant Principals	1.1. Measure the number of students who enroll and complete credit recovery opportunity.	1.1.Credit recovery reports
2	1.2. Irregular attendance patterns	1.2. Teachers will follow the school discipline plan in reporting students with attendance and tardy issues to Assistant Principals Guidance Counselors who will make parent contact. Administrators will use RTI Core Teams to contact and meet with students and families to communicate and mentor regular attendance. Data chats will at-risk students will include	1.2. Assistant Principals	1.2. RtI monthly meetings will be held on identified students, parent conference will be held at exit interview, and results reported at Leadership Meetings.	1.2. Attendance Data

		discussion of attendance on a daily basis and class-by-class basis.				
3	1.3 Proper codes in TERMS for withdrawals	1.3. Exit interviews with Guidance and Administration and follow up with Registrar and Information Manager Specialist	1.3.Guidance, Assistant Principals, and Registrar	1.3. Parental conference and exit interview.	1.3. Cohort 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
Training for RTI Plan to promote student graduation rate	School-wide	PLC Leader	School-wide	Pre-planning week and on-going	Leadership meetings	Assistant Principals

Budget:

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

End of Graduation Rate Goal(s)

Accelerated Learning Goal:

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

	1. Accelerated Learning Goal Accelerated Learning Goal #1:		Accelerated Learning Participation and Performance Over the last five years the number of students enrolled in Advanced Placement, Dual Enrollment and Industry Certification courses has steadily increased.	
	2012 Current level:		2013 Expected level:	
	658 (21%) of students in 2012 completed at least one AP, Dual Enrollment, or Industry Certification course and 415 (63%) successfully received accelerated credit.		700 (23%) students in class of 2013 will complete at least one AP, Dual Enrollment, or Industry Certification course and 455 (65%)will successfully receive accelerated credit.	

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. Student perception that either the course is too challenging or they lack confidence in ability to participate in upper level course work.	3.1. Guidance Director and PTSA will host an AP Potential Night for perspective students and parents to raise awareness of opportunities and to encourage enrollment in accelerated course work in all curricular areas. Teachers will promote enrollment to qualified students in their academic areas during data chats	3.1.Guidance Director, Assistant Principals	3.1 Guidance Counselors will meet with special population and under-represented populations for further recruitment, and Assistant Principals will consult with teachers during administrative data chats.	3.1.Sign-in sheet from AP Potential Night, increase in student enrollment in AP, dual enrollment, technical dual enrollment, and industry certifications.
2	3.2.Lack of student confidence in ability to participate in rigorous courses or pass AP exams	3.2 Guidance counselors will use PSAT Potential, Report Cards, and teacher recommendation to identify potential students and hold meetings with them. Teachers will share best practices and use CollegeBoard training and website, employing strategies in classes. Teachers will have data chats with students for continuous progress monitoring	3.2. Guidance Director, Assistant Principals	3.2. Data set at 50% success rate derived from College Board AP Potential List.	3.2.Increase in enrollment and final reports from College Board and High School Feed Back Reports
3	1.2. Lack of student enrollment in Dual Enrollment classes	3.3. Promote Dual Enrollment in off campus and on campus classes through Guidance Department, BRACE, and Teacher Data Chats. Offer on campus Technical Dual Enrollmlent.	3.3. Guidance Director, CTE Department Chair	3.3 Guidance Counselors will meet eligible students and with special population and under-represented populations for further recruitment..	3.3. Enrollment in Dual and Technical

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
Students in class of 2012 will complete at least one AP or Dual Enrollment course	School-wide	PLC Leader	School-wide	Early Release or Professional Wavier Day	Leadership meetings	Assistant Principals
Advanced Placement Strategies	9-12 Advanced Placement Classes	Reading Coach	9-12 Advanced Placement Teachers	Pre-planning, Wednesday Workshop, Early Release, or Professional Waiver Day	Use of Best Practices and Development of Lesson Plans	Assistant Principals

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 Accelerated Learning Goal(s)

College Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. College Readiness Goal College Readiness Goal #1:	Improve student performance on PSAT/ACT/SAT/PERT to increase the number of students who score at or above college readiness or college level cut scores.
2012 Current level:	2013 Expected level:
286 (81%) students in reading and 328 (66% of students in mathematics who took the PSAT/ACT/SAT/CPT/PERT will receive scores at or above college readiness.	286 (81%) students in reading and 328 (66% of students in mathematics who took the PSAT/ACT/SAT/PERT will receive scores at or above college readiness.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4.1.Knowledge and benefits for high-stakes testing readiness	4.1. Guidance Counselors will visit classrooms to explain and promote the benefits of taking multiple high-stakes tests. Teachers will post dates of high stakes tests in classroom. Announcements of upcoming test dates will be made on the morning announcements and included on the Flanagan Website	4.1.Guidance Director, Reading Coach	4.1. Data reflecting number of Student participating in high stakes testing	4.1. High School Feedback Report and Data from School Grade
2	4.2.Limited preparation for high-stakes tests	4.2.Classroom teachers will provide students with monthly practice passages/sections reflecting high stakes testing scenarios, with scoring and feedback. Teachers will present 5 Latin/Greek roots a week with word examples relevant to content areas. These will be reinforced on word walls. Teachers will encourage student participation in PSAT/ACT/SAT/CPT/PERT Camps Teachers will use computer software that emphasizes skills that students will need for practice on PERT and other high stakes tests	4.2. Department Chair	4.2. Examination of testing data	4.2. Increased participation and test scores

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
How to increase enrollment in high stakes testing promoting college readiness	School-wide	Instructional coaches	School-wide	On-going	Classroom walkthroughs	Assistant Principals and Department Chairs

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
USA Test Prep—PERT Materials	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
			Subtotal: $325.00
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: $325.00

End of College Readiness Goal(s)

Industry Certifications Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Industry Certifications Goal Industry Certifications Goal #1:	Students have been given more opportunities to achieve industry certification through increased opportunities in existing and new programs that also include CAPE Academies.
2012 Current level:	2013 Expected level:
70 (10%) graduates received industry certification in a variety of programs.	76 (11%) graduates will receive industry certification in a variety of programs.

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. Lack of course offerings for industry certification	1.1. Increase curriculum course offerings to include courses that provide industry certification. Career and technical team headed by Assistant Principals developed a 5-year plan through CTACE to increase program and industry and certification offerings.	1.1. Assistant Principals	1.1. Enrollment of students in industry certification courses	1.1. Number of certifications received over a 5-year period
2	1.2. Lack of administration of industry certification preparation and testing.	1.2. Increase instructor credentials and times to offer tests to achieve industry certifications.	1.2.CTE Department Chair, Assistant Principal, Site	1.2. CTE Teacher Certifications and number of certification taken and passed.	1.2. Report of industry certifications and program progress.

			Testing Coordinator		
3	1.3 Lack of student knowledge about programs and what is offered and accomplished such as industry/workplace ready certifications.	1.3 Increase student awareness through guidance counselors, advertisements at school open house and evening programs, and recruitment in classes and middle schools.	1.3 CTE Department Chair, Assistant Principal, Site Testing Coordinator, Technical teachers	1.3 CTE student certifications and projected program consentrators.	1.3 Reports of industry certifications, program progress, and funding generated for the CAPE Academies.

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

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

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

Budget:

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

End of Industry Certifications Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pull-out Remediation	Instructional Staff	Accountability	$1,000.00
CELLA	Pull-out Remediation	Instructional Staff	Accountability	$0.00
Mathematics	Pull-out Remediation	Instructional Staff	Accountability	$1,000.00
Writing	Pull-out Remediation	Instructional Staff	Accountability	$1,000.00
				Subtotal: $3,000.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	US Test Prep--PERT	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
Mathematics	USA Test Prep--Algebra	Computer Software--Web-based program that provides testing, remediation, and data for Algebra EOC	Accountability	$325.00
Mathematics	USA Test Prep—Geometry	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
Mathematics	USA Test Prep--ACT	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
Science	USA Test Prep	Web-based program that provides testing, remediation, and data for Biology EOC	Accountability	$325.00
College Readiness	USA Test Prep—PERT Materials	Web-based program that provides testing, remediation, and data for Geometry EOC	Accountability	$325.00
				Subtotal: $1,950.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training for teachers during school year and pre-planning activities	Instructional Staff, Administrative Staff, Materials, Speakers	Accountability	$1,000.00
CELLA	ESOL Strategies	Instructional /District Staff	Accountability	$0.00
Mathematics	Training for teachers and administrators during school year and pre-planning activities	Instructional staff, Administrative staff, Materials, Speakers	Accountability	$1,000.00
Science	Training for Instructional and Administrative Staff during school year and pre-planning activities	Instructional and Administrative Planning to meet district, state, and federal mandates, Instructional staff and Administrative Staff, Materials, Speakers	Accountability	$1,000.00
Writing	Training for Instructional and Administrative Staff during school year and pre-planning activities	Instructional staff and Administrative Staff, Materials, Speakers	Accountability	$1,000.00
U.S. History	CollegeBoard Workshop	Registration Fees for Teachers who have not taught Advanced Placement class before	Accountability	$360.00

| U.S. History | Staff Development during pre-planning and school year | Instructional Staff and Administrative staff and materials | | $500.00 |

| | | | | Subtotal: $4,860.00 |

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT/PSAT/SAT/ACT/PERT/EOC Camps	Instructional staff, Administrative Staff, Materials	Accountability	$1,500.00
Mathematics	FCAT/PSAT/SAT/ACT/PERT/EOC Camps	Instructional staff, Administrative Staff, Materials	Accountability	$1,500.00
Science	EOC camp	EOC Camp instructors and administrators	Accountability	$1,500.00
Writing	FCAT/PSAT/SAT/ACT/PERT/EOC Camps	Instructional staff, Administrative Staff, Materials	Accountability	$1,000.00
U.S. History	PSAT/ACT/SAT/EOC Camps	Instructional and Administrative Staff, materials	Accountability	$500.00

| | | | | Subtotal: $6,000.00 |
| | | | | Grand Total: $15,810.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

jⁿ Priority	jⁿ Focus	jⁿ Prevent	jⁿ NA

Are you a reward school: jⁿ Yes jⁿ No

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

No Attachment

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
FCAT/SAT/ACT/PSAT/PERT/EOC Camps	$6,000.00
Purchase of materials	$1,950.00
Professional Development	$4,860.00
Pull-out Remediation	$3,000.00

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

The School Advisory Council combines instructional staff, non-instructional staff, parents, administrators, students, and business partners who work together to insure that all students are learning at their highest potential, and that all stakeholders have a hand in the decision-making processes of the school. SAC meets the fourth Monday of each month, prior to the School Advisory Forum. SAC provides a forum where all stakeholders can be heard on issues affecting the school and

student achievement. SAC approves the SIP plan including accountability fund use and monitors the progress of the SIP through reports given to show the effectiveness of the action steps towards meeting objectives. SAC hears reports from members of the SIP planning committee, including academic coaches, department chairpersons, and academy leaders. The SAC examines data on student achievement and conducts needs assessments to assist in formulating the SIP plan. SAC hears reports from interested parties such as SAF members, parents, or community leaders on matters that are of concern to the school. SAC holds elections of stakeholders in a timely fashion as indicated in the bylaws. When necessary, the SAC will establish Ad Hoc Committees for the purpose of studying issues central to student achievement. The SAC will actively pursue participation by underrepresented populations by actively publicizing information about SAC and how to get involved on the school Web site, the school newsletter, information sent home during the opening week, and open house. Attendance will be encouraged by parent link messages targeted offered in both English and Spanish. Academy leaders will target parents of underrepresented populations and populations not meeting AYP, and parents will be sent emails in the home language inviting them to attend SAC meetings. Childcare will be provided to encourage attendance.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
CHARLES W FLANAGAN HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	79%	90%	34%	248	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	48%	74%			122	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)	63% (YES)			111	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					491	
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
CHARLES W FLANAGAN HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	79%	90%	35%	254	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	52%	75%			127	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?	42% (NO)	62% (YES)			104	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					495	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested