

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Tallahassee, Florida 32399

School Name: HOLLYWOOD HILLS HIGH SCHOOL

District Name: Broward

Principal: Lourdes Gonzalez

SAC Chair: Beth Winterholler

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mrs. Lourdes M. Gonzalez	MA TESOL and Educational Leadership BA Psychology	1	8	2011-2012 Hollywood Hills High School, Grade TBA 2010-2011 Apollo Middle School, Grade A/READING-High Standards 66%/Learning Gains 65%/Lowest Quartile 72%; MATH-High Standards 71%/Learning Gains 74%/Lowest Quartile 74%; WRITING-High Standards 90%; SCIENCE-High Standards 47%; AYP was met. 2009-2010 Apollo Middle School, Grade A/READING-High Standards 46%; MATH-High Standards 69%; WRITING-High Standards 96%; SCIENCE-High Standards 32% 2008-2009 Everglades High School, Grade C, READING-High Standards 42%; MATH-High Standards 74%, WRITING-High Standards 88%, SCIENCE-High Standards 33%. Did not make AYP 2007-2008 Everglades High School, Grade B-READING-High Standards 52%, MATH-High Standards 78%, WRITING-High Standards 93%, SCIENCE-High Standards 41%, Did not make AYP.

Assis Principal	Ms. Jacqueline Smith	MS Elementary Education BS Business and Humanities Certification in Educational Leadership ESOL Endorsement Reading Endorsement	1	5	2011-2012 Hollywood Hills High School, GRADE TBA 2010-2011 Hallandale High School, Grade TBA, READING – High Standards 25%/Learning Gains 42%/Lowest Quartile 53%; MATH – High Standards 64%/Learning Gains 69%/Lowest Quartile 56%; WRITING – High Standards 78%; SCIENCE – High Standards 29%; Did not make AYP 2009-2010 Hallandale High School, Grade C READING – High Standards 28%/Learning Gains 42%/Lowest Quartile 46%; MATH – High Standards 60%/Learning Gains 70%/Lowest Quartile 67%; WRITING – High Standards 85%; SCIENCE – High Standards 24%; Did not make AYP 2008-2009 Lindley Middle School, Georgia, READING - High Standards 79%; MATH - High Standards 77%; WRITING - High Standards 82%; Met AYP in all areas 2007-2008 Lindley Middle School, Georgia, READING - High Standards 76%; MATH - High Standards 73%; WRITING - High Standards 80%; Met AYP in all areas
Assis Principal	Dr. Maureen P. Lue	Ed.D Education MS. Mental Health Counseling BS. Business Certification in Educational Leadership Guidance ESOL Endorsement	3	11	2011-2012 Hollywood Hills High School, Grade TBA 2010-2011 Hollywood Hills High School, Grade C- READING-High Standards 36%, Learning Gains 40%, Lowest Quartile 38%; MATH- High Standards 67%/ Learning Gains 67%/Lowest Quartile 53%; WRITING- High Standards 81%; SCIENCE- High Standards 41%; Did not make AYP 2009-2010 Hallandale High School, Grade C/READING - High Standards 28%/Learning Gains 42%/ Lowest Quartile 46%; MATH - High Standards 60%/Learning Gains 70%/Lowest Quartile 67% WRITING- High standards 85%; SCIENCE - High standards 24%; Did not make AYP 2008-2009 Flanagan High School, Grade B – READING- High Standards 53%/Learning Gains 59%/Lowest Quartile 53% MATH – High Standards 78%/Learning Gains 76%/Lowest Quartile 67%; WRITING – High Standards 88% ; SCIENCE – High Standards 37%; Did not make AYP
Assis Principal	Ms. Erin Pashley	MS Educational Leadership K-12 BS Physical Education K-12/Health K-12 ESOL Endorsement Reading Endorsement	1	1	2011-2012 Charles Flanagan High School, Grade TBA 2010-2011 Charles Flanagan High School, Grade B/READING-High Standards 45%/Learning Gains 79%/Lowest Quartile 48%; MATH-High Standard 79%/Learning Gains 74%/Lowest Quartile 48%; SCIENCE-High Standards 34%; Did not make AYP 2009-2010 Charles Flanagan High School, Grade B/READING-High Standards 50%/Learning Gains 52%/Lowest Quartile 42%; MATH-High Standards 79%/Learning Gains 75%/Lowest Quartile 62%; SCIENCE-High Standards 35%; Did not make AYP 2008-2009 Charles Flanagan, Grade B, READING-High Standards 46%/Learning Gains 52%/Lowest Quartile 46%; MATH-High Standards 78%/Learning Gains 75%/Lowest Quartile 60%; SCIENCE-High Standards 37%; Did not make AYP
Assis Principal	Mr. Michael Warkentein	MS Educational Leadership K-12 BS Business Management ESOL Endorsement			2011-2012 Ben Gamla Charter School, Grade TBA 2009-2011 School Accountability Office 2008-2009 Glades Middle School, Grade A/READING-High Standards 77%/Learning Gains 68%/Lowest Quartile 71%; MATH-High Standards 78%/Learning Gains 74%/Lowest Quartile 65%; SCIENCE-High Standards 46%; ; WRITING-High Standards 98%

## 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	Tammy Albury	MS Reading BS Elementary Education ESOL Endorsement	9	3	2011-2012 Hollywood Hills High School, Grade TBA 2010-2011 Hollywood Hills High School, Grade C- READING-High Standards 36%, Learning Gains 40%, Lowest Quartile 38%; MATH- High Standards 67%/ Learning Gains 67%/Lowest Quartile 53%; WRITING- High Standards 81%; SCIENCE- High Standards 41%; Did not make AYP 2009-10 Hollywood Hills H.S., Grade C, READING - High Standards 39%/Learning Gains 48%/Lowest Quartile 43%; MATH - High Standards 69%/Learning Gains 75%/Lowest Quartile 64%; WRITING- High Standards 91%/SCIENCE - High Standards 36%; Did not make AYP 2008-09 Hollywood Hills H.S., Grade D, READING - High Standards 36%/Learning Gains 46%/Lowest Quartile 48%; MATH - High Standards 70%/Learning Gains 72%/Lowest Quartile 59%; WRITING -High Standards 81%/SCIENCE-High Standards 31%; Did not make AYP 2007-08 Grade C- READING - High Standards 37%/Learning Gains 50%/Lowest Quartile 49%; MATH - High Standards 65%/Learning Gains 70%/Lowest Quartile 64%; WRITING - High Standards 86%; SCIENCE - High Standards 27%; Did not make AYP

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Staff Development will be scheduled during pre-planning week, planning periods, and Employee Planning Days.	Ms. Jacqueline Smith	June 2013	
2	Teachers new to Hollywood Hills High will be provided a NESS coach.	Ms. Jacqueline Smith	June 2013	
3	Teachers in need of improvement will be assigned an instructional coach based on his/her area of deficiency.	All Administrators	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5 - out of field 6 - not highly qualified	-Site based professional development -Collaborative planning -Recommendation to attend district based training -Site based webinar training

## 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
87	2.3%(2)	9.2%(8)	36.8%(32)	51.7%(45)	57.5%(50)	93.1%(81)	12.6%(11)	12.6%(11)	87.4%(76)

### 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
Patricia Bolinger	Shirley Jackson	Less than 3 years experience	Monthly NESS PLC's; ongoing support by mentor; release days
Judy Dennis	Giovanni Garcia	First year teacher	Monthly NESS PLC's; ongoing support by mentor; release days
Alfonso Padilla	Tammy Worcester	Less than 3 years experience	Monthly NESS PLC's; ongoing support by mentor; release days
Tammy Albury	Dana Alexander	Less than 3 years experience	Monthly NESS PLC's; ongoing support by mentor; release days

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

n/a

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Anti-Bullying Campaign, Youth Crime Watch Program

Nutrition Programs

Free and Reduced Breakfast and Lunch Program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Marketing Program and WISE

Other

None

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Hollywood Hills H.S. RtI Team will consist: Lourdes Gonzalez, Principal, Ms. Jacqueline Smith, Asst. Principal, Mr. Michael Warkentien, Assistant Principal, Maureen Lue, Asst. Principal, Ms. Erin Pashley, Assistant Principal, Dr. Diane Kallman, Guidance Director, Ms. Kathy Behl-Whiting, Guidance Counselor, Ms Patrice Fletcher, Guidance Counselor, Ms. Beth Winterholler, ESE Specialist, Kathleen Perez, School Psychologist.

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?

Hollywood Hills H.S. RtI Leadership team will function synonymously with the Collaborative Problem Solving Team. Staff will identify and initiate the RtI process for selected students. The team will meet regularly and work together to assist students that have academic, behavioral and/or social difficulties that are preventing academic success. the team will collect data, develop interventions, make decisions and share effective practices. Any student that progresses to a Tier 2 or Tier 3 will be monitored by the team.

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

The RtI Leadership Team will meet regularly to review Tier 1 data and develop strategies to infuse in the School Improvement Plan in the areas of reading, math, science, writing, and behavior. The team will assist in professional development training to assist teachers to implement interventions to increase student achievement.

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.

The data sources used for RtI are: Broward Assessment Test 1 & 2 for reading and math, Florida Comprehension Assessment Test, Florida Assessment for Instruction in Reading, Diagnostic Assessment of Reading, and Florida Writing Assessment, attendance and discipline records. This data is used to make decisions regarding modifications needed to the core curriculum and behavior management strategies for all students. The data management system is used to screen at-risk students in need of Tier 2 or Tier 3 interventions.

Describe the plan to train staff on MTSS.

Staff will receive professional development during Early Release Days, selected planning days, and during collaborativ e

planning sessions.

Describe the plan to support MTSS.

RtI Leadership Team will create a needs assessment survey for teachers and data will be collected and used to evaluate the effectiveness of the RtI process. The team will provide ongoing opportunities for teachers to collaborate, review, and implement new strategies. Administrators will collect data and monitor progress throughout the year.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Hollywood Hills High School's Literacy Leadership Team (LLT) will include: Lourdes Gonzalez (Principal) ,Maureen Lue(Assistant Principal), Jacqueline Smith (Assistant Principal),Michael Warkentien(Assistant Principal), Erin Pashley(Assistant Principal), Kathy Sorrell( Math Department Chairperson), Iris Payan (Science Department Chairperson), Tammy Albury(Reading Department Chairperson and Coach),Patricia Bolinger(ESE Support Facilitator), Beth Winterholler (ESE Specialist and Department Chairperson), Cindy Pouca-Marcelin (Social Studies Department Chairperson), Judy Dennis (Fine Arts Department Chairperson), Angela Dickenson (Vocational Department Chairperson), Jorg Pophal (English Department Chairperson), and Stacey Farmer (Media Specialist).

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

The Literacy Leadership Team will:

- Engage in ongoing literacy professional development
- Use data to analyze the effectiveness of instruction
- Adjust instruction and resources to meet the student's instructional needs
- Create and share activities designed to promote literacy
- Work with media specialist to address and build students research strategies
- Design, recommend and assist in the implementation of activities to address school trends and promote literacy
- Provide professional development of reading strategies for content area and elective teachers to implement in their curriculum
- Coordinate school wide book talks and Spartan Reading Challenge through various content areas

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

- Get Caught Reading
- Million Words read-a-thon
- Quotes of the week
- Highlight on Hills Academic Showcase

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

- Development of IFC's with infused reading strategies

- Align FCIM and IFC's with assessments
- Teachers will receive professional development to support reading initiatives
- School wide vocabulary words will be infused in all subject areas.
- Teachers will share best practices during department meetings and common planning
- Implement model classroom for teachers to observe effective strategies
- Co-teaching model to support struggling teachers
- Friday Writes - School wide Initiative: elective teachers will "drop everything and write": Infusion of reading strategies through all content areas
- Mini-lessons in English and reading classrooms to infuse more rigor and exposure to FCAT 2.0
- Social Studies teachers in grades 9 and 10, will infuse the FCAT 2.0 question stems into their lessons

### \*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?

Interdisciplinary units and project-based learning concepts will be integrated through content area courses. Teacher will connect all lessons to real-world application. Master schedule incorporates courses (Adobe PhotoShop/DreamWeaver and Nursing Assistant) that afford the opportunity to earn industry certification.

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?

Guidance will promote exploration of students' career fields and how to narrow educational choices. They will offer career planning workshops throughout the year.

Counselors and the BRACE advisor will implement the AGP, which focuses on post-secondary planning.

Vocational teachers will teach and remediate students to receive passing scores on Industry Certification tests.

All tenth grade students will be given the opportunity to take the PSAT.

T/ACT. Students with free/reduced lunch will be given a fee waiver to take the SAT/ACT.

PERT will be administered to 11th and 12th grade students.

Teachers, guidance counselors and administrators will strive for all students to be college ready.

Guidance counselors will promote greater awareness and selection of advanced placement and dual enrollment classes.

FACTS.org is used with students for academic and career planning research.

### Postsecondary Transition

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

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

Students will receive SAT/ACT preparation through integration in course instruction and Saturday Spartan Academy.

College dual-enrollment course will be available to students both on and off campus.

We will maximize the use of fee waivers for SAT/ACT/PSAT/college admissions for qualified students.

Students in grades 9-12 will be introduced to the Brace Advisor. The Brace advisor will assist them in exploration of post-secondary schools, application requirements, and financial aid opportunities. The Brace advisor keeps a database to update students regarding scholarships, financial aid, applications, etc.

Students participating in the Academics for College Excellence Academy will be provided college visitation through the Brace Advisor.

Juniors attend the College Fair and other students are encouraged to attend evening college prep events.

Senior and Underclass Awards ceremonies are held at the end of the school year to promote student achievement in academics, service and community hours, and athletics.

## 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:	To improve student academic success through all content areas by implementing a school-wide initiative to support reading strategies based on secondary Instructional Focus Calendars(IFC's).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (169) of students achieved level 3 proficiency on the NGSSS Performance Test.	32% of students will acheive level 3 proficiency on the NGSSS Reading Test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Teachers lack of knowledge and application of infusing reading strategies through content area text.	<p>1A.1 Teachers in the content areas will be trained to use their text to teach rreading strategies.</p> <p>Content area teachers will collaboratively develop lessons for the various reporting categories.</p> <p>Teachers will continue to differentiate instruction in all content areas.</p> <p>Teachers will attend PLC's that are aligned with NGSSS.</p> <p>Teachers will share best prectices during department and PLC meetings.</p>	1A.1 Administration, reading coach, reading department chair, and teachers.	<p>1A.1 Review of lessons created collaboratively.</p> <p>Reading coach logs, department chair logs, and administrative logs will provide evidence of planning</p> <p>Weekly CWT's, co-planning, and after lesson teacher/student data chats (one per quarter)</p> <p>Sharing best practices during trainings and department meetings</p>	<p>1A.1 Lesson plans will reflect infusion of reading benchmarks in all content areas.</p> <p>Data reports from CWT's will be analyzed and disaggregated to determine effective use of NGSSS in assessing student knowledge of the benchmarks taught.</p> <p>Teacher-made tests, Mini-Benchmark Assessments, Benchmark Assessment Tests, FAIR, student work samples and CWT Data Reports.</p> <p>FCAT 2.0 results</p>
2	1A.2. Teachers lack the knowledge to incorporate direct and explicit instruction for the content area vocabulary	<p>1A.2.Provide explicit reading strategies during department meetings and PLC's</p> <p>Identify model teachers in all contents</p>	1A.2.Administration, reading coach, reading department chair, and teachers	1A.2.Weekly CWT's with focus on content area word wall, vocabulary journals, and student portfolios.	<p>1A.2. Lesson plans that will reflect integration of reading strategies</p> <p>Classroom visits</p> <p>Collection of data obtained from snapshots, informal and formal observations</p> <p>Teacher made</p>



					assessments, benchmark assessments, FAIR data, and sample of student work
3	1A.3. Students are not motivated about attending extended learning opportunities.	1A.3.Students will be offered incentives to participate in ELO's i.e., movie tickets, iPods and gift cards.  T	1A.3.Administration, reading coach, reading department chair, and teachers	1A.3. Attendance records and monitoring student participation	1A.3.BAT results, Mini-Benchmark results, Next Generation Sunshine State Standard Test, CWT Data reports.  Observation reports will be used to analyze data trends in the classroom.  FCAT 2.0 results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	At least 43% of students will maintain or increase proficiency on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	43% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1 Student population is not consistent from year to year due to transfers	1B.1 Parent contact	1B.1 Administration, ESE Specialist, teachers	1B.1 Monitor student attendance	1B.1 Attendance records, withdrawal records, FAA results
2	1B.2 Poor attendance by students	1B.2 Increase parent contact	1B.2 Administration, ESE Specialist, and teachers	1B.2 Monitor student attendance	1B.2 Attendance records
3	1B.3 Teachers lack fundamental skills in using Unique Learning curriculum and task analysis	1B.3 Teachers will participate in training in various curriculum, Access Points, and relevant training	1B.3 Administration, ESE Specialist, and teachers	1B.3 CWT's, review lesson plans, review classroom materials, student engagement	1B.3 Lesson plans, student work samples, attendance at trainings, FAA results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Provide accommodations to support student success in rigorous and higher level courses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (140)of students achieved level 4 and 5 proficiency on	28% of students will achieve level 4 and 5 proficiency on the

the NGSSS Reading Test.	NGSSS Reading Test.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teachers lack the skills needed to develop higher order questions.	2A.1. Provide in-school professional development during department meetings and PLC's.  Teachers will collaboratively plan and develop a question bank for each content area.	2A.1. Administration, reading coach, reading department chair, and teachers	2A.1. Weekly CWT's, student engagement think alouds, and review of lessons.	2A.1. Mini-Benchmark assessments, NGSSS test, BAT results, CWT Data reports.  FCAT 2.0 results  Observation reports will be used to analyze data trends in the classroom and student work samples.  Teacher/student data chats
2	2A.2. Teachers minimally utilize media center resources needed to develop students' higher level complexity thinking skills.	2A.2. The school's media specialist will conduct professional development trainings on how to incorporate rigor through use of media services.  Teachers will plan a lesson per quarter that incorporates the use of multi-media and technology.	2A.2. Administration, reading coach, reading department chair, and teachers	2A.2. Weekly CWT's, infusion of school wide thematic study (i.e., class objectives, lesson plans)	2A.2. Teacher-generated tests, project-based learning assessments, BAT results, CWT Data reports, and student work samples.  FCAT 2.0 results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	At least 27% of students will maintain or increase proficiency on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1)	27%

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. Student population is not consistent from year to year due to transfers.	2B.1. Parent contact	2B.1. Administration, ESE Specialist, and teachers	2B.1. Monitor student attendance	2B.1. Attendance and withdrawal records  FAA results
	2B.2. Poor attendance by	2B.2. Increase parent	2B.2.	2B.2. Monitor student	2B.2. Attendance

2	students	contact	Administration, ESE Specialist and teachers	attendance	records
3	2B.3. Teachers lack fundamental skills in using Unique Learning curriculum and task analysis	2B.3. Teachers will participate in training in various curriculum, access points, and relevant trainings	2B.3. Administration, ESE Specialist, and teachers	2B.3. CWT's, review lesson plans and student engagement	2B.3. Lesson plans, student work samples, and attendance at trainings FAA results

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The learning gains for 2013 NGSSS reading test will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(416)of students made leaning gains on the NGSSS Reading Test.	65% will make learning gains on the NGSSS reading test.

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. Students learning gains are deficient due to poor attendance.	3A.1. Inform parents and students the importance of regular attendance through: 1. Parent Involvement activities 2. Reading-focused data chats. 3. Continue to monitor students' attendance through tracking system from the beginning of the school year. Students incentives will be provided to students, (i.e., extra credit, drawings) on a semi-quarterly basis.	3A.1. Administration and teachers	3A.1. Student/parent surveys, monitor attendance referrals, and data chats.	3A.1. Attendance records, Benchmark Assessments and NGSSS test.  FCAT results
2	3A.2. Insufficient amount of NGCARPD trained content area teachers to support students not in reading classes.	3A.2. Professional development to include reading strategies in the content area classroom.  Spartan Reads is a school-wide initiative requiring all content area teachers to focus on teaching reading in their content area every Thursday.  Word of the Day and Quote of the Week	3A.2. Administration, department chair, and teachers	3A.2. CWT's, view of lesson plans, and minutes from department meetings	3A.2. BAT and mini-assessments  FCAT 2.0 results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	
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reading. Reading Goal #3b:	At least 75% of students taking thr 2013 FAA will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (9)	75%

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. Teachers are not proficient in use of Access Points and Unique Learning curriculum.	3B.1. Professional development on current curriculum  Collaborate with teachers from various locations with similiar program	3B.1. Administration, ESE Specialist, and teachers	3B.1. CWT's, review of lesson plans, co-planning, modeling and providing feedback	3B.1. Classroom Indicator Checklist, portfolios, ad lesson plans  FAA results
2	3B.2. Teachers are not proficient in use of various behavioral strategies	3B.2. Professional development on behavioral strategies  Teachers will work collaboratively to develop activities/tools for center-based learning	3B.2. Administration, ESE Specialist, and teachers	3B.2. CWT's, review of lesson plans,co-planning, modeling, and providing feedback	3B.2. Classroom Indicator Checklist, portfolios, lesson plans  FAA results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 70% of students in the lowest 25th percentile will make learning gains on the Reading NGSSS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (112) of students made learning gains on the NGSSS Reading Test.	70% of students will make learning gains on the NGSSS Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Teachers lack the skills necessary to incorporate center based instructions within the classroom setting to meet the needs of our lowest quartile students.	4A.1. Teachers will participate in training to utilize center based instruction.  Establish a model classroom where teachers can observe effective use of centers  Teachers will work collaboratively to develop activities/tools for center-based learning	4A.1. Administration, reading department chair, reading coach, and teachers	4A.1. CWT's will focus on identifying classroom with center- based instruction	4A.1. Mini Benchmark Assessments, FAIR, and NGSSS test.  FCAT 2.0 results  Reports will be used to analyze data trends in the classroom

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 # The non-proficient reading baseline data for 2010-2011 was 73%. By June 2017, non-proficient students in reading will decrease by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	55%	50%	40%	30%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	By 2013, the non-proficient student in all AYP subgroups will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 48% (138), Black 74% (122), Hispanic 61% (164), Asian 50% (15), American Indian 50% (1)	White 43%, Black 69%, Hispanic 55%, Asian 45%, American Indian 45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Parents lack the knowledge of how to navigate Virtual Counselor and Pinnacle to access their child's grades, progress, and attendance.	5B.1. Establish informative workshops to increase parental awareness of high school graduation requirements, Virtual Counselor and the Pinnacle Grading System in their native language.	5B.1. Administration and PLC teachers	5B.1. Performance and attendance rate.	5B.1. Attendance Log, Mini Benchmark assessments, BAT results, FAIR results and NGSSS test.  FCAT 2.0 results
2	5B.2. Suspensions among AYP subgroups result in excessive absenteeism which negatively impacts student performance.	5B.2. School-wide initiative to increase attendance rate of students(i.e. awards assembly, student recognition, certificates)  Parent training through guidance and community stakeholders in order to bring awareness to educate parents on the long term effects	5B.2. Administration, guidance counselors and director	5B.2. Suspension and attendance Rate.	5B.2. BAT results, Mini-Benchmark assessments, FAIR and NGSSS test  FCAT 2.0 results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	By June 2013, the number of non-proficient students in the ELL subgroup will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

97% (34)			92%		
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	5C.1. Language acquisition	5C.1. Provide comprehensive language support through the curriculum	5C.1. Administration, reading coach and teachers	5C.1. Review of master schedule and lesson plans.	5C.1. IPT and CELLA  FCAT 2.0 results
2	5C.2. Teachers minimally utilize technology to support the various learning styles of the ELL students.	5C.2. Professional school-wide staff development for teachers with ELL students on how to utilize: B.E.E.P., United Streaming, FCAT Explorer, and Read-On	5C.2. Administration, reading coach and teachers	5C.2. Weekly CWT's, co-planning, co-teaching, modeling and providing feedback during and after lessons.	5C.2. BAT results, Mini Benchmark assessments, FAIR, NGSSS test and CWT Data reports.  FCAT 2.0 results  Observation reports will be used to analyze data trends in the classroom.  Teacher/student data chats.  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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	By June 2013, the number of non-proficient students in the SWD subgroup will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (78)	79%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Staff knowledge of how to use diagnostic assessment data to determine appropriate interventions.  Students lack the skills/foundations needed to perform on standardized tests.	5D.1. Professional development/trainings on levels of intervention and differentiated instruction	5D.1. Administration, reading coach and teachers	5D.1. Weekly CWT's, co-planning, co-teaching, modeling and providing feedback during and after lessons.	5D.1. BAT results, Mini-Benchmark Assessments, NGSSS test, FAIR and CWT Data reports.  FCAT 2.0 results

2	5D.2. Addressing the impact of a student's disabilities on specific areas of reading	5D.2. Increase and continue collaboration between ESE and general education teachers.  Professional development/trainings on accommodations and differentiated instruction	5D.2. ESE and reading teachers, and reading coach	5D.2. CWT's	5D.2. Mastery Check Assessments, Mini-Benchmark Assessments, NGSSS test, and FAIR  Data chats  FCAT 2.0 results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	By June 2013, the number of non-proficient students in the economically disadvantaged subgroup will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (346)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students lack access to technology	5E.1. Teachers will have equal access to computer carts.	5E.1. Administration, reading coach, and teachers	5E.1. Lesson plans and weekly CWT's focused on student technology use	5E.1. FCAT Explorer reports, CWT Data trends and reports.  FCAT 2.0 results  Observation reports will be used to analyze data trends in the classroom.
2	5E.2. Teachers lack skills to effectively meet the needs of economically disadvantaged students	5E.2. Teachers will participate in training to support and meet the needs of the economically disadvantaged students	5E.2. Administration, reading coach, and teachers	5E.2. Weekly CWT's, co-planning, co-teaching, modeling and providing feedback during and after lessons	5E.2. BAT results, Mini Benchmark Assessments, NGSSS, FAIR and CWT Data reports  FCAT 2.0 results  Observation reports will be used to analyze data trends in the classroom  Teacher/student data chats  Student work samples

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
CRISS Strategies	9th-12th	School based and district personnel	All teachers	Early Release and planning days; online and webinar	Lesson plans; sample student work; CWT's; data	Principal, Reading administrator, reading coach, and department chair
Common Core Overview Training	9th-12th	School based personnel	Reading and elective teachers	Pre-planning days; Early release and planning days; online and webinar	Lesson plans; sample student work; CWT's; data	Principal, Reading administrator, reading coach, and department chair
Incorporating technology and computer based programs	9th-12th	School based personnel	All teachers	Pre-planning days; Early Release and planning days; online and webinar	Lesson plans; sample student work; CWT's; data	Principal; Reading administrator; reading coach, and department chair
Reading Strategies Toolbox	9th -12th	School based and district personnel	All teachers	Early Release and planning days	Lesson plans; sample student work; CWT's; data	Principal, Reading administrator, reading coach, and department chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend district professional development for reading	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Spartan Academy (extended learning opportunity) will be offered to increase student proficiency	ACT/SAT materials; online resources	Carl Perkins Grant	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.



1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Students will increase their listening/speaking proficiency score by 5% to 36% through ESOL strategies and the use of CCSS within curriculum
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2012 Current Percent of Students Proficient in listening/speaking:

31% (28)

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 CCSS and 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 ESOL coordinator  Provide mini-workshops on campus and opportunities for classroom teachers to share best practices using ESOL strategies through common planning	1.1. Administration, department chairs, reading coach, ESOL coordinator	1.1. Review of lesson plans, CWT's, student work samples, analysis of student data, student data chats, and common assessment	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. Students will be encouraged to participate in ESOL competitions which highlight reading, writing and speaking skills while offering an opportunity to showcase other talents  Students will be recommended for Spartan Academy csmps by teachers. parents will receive parentlink calls, using native language when possible  Increase communication between classroom teachers and the ESOL support department to increase student and teacher awareness of programs available	1.2. Administration, ESOL coordinator and teacher, and ESOL competition coordinator	1.2. Attendance at pullout sessions and extended learning opportunities	1.2. CELLA
	1.3. Teachers are not utilizing the required strategies for student success	1.3. Implementation of school-wide reading initiative incorporating ESOL strategies such as graphic organizers, class discussions, read alouds, and vocabulary.	1.3. Administration, ESOL teacher and coordinator	1.3. Review of lesson plans, CWT's, student work samples, student/teacher data chats  Previous CELLA scores	1.3. CELLA

3		<p>Spirit words and quotes for the week will provide students with more opportunities for oral discussions</p> <p>ESOL dictionaries, accommodations, and resources</p>			
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Students read in English at grade level text in a manner similar to non-ELL students.

<p>2. Students scoring proficient in reading.</p> <p>CELLA Goal #2:</p>	<p>Students will increase their reading proficiency by 5% to 17% through the school-wide reading initiative, CCSS in English, and the ESOL strategies that all teachers use on their classrooms</p>
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2012 Current Percent of Students Proficient in reading:

12% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1. Multiple levels of English language proficiency in the same classroom requiring effective use of differentiation of instruction including extensions and modifications</p>	<p>2.1. ELL students will be placed in reading classes according to the District K-12 ESOL Program Plan</p> <p>Teachers will use ESOL strategies to differentiate instruction and give testing accommodations as necessary</p> <p>ESOL supplementary materials will be used in content areas and bilingual support will be provided by the ESOL coordinator</p> <p>Common planning and mini-workshops will be available to the teachers. Teachers will have time to share their best practices using ESOL strategies</p>	<p>2.1. Administration, department chairs, reading coach, and ESOL coordinator</p>	<p>2.1. Review of lesson plans, CWT's, student work samples, analysis of student data, and common assessments</p>	<p>2.1. BAT II, mini-assessments, FAIR, FCAT, and CELLA</p>
2	<p>2.2. Lack of participation in extended learning opportunities</p>	<p>2.2. Pullout sessions for ELL students will be conducted by ESOL coordinator. Students will be identified based on language proficiency, time in ESOL program, and past performance of standardized tests</p> <p>Students will be recommended for Spartan Academy camps by teachers. Parents will receive parentlink calls, using</p>	<p>2.2. Administration, reading coach, ESOL coordinator</p>	<p>2.2. Attendance at pullout sessions and extended learning opportunities</p> <p>Student data</p>	<p>2.2. BAT II, mini-assessments, FAIR, FCAT, CELLA</p>

	<p>native language when possible</p> <p>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</p>		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Students will increase their writing proficiency by 5% to 17%.
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2012 Current Percent of Students Proficient in writing:

12% (11)

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. ELL students have limited knowledge of the required writing process	<p>3.1. Students will maintain a writing portfolio and will be exposed to various writing samples</p> <p>ESOL supplementary materials will be used in content areas and bilingual support will be provided by the ESOL coordinator</p> <p>3.1. Collaborative planning and mini-workshops on campus will be offered. Classroom teachers will have the opportunity to share best practices using ESOL strategies in common planning</p>	3.1. Administration, department chairs, reading coach, and ESOL coordinator	3.1. Review of lesson plans, CWT's, student work samples, student data chatsm, and common assessment/rubrics	3.1. FCAT Writes and CELLA

CELLA Budget:

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

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

*End of CELLA Goals*

## Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	At least 40% of students will maintain a level 4, 5 or 6 on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	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	1.1. Student population is not consistent from year to year due to transfers	1.1. Parent contact	1.1. Administration, ESE Specialist, and teachers	1.1. Monitor student attendance	1.1. Attendance and withdrawal records  FAA results
2	1.2. Poor attendance by students	1.2. Increase parent contact	1.2. Administration, ESE Specialist, and teachers	1.2. Monitor student attendance	1.2. Attendance records
3	1.3. Teachers lack fundamental skills using Unique Learning curriculum and task analysis	1.3. Teachers will participate in training in various curriculum, access points, and relevant trainings	1.3. Administration, ESE Specialist, and teachers	1.3. CWT's, review lesson plans, and student engagement	1.3. Lesson plans, student work samples, and attendance from training  FAA results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	At least 40% of student will score a level 7 or higher on the 2013 FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	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	2.1. Student population is not consistent from year to year due to transfers	2.1. Parent contact	2.1. Administration, ESE Specialist, and teachers	2.1. Monitor student attendance	2.1. Attendance and withdrawal records
	2.2. Poor attendance	2.2. Increase parent	2.2.	2.2. Monitor student	2.2. Attendance

2	by students	contact	Administration, ESE Specialist, and teachers	attendance	records
3	2.3. Teachers lack fundamental skills in using Unique Learning curriculum and task analysis	2.3. Teachers will participate on training in various curriculum, access points, and relevant trainings	2.3. Administration, ESE Specialist, and teachers	2.3. CWT's, review lesson plan, and student engagement	2.3. Lesson plans, student work samples, and attendance form trainings FAA results

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	At least 80% of students taking the 2013 FAA will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (7)	80%

#### 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. Teachers are not proficient in use of Access Points and Unique Learning curriculum	3.1. Professional development on current curriculum Collaborate with teachers from various locations with similar program	3.1. Administration, ESE Specialist and teachers	3.1. CWT's, review of lesson plans, co-planning, modeling and providing feedback	3.1. Classroom Indicator Checklist, portfolios, and lesson plans FAA results
2	3.2. Teachers are not proficient in use of various behavioral strategies	3.2. Professional development on behavioral strategies Collaborate with teachers from various locations with similar program	3.2. Administration, ESE Specialist, and teachers	3.2. CWT's, review of lesson plans, co-planning, modeling, and providing feedback	3.2. Classroom Indicator Checklist, portfolios, and lesson plans FAA results

## 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:	At least 45% will pass thr Algebra EOC with a level 3 or higher the first time given
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (134)	45% (172)

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. Algebra teachers must become more familiar with content limits and Test Item Specifications of the Algebra End of Course (EOC) exam	<p>1.1. Algebra teachers will collaborate in the Professional Learning Community to review Test Item Specifications and Content Limits and will share best practices. PLC meetings will occur during planning days.</p> <ul style="list-style-type: none"> <li>- school calendar will track the meeting dates, objectives, and final products</li> <li>- The school calendar will also track the Algebra mini EOC assessments</li> <li>- A remediation and Enrichment Plan will indicate activity dates within 2 weeks of mini EOC administrations</li> </ul> <p>Teachers will indicate Remediation and Enrichment activities in their lesson plans</p> <p>9th grade teachers will incorporate benchmarks that are not covered in the Algebra EOC curriculum to better prepare studentstaking Geometry and Algebra 2 during the fourth quarter</p>	1.1. Administration and teachers	<p>1.1. Informal quarterly observations or CWT's</p> <p>Common unit assessments with multiple cognitive complexity levels aligned to EOC format</p> <p>Higher order questioning and reasoning will be incorporated in all Algebra classes</p>	<p>1.1. BAT I and II, mid-term exmas, and Algebra EOC</p> <p>sample of assessed student work</p> <p>Teacher generated assessment tools</p> <p>Teachers will use Algebra mini EOC assessments to determine student mastery of benchmarks</p>
2	1.2. Students are challenged by limited decoding and comprehension skills when reading Algebra material and word problems	<p>1.2. Algebra teachers will support school-wide reading initiative by infusing vocabulary review in the Algebra classes</p> <p>Vocabulary skills will be enhanced by using graphic organizers and non-linguistic representation</p> <p>Strategies to support word problem solving include modeling, demonstrations and kinesthetic activities aligned with the standards</p>	1.2. Administration and teachers	<p>1.2. Quarterly review of lesson plans to ensure implementation of school-wide reading initiative</p> <p>Informal quarterly observations or CWT's focusing on vocabulary strategies within the math curriculum</p>	<p>1.2. Sample of graded student work</p> <p>Teacher generated assessments</p> <p>Mid-term exams</p> <p>Algebra EOC</p>
3	1.3. Students lack familiarity with computer-based testing	<p>1.3. Teachers will participate in professional development on computer-based programs such as Learning Station and Pearson Success as resources to supplement county curriculum and student gap in knowledge</p> <p>Teachers will use computers to assess students whenever possible by means of computer cart or</p>	1.3. Administration and teachers	1.3. Review of computer database showing student participation in computer-generated tests	<p>1.3. Results of computer-generated assessments aligned with benchmarks</p> <p>Mid-term exams</p> <p>Algebra EOC</p>

		computer labs  Algebra teachers will implement Pearson Success as an extra resource for students and as a monitoring tool			
4	1.4. The lack of computer access as it relates to Preparation & Practice for the Algebra I EOC	1.4. Math and reading teachers will collaborate and build a schedule for sharing computer carts on a weekly basis	1.4. Administration and teachers	1.4. Review of computer database showing student participation in computer-generated tests	1.4. Results of computer-generated assessments aligned with benchmarks  Mid-term exams  Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	At least 20% will pass the Algebra EOC with a level 4 or 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (41)	20% (77)

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 do not make the connection between what they are learning and "real world" applications	2.1. During common planning and PLC meetings, teachers will collaborate and share hands-on activities that help students make the connection	2.1. Administration and teachers	2.1. Informal quarterly observations or CWT's  Rigor/higher order questioning and reasoning will be used in all math classes	2.1. Teacher generated assessments  Student projects  Mid-term exams  Algebra EOC
2	2.2. Students lack motivation to perform	2.2. Students will be given opportunities for project-based learning and higher order tasks such as class debates and competitions  Teachers will conduct data chats with students to communicate current student standing and promote reflection	2.2. Administration and teachers	2.2. Informal quarterly observations or CWT's	2.2. Teacher generated assessments  Mid-term exams  Algebra EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	By June 2017, the school will reduce their achievement gap by 50% as reported by the Algebra EOC					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017



	55%	50%	45%	40%	30%	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	By June 2013, the number of non-proficient students taking the 2013 Algebra EOC will decrease by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 47% (68); Black: 70% (63); Hispanic: 54% (68); Asian: 18% (3); American Indian: n/a	White: 42%; Black: 65%; Hispanic: 63%; Asian: 13%; American Indian: n/a

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students are challenged by limited decoding and comprehension when reading mathematical material and word problems	3B.1. Algebra teachers will support school-wide reading initiative by infusing weekly reading strategies in the Algebra classes - Graphic organizers will be used to facilitate reading comprehension - Vocabulary skills will be enhanced by using organizers and non-linguistic representation  Strategies to support word problem solving include modeling, demonstration, and kinesthetic activities aligned with the standards	3B.1. Administration and teachers	3B.1. Quarterly review of lesson plans to ensure implementation of school-wide reading initiative  Informal quarterly observations or CWT's that focus on reading strategies within the math curriculum	3B.1. sample of graded student work and project presentations  Teacher-generated assessments  Mid-term exams  Algebra EOC
2	3B.2. Algebra teachers must become familiar with the NGSSS for Algebra	3B.2. Algebra teachers will participate in a PLC to review NGSSS and will share best practices. PLC meetings will occur during planning days	3B.2. Administration and teachers	3B.2. Review of lesson plans to ensure implementation of NGSSS and new resources  CWT's, focusing on strategies used to implement NGSSS	3B.2. Sample of graded student work and project presentations  Teacher generated assessments  Mid-term exams  Algebra EOC
3	3B.3. Inconsistent use of differentiated instruction strategies	3B.3. Model and co-teach differentiated instruction techniques/strategies  A math PLC will be used to share best practices during the provided math common planning and teacher planning days	3B.3. Administration and teachers	3B.3. CWT's  Focus will be on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. Information will be shared in PLC's and strategies will be developed to address deficiencies	3B.3. Mini BAT's and Algebra EOC

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	By June 2013, the number of non-proficient students taking the 2013 Algebra EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (11)	59%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. Inconsistent use of differentiated instructional strategies	3C.1. Model and co-teach differentiated instruction techniques/strategies  A math PLC will be used to share best practices during the provided math common planning	3C.1. Administration and teachers	3C.1. CWT's. Focus will be on teachers effectiveness with infusing differentiated instruction in lesson planning and delivery  Information will be shared in PLC's and strategies will be developed to address deficiencies  Informal quarterly observations  Common unit assessments with multiple cognitive complexity levels aligned to EOC format  High order questioning and reasoning will be incorporated in all Algebra classes	3C.1. Mini BAT's and Algebra EOC
2	3C.2. The lack of computer access especially as it relates to Preparation & Practice for the Algebra EOC	3C.2. Math and reading teachers will collaborate and build a schedule for sharing computer carts weekly	3C.2. Administration and teachers	3C.2. Review lesson plans to ensure implementation of technology as a secondary resource for instruction in the classroom  CWT's	3C.2. Results of computer-generated assessments aligned with benchmarks  Mid-term exams  Algebra EOC
3	3C.3. Math teachers do not emphasize the use of vocabulary and multiple meanings as a reading strategy in their lessons	3C.3. Math teachers must support the school-wide reading initiative by infusing math vocabulary review daily	3C.3. Administration and teachers	3C.3. Review lesson plans to ensure implementation of vocabulary  CWT's	3C.3. Word walls, vocabulary assessments  Mid-term exams  Algebra EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	By June 2013, the number of non-proficient students taking the Algebra EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:

91% (45)	86%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Inconsistent use of differentiated instructional strategies	3D.1. Algebra teachers will collaborate in a PLC to review Test Item Specifications and Content Limits and will share best practices. PLC meetings will occur during planning days  Model and co-teach differentiated instruction techniques/strategies  A math PLC will be used to share best practices during the provided math common planning	3D.1. Administration and teachers	3D.1. CWT's.  Focus will be on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. Information will be shared in PIC's and strategies will be developed to address deficiencies  Informal quarterly observations or CWT's  Common unit assessments with multiple cognitive complexity levels aligned to EOC format  High order questioning and reasoning will be incorporated in all the Algebra classes	3D.1. Mini BAT's and Algebra EOC
2	3D.2. Math teachers do not emphasize the use of vocabulary and multiple meanings as a reading strategy in their lessons	3D.2. math teachers must support the school-wide reading initiative by infusing a math vocabulary review daily	3D.2. Administration and teachers	3D.2. Review lesson plans to ensure implementation of vocabulary  CWT's	3D.2. Word wall vocabulary assessments  Mid-term exams  Algebra EOC
3	3D.3. The lack of computer access especially as it relates to Preparation & Practice for the Algebra EOC	3D.3. math and reading teachers will collaborate and build a schedule for sharing computer carts weekly	3D.3. Administration and teachers	3D.3. Review lesson plans to ensure implementation of technology as a secondary resource for instruction in the classroom  CWT's	3D.3. Results of computer-generated assessments aligned with benchmarks  Mid-term exams  Algebra EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	By June 2013, the number of non-proficient students taking the Algebra EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (159)	54%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Inconsistent use of differentiated instructional strategies	3E.1. Algebra teachers will collaborate in a PLC to review Test Item Specifications and Common Limits and will share best practices. PLC meetings will occur during planning days  Model and co-teach differentiated instruction techniques/strategies  A math PLC will be used to share best practices during the provided math common planning	3E.1. Administration and teachers	3E.1. CWT's  Focus will be teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. PLCs and strategies will be developed to address deficiencies  Informal quarterly observations or CWT's  Common unit assessments with multiple cognitive complexity levels aligned to EOC format  High order questioning and reasoning will be incorporated in all the Algebra classes	3E.1. Mini BAT's and Algebra EOC
2	3E.2. The lack of computer access especially as it relates to Preparation & Practice for the Algebra EOC	3E.2. Math and reading will collaborate and build a schedule for sharing computer carts weekly	3E.2. Administration and teacher	3E.2. Review lesson plans to ensure implementation of technology as a secondary resource for instruction in the classroom  CWT's	3E.2. Results of computer generated assessments aligned with benchmarks  Mid-term exams  Algebra EOC
3	3E.3. Insufficient opportunities outside the classroom to support students in reinforcing of mathematics skills	3E.3. After school tutoring, Saturday EOC camp, Peer tutoring will be offered to all students	3E.3. Administration and teachers	3E.3. Daily attendance	3E.3. Pre and post skills assessment  Mid-term exams  Algebra EOC

End of Algebra EOC Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	At least 46% of students taking the Geometry End Of Course exam for the first time will achieve a level 3 or 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (84)	46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>1.1. Geometry teachers must become more familiar with Content Limits and Test Item Specifications of the Geometry End of Course exam</p>	<p>1.1. Geometry teachers will collaborate in a PLC to review Test Item Specification and Content Limits and will share best practices. PLC meetings will occur during planning days</p> <p>A school calendar will track the meeting dates, objectives and final products</p> <p>The school calendar will also track the Geometry mini EOC assessments</p> <p>A remediation and enrichment plan will indicate activity dates within 2 weeks of mini EOC administrations</p> <p>Teachers will indicate remediation and enrichment activities in their lesson plans</p> <p>10th grade teachers will incorporate benchmarks that are not covered in the Geometry EOC curriculum to better prepare students taking Algebra 2 during the fourth quarter</p>	1.1. Administration and teachers	<p>1.1. Informal quarterly observation and CWT's</p> <p>Common unit assessments with multiple cognitive complexity levels aligned to EOC format</p> <p>High order questioning and reasoning will be incorporated in the Geometry classes</p>	<p>1.1. BAT I and II, Mid-term exam , and Geometry EOC</p> <p>Sample of assessed student work</p> <p>Teachers will use Geometry mini EOC assessments to determine student mastery of benchmarks</p>
2	<p>1.2. Students are challenged by limited decoding and comprehension skills when reading Geometry material and word problems</p>	<p>1.2. Geometry teachers will support school-wide reading initiative by infusing vocabulary review in the Geometry classes</p>	1.2. Administration and teachers	<p>1.2. Quarterly review of lesson plans to ensure implementation of school-wide reading initiatives. Informal quarterly observation or CWT's focusing on vocabulary strategies within the math curriculum</p>	<p>1.2 Sample of graded student work</p> <p>Teacher-generated assessments</p> <p>Mid-term exams</p> <p>Geometry EOC</p>
3	<p>1.3. Geometry teachers must become more familiar with the NGSSS for Geometry and incorporation of common core</p>	<p>1.3. Geometry teachers will participate in a PLC to review NGSSS and share best practices. PLC meetings will occur during planning days</p>	1.3. Administration and teachers	<p>1.3 Review of lesson plans to ensure implementation of NGSSS standards and new resources</p> <p>CWT's focusing on strategies used to implement NGSSS</p>	<p>1.3. Teacher-generated assessments</p> <p>Sample of graded student work and project presentations</p> <p>Mid-term exams</p> <p>Geometry EOC</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p> <p>Geometry Goal #2:</p>	At least 27% of the students taking the Geometry EOC exam will achieve a level 4 or 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (53)	27%

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 the ability to connect learning to real world situations	2.1. Teachers will provide real world applications to concepts covered in class  Teachers will incorporate common core strategies when creating effective high order questioning and reasoning for mathematical concepts	2.1. Administration and teachers	2.1. Informal quarterly observations or CWT's  Rigor/high order questioning and reasoning will be used in all the math classes	2.1. Teacher-generated assessments  Mid-term exams  Geometry EOC
2	2.2. Students lack motivation to perform	2.2. Students will be given opportunity for project-based learning and higher order tasks such as class debates and competitions  Teachers will conduct data chats with students to communicate current student standing and promote reflection	2.2. Administration and teachers	2.2. Informal quarterly observations or CWT's	2.2. Teacher-generated assessments  Mid-term exams  Geometry EOC

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 # As reported by the 2011-2012 Geometry EOC, 62% of students are non-proficient in math. By June 2016-2017, students taking the Geometry EOC will reduce their achievement gap by 50%			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text" value="55%"/>	<input type="text" value="50%"/>	<input type="text" value="40%"/>	<input type="text" value="30%"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal # 3B:	By June 2013, all non-proficient students taking the Geometry EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 34% (27); Black: 39% (19); Hispanic: 44% (40) Asian: 41% (5); American Indian: N/A	White: 29%; Black: 34%; Hispanic: 39%; Asian: 36%; American Indian: N/A

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

1	3B.1. Inconsistent use of differentiated instruction strategies	3B.1. Geometry teachers will collaborate in a PLC to review Test Item Specifications and Content Limits. They will share best practices and have PLC meetings during common planning and on Planning Days  Model and co-teach differentiated instruction strategies/techniques	3B.1. Administration and teachers	3B.1. Classroom visits focusing on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. Information will be shared with PLC's and strategies will be developed to address deficiencies.  Informal observation or CWT's  Common unit assessments with multiple cognitive complexity levels aligned to EOC format  High order questioning and reasoning will be incorporated in all Geometry classes	3B.1. Mini BATs and Geometry EOC exams
2	3B.2. Students are challenged by limited decoding and comprehension skills when reading mathematical material and solving word problems	3B.2. Geometry teachers will support school-wide reading initiative by infusing weekly reading strategies in all Geometry classes  Graphic organizers will be used to facilitate reading comprehension  Vocabulary skills will be enhanced by using organizers and non-linguistic representation  Strategies to support word problem solving will include modeling, demonstration, and kinesthetic activities aligned with the standards	3B.2. Administration and teachers	3B.2. Quarterly review of lesson plans to ensure implementation of school-wide reading initiatives  Informal quarterly observations or CWT's focusing on reading strategies within the Geometry classes	3B.2. Sample of student work such as project presentations  Teacher-generated assessments  Mid-term exams  Geometry EOC
3	3B.3. Students lack critical thinking skills when solving mathematical problems	3B.3. Teachers will incorporate common core strategies when creating effective high order questioning and reasoning for mathematical concepts  Students will be given opportunity to work individually and in groups to solve higher level questions	3B.3. Administration and teachers	3B.3. Informal quarterly observations and CWT's	3B.3. Pre and post skills assessment  Mid-term exams  Geometry EOC

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

By June 2013, the number of non-proficient students taking the Geometry EOC will decrease by at least 5%

2012 Current Level of Performance:

2013 Expected Level of Performance:

71% (10)		66%			
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. Inconsistent use of ESOL instructional strategies matrix to scaffold instruction	3C.1. Vocabulary acquisition through student created word walls  Problem solving strategies posted and frequently used  Professional development through the ESOL department	3C.1. Administration and teachers	3C.1. CWT's focusing will be on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. Information will be shared at PLC's and strategies will be developed to address deficiencies  Informal quarterly observations or CWT's  Common unit assessments with multiple cognitive complexity levels aligned to EOC format  High order questioning and reasoning will be incorporated in all Geometry classes	3C.1. Mini BAT's and Geometry EOC exams
2	3C.2. The lack of computer access especially as it relates to Preparation & Practice for the Geometry EOC	3C.2. Math and reading teachers will collaborate and build a schedule for sharing computer carts	3C.2. Administration and teachers	3C.2. Review lesson plans to ensure implementation of technology as a secondary resource for instruction in the classroom  CWT's focusing on strategies	3C.2. Results of computer-generated assessments aligned with benchmarks  Mid-term exams  Geometry EOC
3	3C.3. Math teachers do not emphasize the use of vocabulary and multiple meanings as a reading strategy in their lessons	3C.3. Geometry teachers must support the school-wide reading initiative by infusing a daily math vocabulary review	3C.3. Administration and teachers	3C.3. Review lesson plans to ensure implementation of vocabulary review  CWT's	3C.3. Word wall vocabulary assessments  Mid-term exams  Geometry EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	By June 2013, the number of non-proficient students taking the Geometry EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (9)	51%

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. Inconsistent use of differentiated instruction strategies	3D.1. Geometry teachers will collaborate in a PLC to review Test Item Specifications and Content Limits and share best practices at PLC meetings that will occur on planning days and common planning  Model and co-teach differentiated instruction strategies/techniques	3D.1. Administration and teachers	3D.1. CWT's focusing on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. Information will be shared with PLC.  Informal quarterly observations and CWT's  Common unit assessments with multiple cognitive complexity levels aligned to EOC format  High order questioning and reasoning will be incorporated in all Geometry classes	3D.1. Mini BAT's and Geometry EOC
2	3D.2. The lack of computer access especially as it relates to Preparation & Practice for the Geometry EOC	3D.2. Math and reading teachers will collaborate and build a schedule for sharing computer carts	3D.2. Administration and teachers	3D.2. Review lesson plans to ensure implementation of technology as a secondary resource for instruction in the classroom  CWT's focusing on strategies	3D.2. Results of computer-generated assessments aligned with benchmark  id-term exams  Geometry EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	By June 2013, the number of non-proficient students taking the Geometry EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (72)	39%

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. Lack of mathematical vocabulary and critical thinking skills	3E.1. Vocabulary acquisition through student created word walls  Problem solving strategies posted and frequently used words	3E.1. Administration and teachers	3E.1. CWT's focusing on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery . Information will be shared with PLC and strategies will be developed  Informal observations  Common unit assessments with multiple cognitive complexity levels aligned to EOC format	Mini BAT's and Geometry EOC

				High order questioning and reasoning will be incorporated in all Geometry classes	
2	3E.2. The lack of computer access especially as it relates to Preparation and Practice for the Geometry EOC	3E.2. Math and reading teachers will collaborate and build a schedule for sharing computer carts	3E.2. Administration and teachers	3E.2. Review lesson plans to ensure implementation of technology as a secondary resource for instruction in the classroom  CWT's focusing on strategies	3E.2. Results of computer-generated assessments aligned with benchmarks  Mid-term exams  Geometry EOC
3	3E.3. Insufficient opportunities outside the classroom to support students in reinforcing of mathematical skills	3E.3. After school tutoring, Saturday EOC camp, and peer tutoring	3E.3. Administration and teachers	3E.3. Daily attendance	3E.3. Pre and post skills assessment  Mid-term exams  Geometry 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
Instructional Practices and Delivery	9th-10th/Algebra and Gemetry	School basd and district personnel	All teachers	Common Planning	Co-teaching and modeling classrooms; PLC's will be used to share best practices	Math department administration
Common Core Standards	9th / Algebra I	School based and district personnel	All teachers	Early Release Days	Co-teaching and modeling classrooms; PLC's will be used to share best practices	Math department administration
Test Item Specification Review	10th/Geometry	School based and district personnel	All teachers	Early Release Days	Co-teaching and modeling classrooms; PLC's will be used to share best practices	Math department adminisitation

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core training	On-line resources; Defining the Core Resources; various materials	n/a	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Spartan Academy(extended learning opportunity)	ACT/SAT materials; textbook, various math resources; online programs	n/a	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:			By June 2013, at least 50% of students will maintain or increase proficiency on the 2013 FAA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
25% (1)			50%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student population is not consistent from year to year due to transfers	1.1. Parent contact	1.1. Administration, ESE Specialist, and teachers	1.1. Monitor student attendance	1.1. Attendance and withdrawal records  FAA results
2	1.2. Poor attendance by students	1.2. Increase parent contact	1.2. Administration, ESE Specialist and teachers	1.2. Monitor student attendance	1.2. Attendance records  FAA results
3	1.3. Teachers lack fundamental skills using Unique Learning curriculum and task analysis	1.3. Teachers will participate in training in various curriculum, access points, and relevant trainings	1.3. Administration, ESE Specialist, and teachers	1.3. CWT's, review lesson plans and student engagement	1.3. Lesson plans, student work samples, and attendance at trainings

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:			By June 2013, at least 80% of students will increase proficiency on the 2013 FAA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
75% (3)			80%		
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. Student population is not consistent from year to year due to transfers	2.1. Parent contact	2.1. Administration, ESE Specialist, and teachers	2.1. Monitor attendance	2.1. Attendance and withdrawal records FAA results
2	2.2. Poor attendance by students	2.2. Increase parent contact	2.2. Administration, ESE Specialist, and teachers	2.2. Monitor student attendance	2.2 Attendance records FAA results
3	2.3. Teachers lack fundamental skills in using Unique Learning curriculum and task analysis	2.3. Teachers will participate in training in various curriculum, access points, and relevant trainings	2.3. Administration, ESE Specialist, and teachers	2.3. CWTS's, review lesson plans, and student engagement	2.3. Lesson plans, student work samples, and attendance at trainings FAA results

## 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:	At least 39% of students taking the Biology End of Course exam for the first time will achieve a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (150)	39%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Biology teachers must become more familiar with content limits and test item specifications of the Biology EOC exam	1.1. Biology teachers will collaborate in a PLC to review Test Item Specifications and Content Limits and will share best practices at PLC meetings  A school calendar will track the meeting dates, objectives, and final products. The school calendar will also track the Science Mini-assessments.  A remediation and enrichment plan will indicate activities dates within 2 weeks of mini EOC	1.1. Administration and teachers	1.1. Common unit assessments with multiple cognitive complexity levels aligned to EOC format  Informal quarterly observations or classroom walk throughs  Inquiry laboratory activities, aligned with the annually assessed benchmarks, with high order questioning and reasoning will be incorporated in all the Biology classes	1.1. Benchmark Assessment Test #1 and Test #2  Sample of graded student work, such as laboratory reports and project presentations.  Teacher-generated assessment tools  Teachers will use Biology mini EOC assessments to determine student mastery of benchmarks

		<p>administration. Teachers will indicate remediation and enrichment activities in their lesson plans</p> <p>9th grade teachers will be incorporate during the 4th quarter benchmarks that are not covered in the 10th grade Biology curriculum to better prepare students taking the Biology EOC</p>			Biology EOC
2	<p>1.2. Students are challenged by limited decoding and comprehension when reading scientific material and word problems</p>	<p>1.2. Science teachers will support school-wide reading initiative by infusing weekly reading strategies in the science classes.</p> <p>Graphic organizers will be used to facilitate reading comprehension.</p> <p>Vocabulary skills will be enhanced by using organizers and non-linguistic representation.</p> <p>Strategies to support word problem solving include modeling, demonstrations, and kinesthetic activities such as laboratory experiments, aligned with the standards</p>	1.2. Administration and teachers	<p>1.2. Quarterly review of lesson plans to ensure implementation of school-wide reading initiatives.</p> <p>Informal quarterly observations or classroom walk throughs, focusing on reading strategies within the Science curriculum.</p>	<p>1.2. Sample of graded student work, such as laboratory reports and project presentations.</p> <p>Teacher generated assessments.</p> <p>Mid-term exams</p> <p>Biology EOC</p>
3	<p>1.3. Students lack the familiarity with computer-based testing</p>	<p>1.3. Teachers will not be trained in programs like USATestprep as resources to supplement county curriculum and student gap in knowledge</p> <p>Teachers will use computers to assess students whenever possible by means of computer cart or room</p> <p>Biology teachers will implement USATestprep as extra resource for students and as a monitoring tool</p>	1.3. Administration and teachers	<p>1.3. Review of computer database showing student participation in computer-generated tests</p>	<p>1.3. Results of computer-generated assessments aligned with benchmarks</p> <p>mini-assessments</p> <p>Biology EOC</p>

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p> <p>Biology Goal #2:</p>	<p>At least 30% of students taking the Biology EOC exam for the first time will achieve a level 4 or 5</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

26% (121_		30%			
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 do not see the connection between what they are learning and real life application	2.1. Teachers will provide "real world" applications to concepts covered in class. This can be done by providing field trips or bringing guest speakers into the classroom  Science teachers will use the inquiry approach to laboratory activities and will provide student-centered activities	2.1. Administration and teachers	2.1. Informal quarterly observations or CWT's  Inquiry laboratory activities with high order questioning and reasoning to be used across all the science classes	2.1. Teacher-generated assessments  Mini-assessments  Mid-term exams  Biology EOC

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
Test Item Specification	Biology teachers	School based and district personnel	Biology teachers	Planning and Early Release Days	Sample student work; CWT's; data from assessments	Administration
Common Core	9th - 12th	School based and district personnel	All teachers	Planning and Early Release Days	Sample student work; CWT's; data from assessments	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-out sessions prior to the Biology EOC	A teacher dedicated to pulling students who are struggling in specific benchmarks, as identified by the teacher	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Preparation of Secondary IFC for the Biology curriculum	A minimum of 2 teachers must meet and prepare a secondary IFC based on this year's experience, including Biology mini EOC administration and Remediation & Enrichment Plan	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Introduction of computer based testing	USATestprep provides a data bank of Biology questions aligned with Florida Biology EOC test	n/a	\$350.00
			Subtotal: \$350.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$350.00</b>

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:	At least 95% of students will score a level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(333)	92%

### 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 highly developed vocabulary in order to effectively complete writing tasks	1.1. Teacher models more precise vocabulary strategies  Use of active word walls  Students will work independently and collaboratively to improve vocabulary skills	1.1. Administration and teachers	1.1 Writing portfolios examined 2 times a marking period	1.1 Revised essays  Florida Writes
2	1.2. Teachers lack planning time to grade papers and provide feedback to students due to school schedule	1.2. Teachers will work collaboratively to grade papers  Peer conferences and review	1.2. Administration and teachers	1.2. Student writing samples	1.2. Revised essays  Florida Writes
3	1.3. Students sentence structure lacks variety	1.3. Teachers provide lesson on sentence variety through revisions  Students being exposed to a variety of genres	1.3. Administration and teachers	1.3. Writing portfolios examined 2 times a marking period.	1.3. Revised essays  Florida Writes
4	1.4. Students lack correct use of grammar and variety of expression	1.4. Teachers incorporate word walls for alternative means of expression and teach	1.4. Administration and teachers	1.4. Examination of Writing portfolios twice per quarter	1.4. Revised essays  Florida Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100% of students will score at a level 4 or higher on the 2013 FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	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	1B.1. Students lack the basic reading and writing skills due to cognitive ability	1B.1. Teachers will use the Unique Learning curriculum and other supplemental materials to meet the needs of all students	1B.1. Administration and teachers	1B.1. Informal quarterly observation or CWT's Review of lesson plans	1B.1. Sample of student work Teacher generated materials Classroom checklist FAA results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard	9th, 10th, & 12th	District personnel	ELA teachers	TBA	Course appraisal/follow-up	Administration/PLC leader
Writing Best Practices	10th	Teachers	ELA teachers	Planning Days	Sign in sheets and agendas	Administration/PLC leader

Writing Budget:

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



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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The average daily attendance rate for students in grades 9-12 is 89%. By June 2013 the attendance rate will improve by 6%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89% (1450)	95% (1549)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
39% (634)	10% (160)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
7.3% (117)	5% (82)

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 of motivation contributes to low attendance(i.e. holidays, spring, and end of year)	1.1. Use incentives for perfect attendance and improved attendance.  Generate social worker referral  Conduct CPST review of student with chronic absenteeism	1.1. Administration and teachers	1.1. Daily school-wide attendance report.  Daily class attendance report	1.1. Data Warehouse Reports and Pinnacle
2	1.2. Teacher inaccurately report student absences and tardies in Pinnacle	1.2. Continued focused attention by instructional staff in changing absences to tardies when students arrive late to class. Instructional staff marking the designated attendance code for students in attendance especially period 2, the official attendance report to the district. - Instructional staff notify administration of 5 unexcused absences -Automated telephone call from the district to parents when students are absent on a daily basis - Letters home after 5 days unexcused and then again after 10 days unexcused	1.2. Administration and clerical	1.2. Access 2011-2012 data Warehouse monthly average daily attendance reports in comparison to 2012-2013	1.2. June 2013 annual attendance report, BASIS and DWH
3	1.3. Inaccurate student contact information and failure to update on regular basis	1.3. School district insert of Emergency contact/Dismissal card	1.3. Clerical	1.3. TERMS	1.3. Attendance reports and contact logs
	1.4. High absenteeism on testing days (i.e. BAT, FCAT, and EOC)	1.4. Grade level challenges and incentives to promote	1.4. Administration, teachers, social	1.4. Compare weekly and monthly data to identify trends	1.4. Attendance and Pinnacle records

4		healthy competition among students Awards and recognition for attendance	worker, guidance		
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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
CPST Training	9th -12th	District personnel	Assistant principals, guidance counselors, teachers, ESE Specialist	Early Release Days	Attendance records	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of students receiving a suspension will decrease by 10%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
945	500
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
405	350
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
182	160
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
122	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	1.1. Increased number of students in internal suspension due to our school wide tardy policy (referral after 5 tardies)	1.1. Individual conferences with students Parent contact and ParentLink	1.1. Grade level secretaries and administrators	1.1. Compare and monitor previous and current years data to identify trends	1.1. Attendance reports and Pinnacle
2	1.2. Teachers lack classroom management skills to deal with off task behavior	1.2. CHAMPS training Establish clearly written rules and regulations Peer observation	1.2. Administration and teachers	1.2. CWT's Discipline management database	1.2. Total number of suspensions and number of students in suspensions

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
Pinnacle Training	9th-12th	School based personnel	All teachers	Early Release and Planning Days	CAB and attendance reports	Administration and department chairs
Prevention PLC	9th-12th	School based personnel	All teachers	Early Release/Common Planning/Advisory Days	Student projects and sample of student work	Administration and Prevention Liaison
CHAMPS	9th	District based personnel	All teachers	Early Release	Meeting notes and social worker reports	Administration

Suspension Budget:

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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		By June 2013, dropout rate will decrease by 1%			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
n/a		less than 1%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
n/a		95%			
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. Incorrect coding of students during the	1.1. Exit interview completed by counselor	1.1. Administration	1.1. Review of withdrawal reports	1.1. Report generated from

1	withdrawal process (next school not identified)	and student and entered into TERMS by Information Management Technician		Correcct coding into TERMS	TERMS
2	1.2. Students with deficits in credits and low GPAs	1.2. Students participate in credit recovery course  Tutoring Sessions after school and on Saturdays  Parent/teacher/student conferences  Referral to RtI will be submitted for students with poor attendance, behavior or academic problems	1.2. Adminstration, counselors, and teachers	1.2. Review report cards and academic history to determine credits earned  Review of behavior referrals	1.2. Final grades and credits earned

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 in SB 1908 and credit recovery	9th -12th	District personnel	Assistant Prinicipals, guidance counselors, ESE Specialist, and teacher leaders	Planning Days	Credit recovery program, L27 panel for administrators and social worker, parent contact	Adminstration

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

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, parent involvement will increase by 10% in activities offered at school such as SAC/SAF meetings, Open House, Parent Night, and conferences
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
15% (245)	25% (408)

### 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. Large percentage of non-English speaking parents	1.1. ESOL Literacy Night  Bilingual section added to school newsletter  Bilingual ParentLink	1.1. Assistration and teachers	1.1. Sign-in sheets and feedback from parent survey	1.1. Attendance
2	1.2. Parents are unable to actively participate in the school community due to work, family or other commitments	1.2. Schedule activities at various times and within the community  Notify parents about upcoming events through ParentLink, school website, and letters home	1.2. Administration and teachers	1.2. Review of attendance sign-in rosters	1.2. Attendance

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

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

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

Parent Involvement Budget:



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

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		Increase STEM literacy and learning opportunities by providing curricula driven by problem-solving, discovery, and exploratory learning that actively engage students			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of thorough understanding of the district and national STEM goals	1.1. Professional development on STEM goals and objectives	1.1. Administration and teachers	1.1. Informal quarterly observations and CWT's focusing on strategies that support the integration of science, technology, engineering, and mathematics	1.1. Student products from projects and results from competitions
2	1.2. Teachers lack knowledge of resources to support STEM goal	1.2. Teachers will share best practices and resources for problem-solving activities and exploratory learning incorporating science, technology, engineering, and mathematics. This will occur on Early Release days	1.2. Administration and teachers	1.2. Informal quarterly observations and CWT's focusing on strategies that support the integration of science, technology, engineering, and mathematics	Sample of graded student work like projects, reports, and presentations
	1.3. Students do not see the connection between what they are learning and real life application	1.3. Science teachers will present connections between abstract concepts and current technology and	1.2. Administration and teachers	1.2. Informal quarterly observations and CWT's focusing on strategies that support the integration of	1.2. Student products from projects and results from competitions

3	applications. Students will participate in the Science Fair, SECME, local and state amth competitions th make connections between the concepts learned in class and real life applications	science, technology, engineering, and mathematoics
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:		To continue to offer the Communication Tech CAPE Academy for the 201-2013 school year			
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 are not aware of all opportunities linked to the CAPE Academy	1.1. CAPE Parent Night, newsletter and school website  Guidance counselors will conduct classroom visits to provide information	1.1. Administration, guidance counselors, and CTE teachers	1.1. Enrollment data and master schedule  Course selection sheets  Year to year comparative data	1.1. Enrollment master schedule  Industry certificates
2	1.2. Pending teacher certification	1.2. Take courses and/or tests to gain certification	1.2. Administration and CTE teacher	1.2. performance on tests and course work	1.2. Industry certification
3	1.3. Number of students available to complete Industry certifications	1.3. Have Marketing teacher incorporate PhotoShop into the Marketing course curriculum  Provide students an opportunity to take PhotoShop exam	1.3. Administration and CTE teachers	1.3. Number of students passing Industry certification	1.3. Number of Industry certifications

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						

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)

To increase the number of students who are college ready by 5% 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. To increase the number of students who are college ready by 5% Goal  To increase the number of students who are college ready by 5% Goal #1:		To increase the number of students who are college ready by 5%			
2012 Current level:		2013 Expected level:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Low percentage of 11th grade students registering for PSAT/ACT/SAT	1.1. Critical SAT question of the day  Timed writing prompts with peer editing  Incorporation in student writing  All 11th and 12th grade teacher will incorporate ACT and SAT strategies in their lessons	1.1. Administration and teachers	1.1. Sample student work and sample practice test	1.1. ACT and SAT

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

*End of To increase the number of students who are college ready by 5% Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No data	No data	No data	\$0.00
CELLA	No data	No data	No data	\$0.00
Mathematics	No data	No data	No data	\$0.00
Science	Pull-out sessions prior to the Biology EOC	A teacher dedicated to pulling students who are struggling in specific benchmarks, as identified by the teacher	n/a	\$0.00
Writing	No data	No data	No data	\$0.00
Attendance	No data	No data	No data	\$0.00
Suspension	No data	No data	No data	\$0.00
Dropout Prevention	No data	No data	No data	\$0.00
Parent Involvement	No data	No data	No data	\$0.00
STEM	No data	No data	No data	\$0.00
CTE	No data	No data	No data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will attend district professional development for reading	n/a	n/a	\$0.00
CELLA	No data	No data	No data	\$0.00
Mathematics	No data	No data	No data	\$0.00
Science	Preparation of Secondary IFC for the Biology curriculum	A minimum of 2 teachers must meet and prepare a secondary IFC based on this year's experience, including Biology mini EOC administration and Remediation & Enrichment Plan	n/a	\$0.00
Writing	No data	No data	No data	\$0.00
Attendance	No data	No data	No data	\$0.00
Suspension	No data	No data	No data	\$0.00
Dropout Prevention	No data	No data	No data	\$0.00
Parent Involvement	No data	No data	No data	\$0.00
STEM	No data	No data	No data	\$0.00
CTE	No data	No data	No data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No data	No data	No data	\$0.00
CELLA	No data	No data	No data	\$0.00
Mathematics	Common Core training	On-line resources; Defining the Core Resources; various materials	n/a	\$0.00
Science	Introduction of computer based testing	USATestprep provides a data bank of Biology questions aligned with Florida Biology EOC test	n/a	\$350.00
Writing	No data	No data	No data	\$0.00
Attendance	No data	No data	No data	\$0.00

Suspension	No data	No data	No data	\$0.00
Dropout Prevention	No data	No data	No data	\$0.00
Parent Involvement	No data	No data	No data	\$0.00
STEM	No data	No data	No data	\$0.00
CTE	No data	No data	No data	\$0.00
				Subtotal: \$350.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Spartan Academy (extended learning opportunity) will be offered to increase student proficiency	ACT/SAT materials; online resources	Carl Perkins Grant	\$0.00
CELLA	No data	No data	No data	\$0.00
Mathematics	Spartan Academy (extended learning opportunity)	ACT/SAT materials; textbook, various math resources; online programs	n/a	\$0.00
Science	No data	No data	No data	\$0.00
Writing	No data	No data	No data	\$0.00
Attendance	No data	No data	No data	\$0.00
Suspension	No data	No data	No data	\$0.00
Dropout Prevention	No data	No data	No data	\$0.00
Parent Involvement	No data	No data	No data	\$0.00
STEM	No data	No data	No data	\$0.00
CTE	No data	No data	No data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$350.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/18/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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



Hollywood Hills High School Advisory Council is committed to fulfilling its primary role in implementation and monitoring of the 2012-2013 School Improvement Plan (SIP). The council will meet monthly to hear subcommittee reports and make decisions as to whether modifications need to be made. The council will review and evaluate school data that supports each of the SIP goals, distribute accountability funds that will support programs, and professional development identified in the SIP and explore ways to increase parental involvement.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District HOLLYWOOD HILLS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	67%	81%	41%	225	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	40%	67%			107	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?	38% (NO)	53% (YES)			91	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					433	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD HILLS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	69%	91%	36%	235	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%	75%			123	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?	43% (NO)	64% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					465	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested