

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: MONARCH HIGH SCHOOL

District Name: Broward

Principal: Mr. James Neer

SAC Chair: Ms. Patricia Delmonte

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James Neer	BA – Special Education, Eastern Michigan University MA – Educational Leadership, Nova Southeastern University	4	18	2011-2012 Grade: Reading Mastery-50.8% Math Mastery-65.8% Writing Mastery-90.9% Science Mastery-74.1% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math. 2010-2011 Grade: A Reading Mastery-43% Math Mastery-74% Writing Mastery-85% Science Mastery-26% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and

					English Language Learners did not make AYP in Math.
Assis Principal	Christy Bradford	<p>BA – Elementary Education Florida Atlantic University</p> <p>MA – Education Leadership Florida Atlantic University</p>	5	5	<p>2011-2012 Grade: Reading Mastery-50.8% Math Mastery-65.8% Writing Mastery-90.9% Science Mastery-74.1% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p> <p>2010-2011 Grade: A Reading Mastery-43% Math Mastery-74% Writing Mastery-85% Science Mastery-26% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p>
Assis Principal	Marco Caceres	<p>BA – Industrial Engineering, Garcilaso University</p> <p>MS – TESOL, Nova Southeastern University</p>	10	13	<p>2011-2012 Grade: Reading Mastery-50.8% Math Mastery-65.8% Writing Mastery-90.9% Science Mastery-74.1% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p> <p>2010-2011 Grade: A Reading Mastery-43% Math Mastery-74% Writing Mastery-85% Science Mastery-26% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p>
Assis Principal	William Hendricks	<p>BS – Education, The Ohio State University</p> <p>MS – Education, Florida Atlantic University</p>	10	19	<p>2011-2012 Grade: Reading Mastery-50.8% Math Mastery-65.8% Writing Mastery-90.9% Science Mastery-74.1% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p> <p>2010-2011 Grade: A Reading Mastery-43% Math Mastery-74% Writing Mastery-85% Science Mastery-26% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p>
		BS – Psychology, Florida Atlantic			<p>2011-2012 Grade: Reading Mastery-50.8% Math Mastery-65.8% Writing Mastery-90.9% Science Mastery-74.1% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make</p>

Assis Principal	Karleen Thompson	University MA – Education Leadership, Florida Atlantic University	3	5	AYP in Math. 2010-2011 Grade: A Reading Mastery-43% Math Mastery-74% Writing Mastery-85% Science Mastery-26% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Gloria Moss	DEGREES- BA/English Literature, MA/English, Ph.D/Theater Education CERTIFICATIONS - Drama 6-12 English 6-12 Education Leadership (All levels) ESOL Endorsement Reading Endorsement	6	6	2011-2012 Grade: Reading Mastery-50.8% Math Mastery-65.8% Writing Mastery-90.9% Science Mastery-n/a% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math. 2010-2011 Grade: A Reading Mastery-43% Math Mastery-74% Writing Mastery-85% Science Mastery-26% AYP: White, Black, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading. Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.

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	Partnering and mentoring new teachers or teachers with less than 3 years experience to Monarch High School with veteran staff members to familiarize them with best professional practices and maintain compliance.	NESS Liaison, Leadership Team, Administration	Continual implementation of strategies throughout the school year.	
2	Professional Learning Communities and Professional Development Days will be utilized throughout the school year addressing instruction in the Common Core State Standards and provide professional collegiality within curricular departments .	Ness Liaison, Leadership Team, Administration	Continual implementation of strategies throughout the school year.	
3	New teachers will attend training for one semester on the New Teacher Academy to assist to facilitate effective instructional practices and interact with new professional knowledge.	Ness Liaison, Leadership Team, Administration	Continual implementation of strategies throughout the school year.	

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
No data submitted	

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
99	2.0%(2)	14.1%(14)	24.2%(24)	59.6%(59)	53.5%(53)	100.0%(99)	14.1%(14)	10.1%(10)	35.4%(35)

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
No data submitted			

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are used to -

- 1) Provide tutoring before and after school in core subject areas.
- 2) Virtual credit recovery programming and credit acceleration.
- 3) After school management and monitoring of at-risk students.
- 4) After school management and monitoring of college ready students.
- 5) After school management and monitoring of students enrolled in accelerated coursework.

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Monarch offers a wide variety of Career Technical Education classes. Each class completes activities geared toward career exploration and field trips are also a part of the curriculum. Other elective classes also offer opportunities for career exploration, including Sports and Recreation Management.

Monarch H.S. implements the Annual Guidance Plan (AGP), focusing on academic and career planning. In this plan each student will meet with their guidance counselor to discuss academic and career planning, select courses, and discuss post-secondary options. The website FACTS.org will be utilized for academic and career planning research. Students are also required to complete and reevaluate their ePEP each year beginning with this year's 9th grade.

Monarch offers a variety of career education and tech prep programs and classes. Every student who completes a Career and Professional (CAPE) Academy program will 1.graduate from high school, 2.obtain one or more industry certifications, 3.be prepared to enter the workforce and proceed to higher education. The CAPE academies provide opportunities for students to compete four sequential courses within a major area of interest, promoting acceleration mechanisms, dual enrollment, articulated credit and occupational completion points.

The Career Technical Program supports Florida's economy by meeting industry needs for skilled employees in high-demand jobs. It provides a rigorous, standards-based academic, career, technical educational curriculum. Students completing must receive a high school diploma and industry certification. Opportunities to earn credit through articulation agreements and/or academic and technical dual enrollment. Participate in internships, externships and/or on the job training. Student may obtain a Bright Futures/Gold Seal Scholarship and a Ready to Work Certificate.

*Early Childhood – Students learn the basics of childhood development and working in a nursery/pre-school setting. CAPE Academy

*Sports, Entertainment, and Recreational Marketing - 2nd year. CAPE Academy

*New Media Technology - CAPE Academy

*Marketing Management/Marketing OJT – Students learn the essential skills necessary to perform successfully in the work setting.

*Pathways to Engineering

*PC Support

Job Training

Students with disabilities are provided career education training in the work setting by a job coach to enhance employability skills and to assist in post secondary employment in the community.

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal- Mr. James Neer

Assistant Principals – Ms. Christy Bradford, Mr. Marco Caceres, Mr. Will Hendricks, Ms. Karleen Thompson-

School administrators provide a common vision for the use of data-based, decision-making, ensuring that the school-based team is 1)implementing RtI support,2)conducting on-going assessment of RtI skills of school staff, 3)documenting and providing quality professional development to support RtI implementation, 4)ensuring continuous communication with all stakeholders, supporting and modeling the RtI process at Monarch.

TIER 1 interventions are evaluated by the Comprehensive Problem Solving Team (CPST) in the areas of reading, math, writing, science and behavior. This data is utilized to evaluate the effectiveness of curricular instruction and classroom management. Monarch High School utilizes a school-wide approach to behavior management through the school Discipline Plan. The data from the TIER 1 interventions is also used to screen and identify at-risk students whose data indicates further TIER 2 or 3 interventions are needed.

Math Department Chair, Ms. Patricia Delmonte, Science Department Chair, Ms. Nicole Cimock-

The Math and Science RtI Leadership Team develops, leads, and evaluates core content standards and instructional programs, while identifying and analyzing existing literature on data based curriculum/behavior assessment and intervention approaches.

Identifying systematic patterns of student need while working with district personnel to determine appropriate, evidence-based intervention strategies. Department Heads assist with whole school screening programs that provide interventions for children to be considered "at risk;" assisting in the design and implementation for progress monitoring, data collection, and data analysis.

Language Arts Department Chair – Ms. Christine Donahue, Reading Coach – Dr. Gloria Moss, Reading Department Chair – Ms. Barbara Lavker

The Reading and Language Arts RtI Leadership Team provide guidance on grades 9-12 reading and writing plan, while facilitating and supporting data collection activities. Assisting in data analysis while providing professional development and technical assistance to teachers regarding data based instructional planning. Implementation of Tier 1, Tier 2, and Tier 3 interventions are implemented throughout the Reading/Language Arts instruction.

ESE Department Chair, Ms. Christine Lamb, Speech/Language Pathologist, Ms. Wendy Michaels, ESE Specialist, Ms. Sellitti-

The Exceptional Student Education (ESE) RtI Leadership Team participates in student data collection, integrating core instructional activities/materials into Tier 3 instruction, and collaborating with general education teachers through such activities as co-teaching and support facilitation.

Health/Wellness Department Chair, Ms. Pamela Griffin, Foreign Language Department Chair, Ms. Nicole Deman, Social Studies Department Chair, Mr. Andrew Rumpfeldt, Fine Arts Department Chair, Mr. Phillip Halladay-

The elective subject area RtI Leadership Team provides information regarding elective instruction while participating in student data collection. Delivering Tier 1 instruction/interventions, collaborating with staff to implement Tier 2 interventions, and integrating Tier 1 materials/instruction with Tier 2/3 activities.

Career/Technology Education Department Chair, Ms. Lori Fuller-

The Technology RtI Leadership Team utilizes technology necessary to manage and display data, providing professional development and technical support to teachers and staff regarding data analysis.

Social Worker, Ms. Rhonda Terpak, Family Counselor, Dr. Ralph Levinson,

Student Services Itinerant Personnel provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker links community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist, Ms. Jean Reynolds

The school psychologist participates in collection, interpretation, and analysis of data, facilitating development of intervention plans. Supporting the faculty in professional development, technical assistance in intervention development, and data based decision.

Guidance Director, Mr. Tom Weber, Guidance Counselors – Mr. William McIntyre, Ms. Reina Lucas, Ms. Perla Moses

The Guidance department coordinates and conducts the CPST in the RtI process throughout the school year. Providing educational data to ensure proper recommendation and placement and providing support to the faculty and staff in recommended interventions.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The CPST is coordinated and facilitated by the Guidance Director. Each student who's data is brought to the CPST is case managed by the student's guidance counselor. The CPST meets twice a month to engage in data review and analysis, monitoring and analyzing student progress data to determine and recommend appropriate interventions. The RtI Team reviews student data and implements supports for instructional decisions with appropriate faculty and staff. Student progress is reviewed for each grade level, identifying students who are meeting/exceeding benchmarks, or students at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources to address the concerns for the lack of student progress. The RtI team will also collaborate regularly to problem solve, share effective practices, evaluate implementation of interventions, make on going decisions through the RtI process, and practice new processes and skills for progress maintenance. The RtI team will facilitate the process of building consensus and making decisions regarding implementation throughout the school.

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

The RtI Team met with the School Advisory Council (SAC) and principal to help determine the school's need in the development of goals for the School Improvement Plan (SIP). The RtI Team provided data on Tier 1, 2, 3 interventions and on the school's Professional Development activities regarding training the faculty on instruction aligned with the processes and procedures of RtI.

MTSS Implementation

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

Baseline Data: 1) Progress Monitoring and Reporting Network (PMRN), 2) Broward Assessment Test (BAT 1 & 2 for reading, math, and science, and writing) 3) Florida Comprehensive Assessment Test (FCAT) 4) Discipline Management System (DMS), AS400 (TERMS)-attendance, grades, out of school assessments.

Progress Monitoring: 1) PMRN, Mini assessments 2) Midyear – Florida Assessments for Instruction in Reading (FAIR) 3) End of Year – FAIR, FCAT 4) Frequency of Data Days – twice a month for data analysis 5) Attendance, ACT, SAT, CPT, Writing Prompts, Review of Tier 1 & Tier 2 Intervention Data Forms & Graphs.

Describe the plan to train staff on MTSS.

The School Psychologist and Guidance Counselors will train the Leadership team on how to assist the faculty in their continuing efforts to implement RtI interventions in the classroom setting. The Guidance Department and School Psychologist delivered an RtI training during the pre-planning week for the School Leadership Team, composed of administration, guidance counselors, department heads, instructional coaches, and the ESE Specialist. The specific content of the RtI training included: 1) review of student referral to the CPST for the implementation of the RtI process 2) review Tier 1, 2 & 3 of the RtI process, 3) review specific responsibilities, procedures and timelines in

student data collection.

The School Leadership Team, the CPST Team will continue to train and monitor on the understanding, development and implementation of RtI interventions in Professional Learning Communities throughout the school year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT)

Mr. James Neer-Principal
Ms. Christy Bradford-Assistant Principal
Mr. Marco Caceres- Assistant Principal
Dr. Gloria Moss – Reading Coach and Literacy Team Facilitator
Ms. Christine Donahue – Language Arts Department Head
Ms. Nicole Cimoch - Science Department Head
Ms. Nicole DeMan-Foreign Language Department Head
Ms. Barbara Lavker-Reading Department Head
Ms. Lori Fuller- Career Technology Department Head
Ms. Pamela Griffin –Health and Physical Education
Ms. Phillip Halladay – Fine Arts Department Head
Ms. Christine Lamb - ESE Department Head
Mr. Andy Rumpfeldt – Social Studies Department Head
Ms. Lenora Smoot – Media Center

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

The Monarch Literacy Leadership Team functions in three phases;

Phase 1) Supply literacy materials for teachers in all of the content areas. The Literacy Plan will focusing on the Common Core State Standards,with the implementation in lesson planning throughout all classrooms this year.

Phase 2) The Literacy Leadership Team will meet monthly on a Wiki established for the purpose of collegial communication and sharing of ideas and materials. Each member will be responsible for exchanging ideas, methods and information with their department through department meetings, PLCs, and providing feedback via the Wiki comments section.

Departmental monthly instructional agendas, school-wide activities and "to-do" lists,all pertaining to higher order thinking skills, reading and thinking activities, content area resources, lesson study and learning. Graphics organizers will be utilized, which will include student generated summaries and higher order thinking questions to analyze the information.

Phase 3) Teachers will collect, evaluate and display student samples of work to assess and evaluate if progress has been made for student higher order thinking skills.

All LLT phases will be monitored by the Administration and the School Leadership Team to ensure continued academic success.

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

The major initiative of the LLT this school year will be to improve the planning and implementation in the classroom of higher order reading and thinking activities, lesson studies and consideration of learning styles across the content areas. The accountability plan will include; collect samples of student work that demonstrate the use of identified higher order strategies in all content areas. Student performance will be evaluated utilizing the BAT testing, FCAT score (focusing on reference and research), accelerated course exams, college readiness tests and end of year exams. Teachers will follow the Monarch High School Instructional Focus calendar.

All teachers are encouraged to obtain a reading endorsement. Courses on Broward Virtual Education as well as through district secondary reading are promoted by the LLT.

The Reading Coach will mentor and train all teachers who enroll for on-line reading courses in preparation for taking CAR-PD, assisting with lesson planning and completing classroom observations throughout the school year.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Not 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.

All instructional staff have been trained on utilizing Marzano's 9 High Yield Strategies, Content area teachers have been trained to use reading strategies, 10% of teachers are reading endorsed.

*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?

Monarch offers a wide variety of Career Technical Education classes. Each class completes activities geared toward career exploration. Other elective classes also offer opportunities for career exploration, including Sports and Recreation Management.

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?

Monarch H.S. implements the Annual Guidance Plan (AGP), focusing on academic and career planning. In this plan, each student will meet with their guidance counselor to discuss academic and career planning, select courses, and discuss post-secondary options. The website FACTS.org will be utilized for academic and career planning research. Students are also required to complete and reevaluate their ePEP each year beginning with this year's 9th grade.

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](#)

Monarch H.S. offers courses on math and reading for college readiness to prepare students for postsecondary education or employment opportunities. The guidance department, administrators, the BRACE advisor and Advanced Placement teachers will meet with students to increase enrollment in accelerated courses. A college informational night will be held to inform and assist parents and students on the entire college application process, including the importance of accelerated courses for college readiness.

The Guidance Counselors will incorporate a variety of strategies to improve postsecondary readiness by : 1) maximize the use of fee waivers for the SAT/ACT/College admissions for eligible students, 2) administer the PSAT to all 10th grade students, 3) 11th grade students will have a field trip to the Junior Experience at the College Fair. Juniors who are not able to attend this field trip will be encouraged to attend the evening College Fair.

Finally, the school BRACE advisor will collect post secondary data throughout the year in BRACE track.

We will encourage students to take Advance Placement courses.

We will have the guidance counselors meet on a regular basis with students to discuss postsecondary plans. This will include information and requirements to be eligible for Bright Futures.

The Leadership team will review charts tracking graduation requirements and intervene as necessary.

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:	30%(311) of students will score at Achievement Level 3 on the 2012/2013 administration of the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.4%(285) of students scored at Achievement Level 3 on the 2011/2012 administration of the FCAT Reading Assessment.	30%(311) of students will score at Achievement Level 3 on the 2012/2013 administration of the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of text complexity and higher order/critical thinking questioning throughout all content areas utilizing the Common Core State Standards. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated throughout the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated throughout the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for

2				through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
3	Students lacking complete mastery of core content from middle school core curriculum.	Intense remediation and preparation in core curriculum through before school and after school tutoring to strengthen students prerequisite skills for core curriculum. Vertical teaming within matriculation activities to ensure prerequisite skills are being mastered prior to high school promotion.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
4	Student lack of proficiency in higher order thinking that causes poor performance in the reference and research questions on standardized tests	Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development ACADEMIC WORKSHOP before and after school to tutor individual students Collaborative lesson planning	Reading Coach Administration and Department chair persons	Evaluation of student work Lesson Study and PLC activities	BAT TESTING of all students, levels 1-5. FCAT scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	30%(5) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:

26%(4) of students that scored at level 4,5 or 6 on the 2011/2012 administration of the Florida Alternative Assessment for Reading.

30%(5) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying instructional levels within the classroom setting.	Direct, individualized instruction utilizing a multitude of instructional resources. Incorporating the use of itinerant personnel and paraprofessionals.	Administrators, Leadership Team, ESE Specialist	Progress monitoring on IEP goals. FAA	Progress reports-quarterly IEP goal data documentation FAA classroom grades

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:	27%(279) of students will achieve mastery (level 4 & 5) on the administration of the 2012/2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.4%(243) of students achieved mastery (level 4 & 5) on the administration of the 2011/2012 FCAT Reading Assessment.	27%(279) of students will achieve mastery (level 4 & 5) on the administration of the 2012/2013 FCAT Reading Assessment.

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	Decreased motivation to improve performance of students who have met proficiency on standardized assessments.	Increase rigor in planning and implementation of core curriculum to ensure continuous improvement of college ready skills. Increase rigor in planning and implementation of CCSS with a concentration in higher order thinking skills.	Administration, Leadership Team, Guidance Counselors	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
2	Limited planning for remediation and maintenance of skills where proficiency has been achieved.	Continual review of lesson planning and instruction to ensure all level 4 & 5 skill levels are being maintained and improved within all core content.	Administration, Leadership Team, Classroom Teacher	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses

					(Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
3	Limited knowledge of educational requirements for college readiness and post secondary employability skills needed for success in the workforce.	Through out the school year student will participate in Data Chats with their teachers regarding their academic standing in their individual classes. The students will also receive training in the academic requirements for college acceptance, vocational training entrance requirements and work skill requirements in reading, math and writing.	Administration, Leadership Team, Guidance Counselors, BRACE Advisors, Teachers, Instructional Coaches	Analysis of student and school data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	56%(9) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:
53.3%(8) of students scored at or above level 7 on the 2011/2012 administration of the Florida Alternative Assessment for Reading .	56%(9) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Reading .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying instructional levels within the classroom setting.	Direct, individualized instruction utilizing a multitude of instructional resources. Incorporating the use of itinerant personnel and paraprofessionals.	Administrator, Leadership Team, ESE Specialist	Progress monitoring on IEP goals. FAA	Progress reports- quarterly IEP goal data documentation FAA classroom grades

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:	66%(652) students will achieve learning gains on the administration of the 2012/2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63.8% students(631)achieved learning gains on the 2011/2012 FCAT 2.0 Reading Assessment.	66% students(652) will achieve learning gains on 2012/2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of higher order/critical thinking questioning throughout all content areas. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of student data through out the school year.	FCAT academic records ACT/SAT/PERT
2	Student lack of proficiency in higher order thinking that causes poor performance in the reference and research questions on standardized tests.	Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development.	Administration, Department Head, Reading Coach	Evaluation of student work Lesson Study and PLC activities	BAT TESTING of all students, levels 1-5 Mini BAT Testing FCAT scores FAIR Testing Progress monitoring

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	49%(7) of students will make learning gains on the 2012/2013 administration of the Florida Alternative Assessment for Reading .
2012 Current Level of Performance:	2013 Expected Level of Performance:
46.1%(6)of students made learning gains on the 2011/2012 administration of the Florida Alternative Assessment for Reading .	49%(7) of students will make learning gains on the 2012/2013 administration of the Florida Alternative Assessment for Reading .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying instructional levels within the classroom setting.	Direct, individualized instruction utilizing a multitude of instructional resources. Incorporating the use of itinerant personnel and paraprofessionals.	Administrators, Leadership Team, ESE Specialist	Progress monitoring on IEP goals. FAA	Progress reports- quarterly IEP goal data documentation FAA classroom grades

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:	75%(196) of lowest quartile of students will make learning gains on the administration of the 2012/2013 FCAT 2.0 Reading Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
72.7%(190) of lowest quartile of students made learning gains on the administration of the 2011/2012 FCAT 2.0 Reading Assessment.	75%(196) of lowest quartile of students will make learning gains on the administration of the 2012/2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in higher order thinking that causes poor performance in the reference and research questions on standardized tests. Students lack proficiency in context clues and overall reading comprehension.	Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development and Student Data Chats.	Administration, Department Head	Evaluation of student work Lesson Study and PLC activities FAIR testing and monitoring Mini BAT testing and remediation	BAT testing of all students, levels 1-5. FAIR testing Progress Monitoring Mini BAT testing and remediation FCAT scores
2	Truancy related issues	Parent/ student interventions and outreach services targeting attendance/academic related issues.	Administration, Leadership Team, Guidance Counselors, Comprehensive Problem Solving Team (CPST), School Social Worker	CPST referral, Rtl, parent/student data review and feedback	FCAT/EOC scores academic record attendance record discipline record

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 # In six years, the percentage of non proficient students in reading will decrease from 57% (2010/2011) to 28.5% non proficient (2016/2017). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52.25%	47.5%	42.75%	38%	33.25%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students in the subgroup(s) ethnicity not making satisfactory progress on FCAT 2.0 reading 2012/2013 (Annual Yearly Progress)AYP by White-36%(159), Black-56%(100), Hispanic-51%(171), Asian-45%(22), American Indian-97% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in the subgroup(s) ethnicity not making satisfactory progress on FCAT 2.0 reading 2011/2012 (Annual Yearly Progress)AYP by White-39.3%(174), Black-59.2%(106), Hispanic-54.8%(185), Asian-48%(24), American Indian-100% (3).	Students in the subgroup(s) ethnicity not making satisfactory progress on FCAT 2.0 reading 2012/2013 (Annual Yearly Progress)AYP by White-36%(159), Black-56%(100), Hispanic-51%(171), Asian-45%(22), American Indian-97% (2).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>Student lack of proficiency in higher order thinking that causes poor performance in the reference and research questions on standardized tests.</p> <p>Varied student learning styles and ability leading to lack of engagement and motivation.</p>	<p>Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development.</p> <p>Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied styles.</p> <p>Recommended accommodations</p>	<p>Reading Coach Administration and Department chair persons.</p>	<p>Evaluation of student work</p> <p>Lesson Study and PLC activities</p> <p>Mini BAT Testing</p> <p>FAIR Testing and monitoring</p>	<p>BAT TESTING of all students, levels 1-5</p> <p>FCAT scores</p> <p>FAIR Testing and monitoring</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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	82%(34)of ELL students will not achieve Annual Yearly Progress (AYP) on the 2012/2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85.7%(36)of ELL students did not achieve Annual Yearly Progress (AYP) on the 2011/2012 FCAT 2.0 Reading Assessment.	82%(34)of ELL students will not achieve Annual Yearly Progress (AYP) on the 2012/2013 FCAT 2.0 Reading Assessment.

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>Student lack of proficiency in higher order thinking that causes poor performance in the reference and research questions on standardized tests</p> <p>Students' lack of academic vocabulary in English. (CALP)</p>	<p>Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development.</p> <p>Strategies for work on multi-syllabic words and word affixes.</p> <p>Recommended accommodations</p> <p>A1&A2 language classification reading needs will be met within a sheltered instructional environment.</p>	<p>Reading Coach Administration, Department Head</p>	<p>Evaluation of student work</p> <p>Lesson Study and PLC activities</p> <p>Mini Bat Testing</p> <p>FAIR Testing and progress monitoring</p>	<p>BAT TESTING of all students, levels 1-5</p> <p>FCAT scores</p> <p>FAIR Testing and monitoring</p> <p>CELLA Testing</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 subgroup:

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in reading. Reading Goal #5D:	73%(74) of SWD students will not achieve Annual Yearly Progress (AYP) on the 2012/2013 administration of the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.4%(78) of SWD students did not achieve Annual Yearly Progress (AYP) on the 2011/2012 administration of the FCAT 2.0 Reading Assessment.	73%(74) of SWD students will not achieve Annual Yearly Progress (AYP) on the 2012/2013 administration of the FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in higher order thinking that causes poor performance in the reference and research questions on standardized tests. Varied student learning styles and ability leading to lack of engagement and motivation.	Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development. Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied styles. Recommended accommodations	Reading Coach Administration and Department Head, ESE Support Teacher	Evaluation of student work. Lesson Study and PLC activities. IEP Progress Report	BAT TESTING of all students, levels 1-5 FCAT scores BAT TESTING of all students, levels 1-5 FCAT scores

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	54%(291) of Economically Disadvantaged students that will not achieve Annual Yearly Progress (AYP) on the administration of the 2012/2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.2%(309) of Economically Disadvantaged students that did not achieve Annual Yearly Progress (AYP) on the administration of the 2011/2012 FCAT 2.0 Reading Assessment.	54%(291) of Economically Disadvantaged students that will not achieve Annual Yearly Progress (AYP) on the administration of the 2012/2013 FCAT 2.0 Reading Assessment.

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	Truancy related issues	Parent/ student interventions and outreach services targeting attendance/academic related issues.	Administration, Leadership Team, Guidance Counselors, Comprehensive Problem Solving Team (CPST), School Social Worker CPST referral	Rti process Parent/student data review and feedback Social worker	FCAT/EOC scores academic record attendance record discipline record
	Student lack of proficiency in higher order thinking that	Introduction of strategies for teaching higher order/critical thinking	Administrator, Guidance Director, Dept. Head,	Evaluation of student work	BAT TESTING of all students, levels 1-5

2	causes poor performance in the reference and research questions on standardized tests.	throughout the content areas via Literacy Team, PLC and department level professional development.	Reading Coach	Lesson Study and PLC activities	FCAT scores
	Varied student learning styles and ability leading to lack of engagement and motivation.	Evaluation of learning styles by all content area teachers and implementation of strategies to address those varied styles.		FAIR Testing and progress monitoring	
		Recommended accommodations		Mini BAT Test	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards/Text Complexity, Springboard Reading Strategies	9-12	Reading Coach	Reading Department	Professional Development Days	Student data review and exemplars	Reading Coach, Reading Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000 TEENBIZ)	Computer based reading instruction-grades 9-10 before and after school tutoring	School Advisory Council	\$5,610.00
			Subtotal: \$5,610.00
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

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:		61%(38)of students will score proficient in listening/speaking on the CELLA 2012/2013.			
2012 Current Percent of Students Proficient in listening/speaking:					
58%(37)of students scored proficient in listening/speaking on the CELLA 2011/2012.					
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	Inability to speak and communicate in proper english sentence structure.	Utilize audio texts and resources and also technology translations.	ESOL Coach	Review quarterly data from progress reports with ESOL Coach.	CELLA IPT Reading 3 academic review
2	Inability to function proficiently in the standard core curriculum.	To engage students in conversation to master their listening and speaking skills that will enable them to enhance their fluency of the English language.	ESOL Coach, Administration, Leadership Team, Instructional Coaches	Review academic records.	Native Language Dictionary FCAT 2.0 PERT

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		22%(13) will score proficient on CELLA 2012/2013.			
2012 Current Percent of Students Proficient in reading:					
19%(12)scored proficient on CELLA 2011/2012.					
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	Inability to comprehend curriculum in core curricular areas to achieve proficiency.	Audio texts, technology translations, hand held translators and use of native language dictionary.	ESOL Coach	Review quarterly data with the ESOL Coach.	CELLA IPT Tests Academic review
	Students score non proficient in reading due to inaccessibility to	To engage students in actively reading various genres for analyzing,	ESOL Coach, Reading Coach	Review quarterly data with the ESOL Coach.	FCAT 2.0 PERT CELLA

2	understanding text.	summarizing, interpreting, comprehending and understanding the written word.			IPT Tests
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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:	43%(27)students will score proficient in writing on the CELLA 2012/2013.
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2012 Current Percent of Students Proficient in writing:

41%(26)students scored proficient in writing on the CELLA 2011/2012.

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	Inability to express concepts in standard written english.	Pull out writing instruction with ESOL coach and writing coach.	Leadership Team, Writing Coach and ESOL Coach	writing prompts FCAT Writing	BAT Writing score CELLA IPT3 writing FCAT Writes
2	Students scoring non proficient on standardized writing assessments.	Given sentence starters and writing prompts, students will be able to organize thoughts and write cohesively in a manner acceptable to the structure of standard English.	Leadership Team, Writing Coach and ESOL Coach	writing prompts FCAT Writing	BAT Writing score CELLA IPT3 writing FCAT Writes

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:	49%(8) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46.6%(7) of students scored at level 4,5 or 6 on the 2011/2012 administration of the Florida Alternative Assessment for Mathematics .	49%(8) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities are beginning to adjust to the new access point standards, which include algebra and geometry.	Teachers and paraprofessionals attend training opportunities focused on the new curriculum regarding access points. Teachers will investigate opportunities for experience with the aligned general education class curriculum. Students will use a hands on materials to assist in the comprehension of algebraic and geometric thinking.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic records

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:	43%(7) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(6) of students scored at or above level 7 on the 2011/2012 administration of the Florida Alternative Assessment for Mathematics.	43%(7) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	1 Students with significant cognitive disabilities are beginning to adjust to the new access point standards, which include algebra and geometry. Teachers and paraprofessionals attend training opportunities focused on the new curriculum regarding access points.	Teachers will investigate opportunities for experience with the aligned general education class curriculum. Students will use a hands on materials to assist in the comprehension of algebraic and geometric thinking.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic records
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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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	43%(7) of students will make learning gains on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(5.2) of students made learning gains on the 2011/2012 administration of the Florida Alternative Assessment for Mathematics.	43%(7) of students will make learning gains on the 2012/2013 administration of the Florida Alternative Assessment for Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities are beginning to adjust to the new access point standards, which include algebra and geometry.	Teachers and paraprofessionals attend training opportunities focused on the new curriculum regarding access points. Teachers will investigate opportunities for experience with the aligned general education class curriculum. Students will use a hands on materials to assist in the comprehension of algebraic and geometric thinking.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic records

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.	52%(282) of students will score a level 3 on the 2012/2013
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Algebra Goal #1:	administration of the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49.1%(267) of students scored a level 3 on the 2011/2012 administration of the Algebra EOC.	52%(282) of students will score a level 3 on the 2012/2013 administration of the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of text complexity and higher order/critical thinking questioning throughout all content areas utilizing the Common Core State Standards. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
2	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading

3	Students lacking complete mastery of core content from middle school core curriculum.	<p>Intense remediation and preparation in core curriculum through before school and after school tutoring to strengthen students prerequisite skills for core curriculum.</p> <p>Vertical teaming within matriculation activities to ensure prerequisite skills are being mastered prior to high school promotion.</p>	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
4	Algebraic Thinking	After school tutoring with teacher and peer support.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p> <p>Algebra Goal #2:</p>	19%(103) of students will score at or above level 4 on the 2012/2013 administration of the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.7%(91) of students scored at or above level 4 on the 2011/2012 administration of the Algebra EOC.	19%(103) of students will score at or above level 4 on the 2012/2013 administration of the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decreased motivation to improve performance of students who have met proficiency on standardized assessments.	Increase rigor in planning and implementation of core curriculum to ensure continuous improvement of college ready skills. Increase rigor in planning and implementation of CCSS with a concentration in higher order thinking skills.	Administration, Leadership Team, Guidance Counselors	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
2	Limited planning for remediation and maintenance of skills where proficiency has been achieved.	Continual review of lesson planning and instruction to ensure all level 4 & 5 skill levels are being maintained and improved within all core content.	Administration, Leadership Team, Classroom Teacher	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
3	Algebraic Thinking	After school tutoring with teacher and peer support.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the	BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores

				Marzano strategies.	
4	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies.	BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # In six years, the percentage of non proficient students in algebra will decrease from 35% (2010/2011) to 17.5% non proficient (2016/2017). 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32%	29%	26%	23%	20%	

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:	Students in the subgroup(s) ethnicity not making satisfactory progress in Algebra 2012/2013 (Annual Yearly Progress)AYP by White-25%(56), Black-42%(42), Hispanic-35%(62), Asian-9%(2), American Indian-0%(0).			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Students in the subgroup(s) ethnicity not making satisfactory progress in Algebra 2012/2013 (Annual Yearly Progress)AYP by White-28.5%(64), Black-45%(46), Hispanic-38%(67), Asian-12%(3), American Indian-0%(0).	Students in the subgroup(s) ethnicity not making satisfactory progress in Algebra 2012/2013 (Annual Yearly Progress)AYP by White-25%(56), Black-42%(42), Hispanic-35%(62), Asian-9%(2), American Indian-0%(0).			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Algebraic Thinking	After school tutoring with teacher and peer support.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies.	BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores
2	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies.	BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores

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

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

39%(10)of ELL students will not make satisfactory progress

Algebra Goal #3C:	in Algebra 2012/2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.3%(11)of ELL students did make satisfactory progress in Algebra 2012/2013.	39%(10)of ELL students will not make satisfactory progress in Algebra 2012/2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in algebraic thinking.	A1&A2 language classification mathematics needs will be supported with tutoring before and after school and within an ESOL strategic instructional environment. Strategies for work on multi-syllabic words and word affixes in mathematics.	ESOL Coach Administration, Leadership Team	Evaluation of student work Lesson Study and PLC activities	FCAT scores EOC CELLA Testing

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	50%(23)of SWD students will not make satisfactory progress in Algebra 2012/2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53.1%(25)of SWD students did not make satisfactory progress in Algebra 2011/2012.	50%(23)of SWD students will not make satisfactory progress in Algebra 2012/2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities are beginning to adjust to the CCSS, which include algebra and geometry.	Students will use a hands on materials to assist in the comprehension of algebraic and geometric thinking. Teachers and paraprofessionals attend training opportunities focused on CCSS for mathematics.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	EOC IEP Progress Report Academic records

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.	33%(98) of Economically Disadvantaged students that will
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Algebra Goal #3E:	not make satisfactory progress in Algebra 2012/2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.9%(110) of Economically Disadvantaged students that did not make satisfactory progress in Algebra 2011/2012 .	33%(98) of Economically Disadvantaged students that will not make satisfactory progress in Algebra 2012/2013.

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	Truancy related issues	Parent/ student interventions and outreach services targeting attendance/academic related issues.	Administration, Leadership Team, Guidance Counselors, Comprehensive Problem Solving Team (CPST), School Social Worker CPST referral	Rti process Parent/student data review and feedback Social worker	FCAT/EOC scores academic record attendance record discipline record
2	Student lack of proficiency in algebraic thinking. Varied student learning styles and ability leading to lack of engagement and motivation. Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development.	Evaluation of learning styles by math teachers and implementation of strategies to address those varied styles. Before and after school tutoring in algebra.	Administrator, Leadership Team	Evaluation of student work Lesson Study Academic review	EOC FCAT scores grades

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:	26%(164) of students will score a level 3 on the 2012/2013 administration of the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

23.4%(162) of students scored a level 3 on the 2011/2012 administration of the Geometry EOC.

26%(164) of students will score a level 3 on the 2012/2013 administration of the Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of text complexity and higher order/critical thinking questioning throughout all content areas utilizing the Common Core State Standards. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
2	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
	Students lacking	Intense remediation and	Administration,	Analysis of trend data	Specific analysis

3	complete mastery of core content from middle school core curriculum.	<p>preparation in core curriculum through before school and after school tutoring to strengthen students prerequisite skills for core curriculum.</p> <p>Vertical teaming within matriculation activities to ensure prerequisite skills are being mastered prior to high school promotion.</p>	Leadership Team	gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
4	Geometric Thinking	After school tutoring with teacher and peer support.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p> <p>Geometry Goal #2:</p>	<p>52%(155) of students will score at or above achievement level 4 in Geometry 2012/2013.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

49.4%(147) of students scored at or above achievement level 4 in Geometry 2011/2012.

52%(155) of students will score at or above achievement level 4 in Geometry 2012/2013.

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	Decreased motivation to improve performance of students who have met proficiency on standardized assessments.	Increase rigor in planning and implementation of core curriculum to ensure continuous improvement of college ready skills. Increase rigor in planning and implementation of CCSS with a concentration in higher order thinking skills.	Administration, Leadership Team, Guidance Counselors	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
2	Limited planning for remediation and maintenance of skills where proficiency has been achieved.	Continual review of lesson planning and instruction to ensure all level 4 & 5 skill levels are being maintained and improved within all core content.	Administration, Leadership Team, Classroom Teacher	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
3	Limited planning for remediation and maintenance of skills where proficiency has been achieved.	Continual review of lesson planning and instruction to ensure all level 4 & 5 skill levels are being maintained and improved within all core content.	Administration, Leadership Team, Classroom Teacher	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
	Decreased motivation to improve performance of students who have met proficiency on standardized assessments.	Increase rigor in planning and implementation of core curriculum to ensure continuous improvement of college ready skills. Increase rigor in planning and	Administration, Leadership Team, Classroom Teacher	Analysis of student data through out the school year.	BAT Testing, Standardized Assessments specific to each content area, FCAT Scores, End of Course Exams, grade point

4		implementation of CCSS with a concentration in higher order thinking skills.		average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT SAT assessment scores.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : In six years, the percentage of non proficient students in mathematics will decrease from 26% (2010/2011) to 13% non proficient (2016/2017).			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23.4%	21%	18.6%	16.2%	

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:	Students in the subgroup(s) ethnicity not making satisfactory progress in Geometry 2012/2013 by White-32%(40), Black-19%(41), Hispanic-30%(53), Asian-19%(5), American Indian-0%(0).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in the subgroup(s) ethnicity not making satisfactory progress in Geometry 2011/2012 by White-52.7%(42), Black-22.2%(42), Hispanic-33.3%(55), Asian-52%(6), American Indian-61.9%(1).	Students in the subgroup(s) ethnicity not making satisfactory progress in Geometry 2012/2013 by White-32%(40), Black-19%(41), Hispanic-30%(53), Asian-19%(5), American Indian-0%(0).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of text complexity and higher order/critical thinking questioning throughout all content areas utilizing the Common Core State Standards. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice	BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores

				quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies	
2	Students lacking complete mastery of core content from middle school core curriculum.	<p>Intense remediation and preparation in core curriculum through before school and after school tutoring to strengthen students prerequisite skills for core curriculum.</p> <p>Vertical teaming within matriculation activities to ensure prerequisite skills are being mastered prior to high school promotion.</p>	Administration, Leadership Team	<p>Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies</p>	<p>BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores</p>
3	Geometric Thinking	After school tutoring with teacher and peer support.	Administration, Leadership Team	<p>Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice</p>	<p>BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores</p>

			quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices. Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies	
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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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	40%(15)of ELL students will not make satisfactory progress in Geometry 2012/2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.7%(13)of ELL students did not make satisfactory progress in Geometry 2011/2012.	40%(15)of ELL students will not make satisfactory progress in Geometry 2012/2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in geometric thinking.	A1&A2 language classification mathematics needs will be supported with turoing before and after school school and within an ESOL strategic instructional environment. Strategies for work on multi-syllabic words and word affixes in mathematics.	ESOL Coach Administration, Leadership Team	Evaluation of student work Lesson Study and PLC activities	FCAT scores EOC CELLA Testing

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	32%(12)of SWD students will not make satisfactory progress in Geometry 2012/2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35.4%(13)of SWD students did not make satisfactory progress in Geometry 2011/2012.	32%(12)of SWD students will not make satisfactory progress in Geometry 2012/2013.

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	Students with disabilities are beginning to adjust to the CCSS, which include algebra and geometry.	Students will use a hands on materials to assist in the comprehension of algebraic and geometric thinking. Teachers and paraprofessionals attend training opportunities focused on CCSS for mathematics.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	IEP Progress Report Academic records 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:	29%(89) of Economically Disadvantaged students that will not make satisfactory progress in Geometry 2012/2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32.1%(91) of Economically Disadvantaged students that did not make satisfactory progress in Geometry 2011/2012.	29%(89) of Economically Disadvantaged students that will not make satisfactory progress in Geometry 2012/2013.

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	Truancy related issues	Parent/ student interventions and outreach services targeting attendance/academic related issues.	Administration, Leadership Team, Guidance Counselors, Comprehensive Problem Solving Team (CPST), School Social Worker CPST referral	Rti process Parent/student data review and feedback Social worker	FCAT/EOC scores academic record attendance record discipline record
2	Student lack of proficiency in geometric thinking.	Varied student learning styles and ability leading to lack of engagement and motivation. Introduction of strategies for teaching higher order/critical thinking throughout the content areas via Literacy Team, PLC and department level professional development.	Administrator, Leadership Team	Evaluation of student work Lesson Study Academic review	EOC FCAT scores grades

		Evaluation of learning styles by math teachers and implementation of strategies to address those varied styles. Before and after school tutoring in algebra.			
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End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards-alignment and transition from FCAT & EOC	9-12	Math Department Head, Administration, Leadership Team	Mathematics Department	Professional Development Days	Student data review and exemplars	Administrator, Math Department Head

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics tutoring	Teacher resources	SAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	2%(2) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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0%(0) of students scored at level 4,5 or 6 on the 2011/2012 administration of the Florida Alternative Assessment for Science.	2%(2) of students will score at level 4,5 or 6 on the 2012/2013 administration of the Florida Alternative Assessment for Science.
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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	Students with significant cognitive disabilities are beginning to adjust to the new access point standards, which include biology and chemistry.	Teachers and paraprofessionals attend training opportunities focused on the new curriculum regarding access points. Teachers will investigate opportunities for experience with the aligned general education class curriculum. ESE students will shadow general education students during practical lab experiences.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic records

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:	100%(2) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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50%(1) of students score at or above level 7 on the 2011/2012 administration of the Florida Alternative Assessment for Science.	100%(2) of students will score at or above level 7 on the 2012/2013 administration of the Florida Alternative Assessment for Science.
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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
	Students with significant cognitive disabilities are beginning to adjust to the new access point standards, which include biology and	Teachers and paraprofessionals attend training opportunities focused on the new curriculum regarding access points.	ESE Case Manager, Administration, Leadership Team, ESE Specialist, Speech/Language Pathologist.	Review of academic records and IEP progress reports.	FAA IEP Progress Report Academic records

1	chemistry.	Teachers will investigate opportunities for experience with the aligned general education class curriculum. ESE students will shadow general education students during practical lab experiences.			
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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:	41%(245) of students will score proficient on the 2012/2013 Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(211) of students scored proficient on the 2011/2012 Biology EOC.	41%(245) of students will score proficient on the 2012/2013 Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of text complexity and higher order/critical thinking questioning throughout all content areas utilizing the Common Core State Standards. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida

				determine best practices.	Assessment for Instruction in Reading
2	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
3	Students lacking complete mastery of core content from middle school core curriculum.	Intense remediation and preparation in core curriculum through before school and after school tutoring to strengthen students prerequisite skills for core curriculum. Vertical teaming within matriculation activities to ensure prerequisite skills are being mastered prior to high school promotion.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing IObservation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
	Science student lack exposure to science standards presented on Science Assessment. Therefore, have done poorly on these science benchmarks where instruction has	Teachers will fully understand and instruct to the new common core state standards. Teachers will attend science focused professional development through out the school year.	Assistant Principal, Dept. Head, Science Teachers	Student inquiry Hands On Laboratory Experiments Teacher Demonstrations	Weekly essential questions BAT data ESE performance evaluations through development of portfolios.

4	not been provided.	Biology department will attend professional development opportunities in unwrapping the common core state standards. Weekly review of all annually assessed FCAT Science benchmarks. Instructional Focus Calendar subject area concentration to address lack of exposure to benchmarks.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	41%(245) of students will score a level 4 or above on the 2012/2013 Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(193) of students scored at or above a level 4 on the 2011/2012 Biology EOC.	41%(245) of students will score a level 4 or above on the 2012/2013 Biology EOC.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Common Core State Standards Differentiated Instruction for student college and career readiness	9-12	Leadership Team, Instructional Coaches	Science Department	Professional Development Days	Lesson Study, collaboration and planning, student port folios, departmental lesson planning	Leadership Team, Administration, Instructional Coaches

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Extracurricular academic activities	STEM competitions	School Advisory Council	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
End of Course Exam test online preparation	USATestprep.com	School Advisory Council	\$325.00
			Subtotal: \$325.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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: \$2,825.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the administration of the FCAT Writing Assessment, 93% (446) of the students in 10th grade will score level 3.0 or higher the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the administration of the FCAT Writing Assessment, 89.5% (430) of the students in 10th grade scored level 3.0 or higher the FCAT Writing Assessment.	On the administration of the FCAT Writing Assessment, 93% (446) of the students in 10th grade will score level 3.0 or higher the FCAT Writing Assessment.

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	Incorporating effective writing strategies in daily lessons of Language Arts classes. Editing for language conventions, revising for quality details and use of relevant, logical, plausible support as part of instruction.	Students will use the writing process daily following the Broward County Instructional Focus Calendar; all writing will be dated, and recorded on the district writing database monitoring growth across time.	Language Arts Dept. Head, administrator	Administration will monitor revision and editing process by reviewing student drafts.	Twice monthly monitoring of student data between the Pretest Prompt and Mid-year Prompt.
	Based on the	The revision and	Language Arts	Administration will	Twice monthly

2	2010/2011 FCAT Writes data, 15% students scored below proficiency.	editing process will be explicitly taught and seen in student writing drafts.	Dept. Head, Administrator	monitor revision and editing process by reviewing student drafts.	monitoring of student data between the Pretest Prompt and Mid-year Prompt.
3	Identifying student writing weaknesses and providing appropriate remediation.	The revision and editing process will be explicitly taught and seen in student writing drafts.	Language Arts Dept. Head, administrator	Administration will monitor revision and editing process by reviewing student drafts.	Twice monthly monitoring of student data between the Pretest Prompt and Mid-year Prompt.

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:	On the administration of the 2012/2013 Florida Alternative Assessment in writing, 93%(11) of the students will score at a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the administration of the 2011/2012 Florida Alternative Assessment in writing, 90.9%(10) of the students scored at a 4 or higher.	On the administration of the 2012/2013 Florida Alternative Assessment in writing, 93%(11) of the students will score at a 4 or higher.

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	Decreased motivation to improve performance of students who have met proficiency on standardized assessments.	Increase rigor in planning and implementation of core curriculums to ensure continuous improvement of college ready skills. Increase rigor in planning and implementation of IFC benchmarks with a concentration in higher order thinking skills.	Administration, Leadership Team, Guidance Counselors	Analysis of student data though out the school year.	BAT Testing, Standardized Assessments specific to each content area, End of Course exams, Academic review, PERT/ACT/SAT
2	Limited planning for remediation and maintenance of skills where proficiency has been achieved.	Continual review of lesson planning and instruction to ensure all level 4 and above skill levels are being maintained and improved within all core content.	Administration, Leadership Team, Guidance Counselors	Analysis of student data though out the school year.	BAT Testing, Standardized Assessments specific to each content area, End of Course exams, Academic review, PERT/ACT/SAT
3	Physical and cognitive disabilities prohibit written expression.	Utilize a variety of methods for students to record written expression.	ESE Case Manager, ESE Specialist, Administration, Writing Coach, Itinerant Personnel, Speech/Language Pathologist	IEP Progress Report FAA Academic review	Assistive Technology as prescribed by IEP Special Needs for written expression.

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						

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	% students will score a level 3 in U.S. History 2013/2014.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	% students will score a level 3 in U.S. History 2013/2014.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of proficiency in Higher Order Thinking skills that inhibits achievement on standardized assessments.	Emphasis on instructional planning of text complexity and higher order/critical thinking questioning throughout all content areas utilizing the Common Core State Standards. Strategies to infuse higher order thinking in all instruction will be the primary focus of the PLC, collaborative lesson planning and LLT.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing I/Observation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
2	Aligning current classroom instruction and planning utilizing the FCAT 2.0 Benchmarks with the Common Core State Standards.	Professional Development on strategic planning and Professional Development days departmental planning to share best practices in the understanding and integration of Common Core State Standards.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	Specific analysis of classroom observations utilizing I/Observation in lesson implementation with an emphasis on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
	Students lacking complete mastery of core content from middle school core curriculum.	Intense remediation and preparation in core curriculum through before school and after school tutoring to strengthen students prerequisite skills for core curriculum.	Administration, Leadership Team	Analysis of trend data gathered from classroom observation data reports generated through out the school year. The Leadership Team will meet and review data twice	Specific analysis of classroom observations utilizing I/Observation in lesson implementation with an emphasis

3		Vertical teaming within matriculation activities to ensure prerequisite skills are being mastered prior to high school promotion.		monthly prioritizing interventions with an emphasis on instruction and rigor. Teacher feedback will be provided by the Leadership Team through Data Chats, targeting groups to provide specific data to create an effective plan of action to implement resultant lessons. Teachers will also review individual student data twice quarterly and review with each students through departmental data chat on Professional Development Days to determine best practices.	on the Marzano strategies, BAT Testing, Standardized Assessments for each content area, FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), PERT/ACT/SAT assessment scores, Florida Assessment for Instruction in Reading
4	Students lack exposure in current, geographical and historical events required in the content related material.	Utilizing pacing guides to ensure all teachers cover the required material. This will include teacher training on test spec items. Implementation of common core state standards will be required to meet students' reading and writing skills. Also, teachers must be properly trained and able to implement appropriate ESE and ELL strategies and accommodation.	Administration, Leadership Team, Instructional Coaches	Review academic records throughout the school year.	EOC FCAT 2.0 PERT BAT data

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
	Students lack exposure in current, geographical and historical events required in the content related material.	Utilizing pacing guides to ensure all teachers cover the required material. This will include teacher training on test spec items. Implementation of common core state	Administration, Leadership Team, Instructional Coaches	Review academic records throughout the school year.	EOC FCAT 2.0 PERT BAT data

1		standards will be required to meet students' reading and writing skills. Also, teachers must be properly trained and able to implement appropriate ESE and ELL strategies and accommodation.			
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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						

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Overall expected student attendance data for 2012/2013 will improve by 5%-96%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2011/2012 attendance rate-91.3% (345563)	Overall expected student attendance data for 2012/2013 will improve by 5%-96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2011/2012 excessive absences-(434)	Overall expected students with excessive absences for 2012/2013 will decrease by 5%-(413)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2011/2012 excessive tardies-(108)	Overall expected students with excessive tardies for 2012/2013 will decrease by 5%-(103)%

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	Limited follow up on students with attendance issues.	<p>Establish an Attendance Committee to review and monitor students with attendance issues.</p> <p>Utilize parent link</p> <p>Teacher reinforcement of discipline plan regarding attendance policy (student point system implemented in discipline plan with rewards/consequences)</p> <p>Increase parent/teacher/student communication.</p>	Assistant Principal School Social, CPST, Guidance Dept., CPST, Leadership Team	<p>Check average daily attendance reports</p> <p>CPST and Discipline Committee Members and leadership Team will monitor highest student offenders and have a monthly conference with parents and students</p> <p>Utilization of RtI interventions (Tier 1, 2, 3) when data indicates level of intervention needed</p>	Attendance Reports, grades, teacher progress reports, grade point average, assessment data

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The overall number of suspensions will decrease by 5% through the utilization of the the CPST, Core Team, RtI processes and PLCs, including increased communication with parents, teachers and students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
448	426
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
249	237
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
24	22
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
21	20

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Tardiness and Attendance	Implementation of Attendance Comprehensive Problem Solving Committee to increase parent/student/school communication.	Discipline Committee, Administration, Leadership Team, CPST, Teachers	Discipline Management System Discipline Reports	Data from monitoring the Discipline Reports
2	School Rules Violations (Cell phone violation, skipping, dress code violation, etc.)	Implementation of school discipline plan. Utilizing reward/consequence point system for positive behavior management.	Discipline Committee, Administration, Leadership Team, CPST, Teachers	Discipline Management System Discipline Reports	Data from monitoring the Discipline Reports
3	Behavior Management in the classroom	Utilization of Rtl process.	Discipline Committee, Administration, Leadership Team, CPST, Teachers	Implementation of Rtl process-data sheets, Rti data charts, continuous Rtl training for faculty	Rtl data forms, Rtl charts, CPST recommended interventions

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		The dropout rate will decrease by 2% and the graduation rate will increase by 2%.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
.4%		.2%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
%		%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student with deficient credits and grade point average to meet graduation criteria.	Credit recovery program during school and after school	Administrator, Guidance Director Teacher	Monitoring student transcript (GPA & credits)	transcript, graduation status
2	Student lacking mastery of standards in core content and FCAT classes	Before and after school tutoring.	Instructional Coaches, Teacher	Monitoring student transcript (GPA & credits)	transcript, graduation status

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		To increase the percentage of parental involvement in SAC, SAF, PTSA and other parent related activity.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
3%		5%			
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	Lack of communication with our parent stakeholders. Not hosting activities to involve parents.	Better publicize SAC, SAF, and PTSA meetings at the school. Host parent workshops for Freshman and Upperclassmen.	Assistant Principals and School Social Worker	Attendance at the various parent meetings. Parent feedback surveys on school website.	Attendance logs for SAC, SAF, PTSA meetings and workshops
2	Lack of preparation for matriculation from middle school to high school.	Schedule numerous matriculation activities with feeder middle school involving administration, guidance, SAC/SAF/PTSA & students.	Administration, Leadership Team, Guidance Director, Social Worker	Attendance at the various parent meetings. Parent feedback surveys on school website.	Attendance logs for SAC, SAF, PTSA meetings and workshops

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To broaden the participation of students in STEM courses and to promote women and minority involvement in STEM clubs and organizations such as: SECME, Science Fair, Engineering, Math and Science Competitions.			
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	Funding is a significant barrier in meeting this stem goal.	Utilizing teachers from the Science, Mathematics, Technology, and Engineering departments to organize and incorporate STEM activities in their curricula and create clubs that encourages students to participate in various STEM driven competitions.	Administration, Leadership Team	Increased performance in science, technology and mathematics and an increase in the number of students enrolling in STEM disciplines.	Increase in enrollment of students in STEM (particularly female and minority) enrolled in STEM driven classes. Projects, entry into district/state competitions and test assessments.

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:		Students enrolled in one or more industry certifications (Engineering Program, New Media Technology, Early Childhood, Marketing Management, Sports, Rec & Entertainment Marketing, PC Support) 75% will attain program certification(s).			
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	Instructor training, costs of new programs, and outdated technology equipment, software, and network infrastructure.	Adopt new programs to allow students to have more opportunity for industry certifications and provide for possible career choices post-secondary. Train teachers for new programs, receive district, state, and Federal funding for programs better suited to adopt the new programs.	Karleen Thompson, Assistant Principal over Career Technology Education department.	Observations of the instructors. Industry level certifications for the students.	iObservation and Industry Certification of students

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE 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)

Student participation in academic acceleration: Advanced Placement, Dual Enrollment, CTE Completion will increase 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. Student participation in academic acceleration: Advanced Placement, Dual Enrollment, CTE Completion will increase by 5% . Goal		Student participation in academic acceleration will increase by 5% (2012/2013): Advanced Placement (students enrolled)-413 Dual Enrollment (students enrolled)-92 CTE Completion (student completion/w certification)-23			
Student participation in academic acceleration: Advanced Placement, Dual Enrollment, CTE Completion will increase by 5% . Goal #1:					
2012 Current level:		2013 Expected level:			
Current student participation in academic acceleration (2011/2012): Advanced Placement (students enrolled)-393 Dual Enrollment (students enrolled)-88 CTE Completion (student completion/w certification)-22		Student participation in academic acceleration will increase by 5% (2012/2013): Advanced Placement (students enrolled)-413 Dual Enrollment (students enrolled)-92 CTE Completion (student completion/w certification)-23			
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	Limited student knowledge of educational requirements for college readiness and post secondary workforce skills needed for success in the workforce.	Through out the school year student will participate in Data Chats with their teachers regarding their academic standing in their individual classes. The students will also receive training in the academic requirements for college acceptance, vocational training entrance requirements and work skill requirements in reading, math and writing.	Administration, Leadership Team, Guidance Counselors, BRACE Advisors, Teachers, Instructional Coaches, ESE Specialist	Analysis of student graduation requirements and school data through out the school year.	FCAT Scores, End of Course Exams, grade point average, increased participation and performance in accelerated courses (Honors/AP/Dual Enrollment), CTE courses, PERT/ACT/SAT assessment scores. BAT Testing, Standardized Assessments specific to each content area.
2					

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

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

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

Budget:

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

End of Student participation in academic acceleration: Advanced Placement, Dual Enrollment, CTE Completion will increase by 5%. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000 TEENBIZ)	Computer based reading instruction-grades 9-10 before and after school tutoring	School Advisory Council	\$5,610.00
Mathematics	Mathematics tutoring	Teacher resources	SAC	\$1,000.00
Science	STEM Extracurricular academic activities	STEM competitions	School Advisory Council	\$2,500.00
				Subtotal: \$9,110.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	End of Course Exam test online preparation	USATestprep.com	School Advisory Council	\$325.00
				Subtotal: \$325.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,435.00

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 9/2/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Before and after school tutoring	\$1,000.00

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

The School Advisory Council will be hosting a post secondary education night for all community stakeholders.

The School Advisory Council will also be hosting a "Zone Night", working with matriculating schools to Monarch High School, providing information for new students.

The School Advisory Council will be funding before and after school tutoring for core academic subjects.

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 MONARCH HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	74%	85%	26%	228	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	48%	72%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	60% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					471	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MONARCH HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	77%	92%	33%	249	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	55%	76%			131	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?	54% (YES)	67% (YES)			121	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					511	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested