

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
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: WESTERN HIGH SCHOOL
District Name: Broward
Principal: David Jones
SAC Chair: Helene Kocis
Superintendent: Robert Runcie
Date of School Board Approval: December 6, 2012
Last Modified on: 10/14/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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| 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 | David Jones | Degrees: B.S. Special Education and Counseling B.A. Social Science M.S. Special Education and Counseling Certifications: Principal Social Science | 2 | 17 | 2011-2012 Grade: TBD Reading Mastery: 60 Math Mastery: 63 Writing Mastery: 91 Science Mastery: NA Rdg Learn Gains: 59 Math Learn Gains: 58 Rdg. Low Quartile Gains: 60 Math Low Quartile Gains: 42 2010-2011: Coconut Creek 8% increase in the lowest 25% making learning gains 6% increase in at-risk and overall graduation rate 2009-2010: Coconut Creek from D to C Increased graduation rate 11% from 70%-81% At-Risk graduation rate increased 9% from 67%-76% |

| | | | | | |
|-----------------|--------------|--|----|----|--|
| | | | | | <p>2008-2009: Coconut Creek from F to D</p> <p>2007-2008: Coral Glades HS from C to A</p> |
| Assis Principal | Mike Works | <p>Degrees: Med – Ed. Leadership M. Ed. - Spec. Ed. B.S.- Phys. Education</p> | 14 | 9 | <p>2011-2012 Grade: TBD Reading Mastery: 60 Math Mastery: 63 Writing Mastery: 91 Science Mastery: NA Rdg Learn Gains: 59 Math Learn Gains: 58 Rdg. Low Quartile Gains: 60 Math Low Quartile Gains: 42</p> <p>2010-2011 Grade TBD Reading Mastery 58% Math Mastery 82% Science Mastery 46% Writing Mastery 86% Did not make AYP in Reading subgroups Did not make AYP Math</p> <p>2009-2010 Grade A Reading Mastery 62 % Math Mastery 86% Science Mastery 50 % Writing Mastery 92%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD</p> <p>2008-2009 C Reading Mastery 57 % Math Mastery 84% Science Mastery 46 % Writing Mastery 89%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD -ELL</p> |
| Assis Principal | Denise Jones | <p>Degrees: MS – Comp. Studies BS – Math Ed.</p> <p>Certifications: Administration & Supervision (7-12) Principal (K-12) Comp. Science (K-12) Math (6-12) ESOL Endorsement</p> | 19 | 19 | <p>2011-2012 Grade: TBD Reading Mastery: 60 Math Mastery: 63 Writing Mastery: 91 Science Mastery: NA Rdg Learn Gains: 59 Math Learn Gains: 58 Rdg. Low Quartile Gains: 60 Math Low Quartile Gains: 42</p> <p>2010-2011 Grade TBD Reading Mastery 58% Math Mastery 82% Science Mastery 46% Writing Mastery 86% Did not make AYP in Reading subgroups Did not make AYP Math</p> <p>2009-2010 Grade A Reading Mastery 62 % Math Mastery 86% Science Mastery 50 % Writing Mastery 92%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD</p> <p>2008-2009 C Reading Mastery 57 % Math Mastery 84% Science Mastery 46 % Writing Mastery 89%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD -ELL</p> |
| | | | | | <p>2011-2012 Grade: TBD Reading Mastery: 60</p> |

| | | | | | |
|-----------------|----------------|---|---|----|---|
| Assis Principal | David Olafson | <p>Degrees: MS-Ed. Leadership</p> <p>Certifications: Ed. Leadership (K-12)</p> | 6 | 14 | <p>Math Mastery: 63 Writing Mastery: 91 Science Mastery: NA Rdg Learn Gains: 59 Math Learn Gains: 58 Rdg. Low Quartile Gains: 60 Math Low Quartile Gains: 42</p> <p>2010-2011 Grade TBD Reading Mastery 58% Math Mastery 82% Science Mastery 46% Writing Mastery 86% Did not make AYP in Reading subgroups Did not make AYP Math</p> <p>2009-2010 Grade A Reading Mastery 62 % Math Mastery 86% Science Mastery 50 % Writing Mastery 92%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD</p> <p>2008-2009 C Reading Mastery 57 % Math Mastery 84% Science Mastery 46 % Writing Mastery 89%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD -ELL</p> |
| Assis Principal | Mary Jones | <p>Degrees: BA Fine Arts BS Education M Ed. Leadership</p> <p>Certifications: Art K-12 Ed. Leadership</p> | 2 | 11 | <p>2011-2012 Grade: TBD Reading Mastery: 60 Math Mastery: 63 Writing Mastery: 91 Science Mastery: NA Rdg Learn Gains: 59 Math Learn Gains: 58 Rdg. Low Quartile Gains: 60 Math Low Quartile Gains: 42</p> <p>2010-2011: Coconut Creek 8% increase in the lowest 25% making learning gains 6% increase in at-risk and overall graduation rate</p> <p>2009-2010: Coconut Creek from D to C Increased graduation rate 11% from 70%-81% At-Risk graduation rate increased 9% from 67%-76%</p> <p>2008-2009: Coconut Creek from F to D</p> |
| Principal | Christine Graf | <p>Degrees: BS Physical Education MA Educational Leadership</p> <p>Certification(s): Mathematics 5-12 Physical Education K-12 Ed. Leadership K-12</p> | 1 | 1 | <p>District Employee 2008-2012</p> <p>Cypress Bay High School 2007-2008 A Reading Mastery: 67 Math Mastery: 91 Writing Mastery: 92 Science Mastery: 48 Rdg Learn Gains: 68 Math Learn Gains: 81 Rdg. Low Quartile Gains: 58 Math Low Quartile Gains: 82</p> <p>Cypress Bay High School 2006-2007 A Reading Mastery: 64 Math Mastery: 90 Writing Mastery: 94 Science Mastery: 51 Rdg Learn Gains: 63 Math Learn Gains: 80 Rdg. Low Quartile Gains: 52 Math Low Quartile Gains: 75</p> |

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 | Colleen Borden | <p>Degrees: EDD- Curriculum & Instruction: Reading M. Ed.- Counseling & Guidance Ed. Specialist- Ed. Leadership B.S. – Elementary Ed.</p> <p>Certifications: Gifted Endorsement ESOL Endorsement Reading Endorsement</p> | 10 | 10 | <p>2011-2012 Grade: TBD Reading Mastery: 60 Math Mastery: 63 Writing Mastery: 91 Science Mastery: NA Rdg Learn Gains: 59 Math Learn Gains: 58 Rdg. Low Quartile Gains: 60 Math Low Quartile Gains: 42</p> <p>2010-2011 Grade TBD Reading Mastery 58% Math Mastery 82% Science Mastery 46% Writing Mastery 86% Did not make AYP in Reading subgroups Did not make AYP in Math</p> <p>2009-2010 Grade A Reading Mastery 62 % Math Mastery 86% Science Mastery 50 % Writing Mastery 92% Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD</p> <p>2008-2009 C Reading Mastery 57 % Math Mastery 84% Science Mastery 46 % Writing Mastery 89%</p> <p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD -ELL</p> <p>2007-2008 A Reading Mastery 61 % Math Mastery 85% Science Mastery 49 % Writing Mastery 88%</p> <p>Did not make AYP: Reading -Hispanic -SWD -Eco- disadvantaged Did not make AYP: Math -SWD</p> |

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 | Teacher mentoring program pairs returning teachers with veteran teachers within the same discipline. Teachers new to the schools, their discipline or just in need of support, participate in this program. The mentor provides resources, feedback and support. | Assistant Principal | ongoing | |
| 2 | New Educator Support program pairs first year teachers with veteran teachers within their same discipline. The NESS coach provides the new teacher with information as it pertains to the field of teaching and the operations of the school. | NESS Coach | ongoing | |
| 3 | Horizontal and Vertical Teaming Teachers within the same discipline and department work together to align curriculum standards and activities to | Department Chairs | ongoing | |

| | | | | |
|---|---|---------------------|---------|--|
| | ensure continuity across courses and subjects. | | | |
| 4 | Team Building Activities/Incentives are planned throughout the year to build staff morale and a sense of community. These activities include but are not limited to: staff lunches, socials, raffles, awards. | Assistant Principal | ongoing | |
| 5 | Teacher-of-the-Month Each month the staff nominates and votes for one of their peers to be recognized for outstanding educational practices. The recipient is awarded with a certificate, school jacket, VIP parking spot and gift card. | Assistant Principal | ongoing | |
| 6 | Teachers will be provided opportunities to gain ESOL and Reading endorsement throughout the school year using District training calendar and providing time to complete requirements. | Reading Coach | ongoing | |

Non-Highly Effective Instructors

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

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

| | |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| One teacher currently lacks ESOL endorsement. One teacher lacks certification for Advanced Placement Chinese and is teaching out of field. | These teachers are currently working on their endorsement/certification. We will update the SIP to reflect that when these teachers are certified in field. |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 144 | 4.2%(6) | 9.7%(14) | 34.0%(49) | 52.1%(75) | 30.6%(44) | 79.9%(115) | 6.9%(10) | 5.6%(8) | 88.2%(127) |

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 |
|---------------|---------------------|---|--|
| Marcia Getz | Doreen Ayafor | Ms. Getz has been teaching at Western High for more than three years and Ms. Ayafor is new to the high school environment. Both are Science teachers. | Familiarize new teacher to Western High Policies and Procedures. Attend professional development workshops. Provide advice and feedback on secondary instructional strategies. |
| Nancy Medlock | Ann Marie Collantes | Ms. Medlock is an experienced Health Occupations Students of America (HOSA) instructor who will | Familiarize new teacher to Western High Policies and Procedures. Attend New Educator Support System (NESS) monthly meetings. |

| | | | |
|----------------|----------------|---|---|
| | | familiarize Ms. Collantes with program protocols and delivery of curriculum. | Provide advice and feedback on secondary instructional strategies. |
| Maddy Proano | Lydonia Pascal | Ms. Proano is an experienced Science teacher and Ms. Pascal is a new educator. Both teachers will teach Earth/Space Science. They will share resources and collaborate during a common planning period. | Familiarize new teacher to Western High Policies and Procedures. Attend New Educator Support System (NESS) monthly meetings. Provide advice and feedback on secondary instructional strategies. |
| Colleen Bordon | Norman Jenkins | Dr. Bordon is an experienced Literacy Coach who will mentor Lt. Col. Jenkins, a military veteran who will instruct the Junior Reserve Officer Training Corps (JROTC) students. | Familiarize new teacher to Western High Policies and Procedures. Attend New Educator Support System (NESS) monthly meetings. Provide advice and feedback on secondary instructional strategies. Embedding literacy strategies into the JROTC curriculum. |

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Denise Jones, Assistant Principal
 Lauren Bond, Guidance Director
 Colleen Borden, Reading Coach
 Betsy Roberts, Social Worker
 Madeiline Molinet, Guidance Counselor
 Charles Hansley, Guidance Counselor
 Jeff Poole, Guidance Counselor
 Debra Hines, Guidance Counselor
 Pam Devine, ESE Specialist
 Jeanette Schwartz, School Psychologist

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

The RtI team meets twice a month to discuss students who are having difficulties at school, and to problem solve and plan appropriate interventions to meet these students' needs. Teachers, staff, and/or parents will refer students, as necessary, to the RtI team. The Guidance Director will conduct the meetings in accordance with the RtI District Manual and will coordinate with teachers, coaches, and other support staff to monitor the effectiveness of the interventions in meeting students' needs.

Team members will be assigned case manager duties on a case-by-case basis, and will be the designee for a student throughout the intervention process. Each case manager, in collaboration with teachers, will be responsible for collecting and analyzing student data. This will include specifying the area of difficulty, progress monitoring (to be collected at least bi-weekly and represented in graphical form after every 4 data points), and interpreting the student's response to intervention. This information will be contained in data folders, specific to each student.

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

The RtI Leadership team provides significant input into the development of the SIP and is responsible for ensuring the

implementation of related strategies and procedures outlined in the SIP. The RtI team will provide recommendations to the principal and SAC regarding the implementation of outlined SIP actions based upon emerging data/student needs to ensure effective instruction for all students. Tier 1 data are routinely inspected in the areas of reading, math, writing, science, attendance and behavior. This data will be utilized in the modification of the core curriculum and the school-wide approach to behavior management.

MTSS Implementation

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

The following databases are used to obtain information for decision-making purposes during the Tier 1 RtI process: school-wide discipline plan, school-wide curricular plan, BAT, FCAT, FAIR, and TERMS. Tier 2 and Tier 3 data sources may include: diagnostic assessments for academic concerns and FBA/PBIP (Functional Behavioral Assessment/Positive Behavior Intervention Plan) for behavioral concerns. All students' discipline/behavior data will be recorded in the Discipline Management System (DMS) through Virtual Counselor, and academic progress data is summarized via Virtual Counselor and TERMS.

Progress monitoring tools will be chosen as appropriate, for each student. For example, an FBA/PBIP may be monitored via frequency charts, scatter plots, % of work completion, # of disciplinary referrals, etc. Progress monitoring data will be converted to graphical representation throughout the progress monitoring process. This is to ensure that data is collectively analyzed and considered in the decision-making process, to ensure the specific needs of each student are addressed. Each child referred to the RtI team will receive ongoing progress monitoring until that child meets success and any identified problems have been resolved. All data will be retained in a data file by the identified RtI Case Manager.

Describe the plan to train staff on MTSS.

Members of the RTI team will meet with the Department Chairs to disseminate information regarding RtI and the CPS (collaborative problem solving) process. Members of the RtI team will provide bi-monthly updates and training to the staff via department head meetings or via department meetings. Training will include information about what RTI is, description of the RTI process, examples of what interventions at each Tier level may look like, and how to gather/analyze data utilizing graphs.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David Jones, Principal
Denise Jones, Assistant Principal
Colleen Borden, Reading Coach
Lauren Bond, Guidance Director
Jessica Krivis, English Department Chair
Linda Morrell, Math Department Chair
Karl Linhart, Social Studies
Riva Markowitz, Foreign Language
Charlie Morgan, Science
Daniel Bonnet, Fine Arts
Jeremy Herring, Physical Education
Thalia Montes-D'Oca, ESOL Contact

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

The LLT will deliver Professional Development with regard to the infusion of reading strategies across the curriculum as well as the incorporation of instructional strategies such as Differentiated Instruction and training in the effective use of data. Professional development opportunities, pertaining to reading, will be introduced and conducted by the principal and reading

coach. The team will meet monthly with administration and monitor progress of professional development activities and the progress of our students. The Principal and Reading coach will guide this team using the FCIM.

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

Cross-curricular training for the next generation standards, Differentiated Instruction, Instructional Focus Calendars/ Curriculum Pacing Guides, Common Assessments, and use of student data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Our reading strategies are introduced through Instructional Focus Calendars, Common Core Standards and trainings provided by our reading coach to the entire staff. Literacy plans have been implemented throughout the departments to assure that reading is going on in all subject areas. All teachers, in all subject areas, are responsible for evaluating reading assessment data for all students in their classes. Data chats concerning student progress in reading are conducted between department chairs, administrators and students on a regular basis. Teachers will use a variety of strategies including word-walls, vocabulary-rich lesson plans, and NGSSS close readings.

*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?

Western High School offers vocational and pre-college courses designed to provide students the opportunity to explore career choices and collegiate experiences. For example, we offer On-the-job training programs, HOSA program, Horticulture classes, Computer Technical classes, The Academy of Finance, Engineering course, Exploratory Teaching and Early Childhood education where students are paired with teachers at local schools. These programs allow students to leave campus and engage in practical, real-world training in their field of interest.

The STEM (Science, Technology, Engineering, Math) program is in its inaugural year. This program has added a new course in research skills. A biotechnological class is planned for the 2013-2014 year. Students entering 9th grade will follow a recommended sequence of classes that focus on science, technology, engineering and math.

Share-time:

The freshman and sophomore class at FCAT levels 1,2, and some level 3 students will be learn about share-time curriculum at McFatter Technical Center. Many will eventually enroll in the program to prepare for careers in cosmetology, the culinary arts, and a host of others.

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

Students meet individually with guidance counselors and administrators to discuss career and/or academic goals prior to course selection. Students are required to engage in discourse with parents and parent conferences are provided to discuss the future goals of their children. Western High hosts an annual Curriculum Fair, where courses are showcased to provide students and parents the opportunity to meet with teachers and discuss academic goals.

The BRACE office will incorporate the career fair and the college fair. The career fair will focus on level 1, 2, and 3 students to

inform students that they could go to a community college or trade school for two years, earn an associates degree and immediately have a trade to work in the work force.

The BRACE office will have one college fair during the year inviting approximately 50-70 colleges from across the country to educate students on the college admission process.

The BRACE office will further inform students about updates to Florida's Bright Future standards pertaining to the Gold Seal Bright Futures Scholarship. This scholarship is geared to the student who has maintained good grades and participated in a vocational or technical course of study while in high school.

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](#)

Informational sessions for students and parents regarding postsecondary options such as college and vocational careers will be held throughout the school year to guide and assist families with the transition from high school to the postsecondary environment. All students will be assessed using the PERT before the 12th grade so that they are placed in proper course or vocational courses. Western will also use the PSAT results to guide parents and students in selecting proper classes for their academic career. Events such as the College Fair and on-site admissions presentations address concerns and questions pertaining to college admission requirements, college tuition, financial aid and scholarship opportunities. Our Advanced Academic Informational program explains the process of taking Advanced Placement courses, allowing students to earn college credit and to begin college with completed course requirements. Additional workshops and informational sessions are hosted on campus by individual Universities. These allow students an opportunity to meet with admissions personnel from various public, private and community colleges.

Western High will use the results from the PSAT to identify 10 and 11th graders who show signs of higher academic placement and encourage those students to enroll and excel in rigorous courses and to take the SAT and ACT in their junior and senior year.

Students who do not excel on the ACT, SAT or the PERT will take a mandatory college readiness course to refine the skills that are necessary for a smooth post-secondary transition.

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: | The percent of students achieving proficiency will increase by 4% from 26% to 30%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (379) | 30% (435) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|--|
| 1 | Teachers lack of familiarity and/or implementation of strategies to improve students' high order thinking | Professional Development in Common Core State Standards across all content areas | Reading coach Department chairs Assistant Principals | Review of assessments being used within the classroom | FCAT Mini- BAT EOC Exams |
| 2 | Students' limited vocabulary impedes reading comprehension. | Teachers will incorporate Interactive Word Walls, Word Wisdom, VIS Chart, Word Sorts, and instruction in context clues | Asst. Principals Reading Coach Dept. Heads | Content Area Vocab. Assessments | BEEP mini-assessments EOC Exams FCAT |
| 3 | Students lack fluency and stamina in reading | Teachers will incorporate timed reading practice | Asst. Principals Reading Coach Dept. head | Progress Monitoring: Weekly Fluency-Chart Progress Student Portfolios | Fluency Assessments BAT Data FCAT 2013 EOC Exams |
| 4 | Students' individual needs are not always met and they become unengaged | Teachers will make increased efforts to differentiate instruction and use a variety of resources and teaching methods to increase student engagement | Department chairs Assistant Principals | Student Portfolios Classroom Discussions Student Participation Observation Data | Oral Assessments Classroom observations End-of-Course survey EOC Exams |
| 5 | Increase in states minimum accountability score for proficiency from grade 8 to grade 9 and grade 9 to grade 10. The state legislature has required a minimum level 3 score in the 10th grade for reading as a graduation requirement. | Improve students' reading ability through targeted reading instruction and integration of reading strategies in all curricular areas of grade 9 and 10. Reading Coach will instruct, model for and support teachers as they acquire and implement effective reading strategies in their curriculum | Assistant Principal Reading Coach | Administration and Reading Coach will conduct quarterly data chats with teachers. Reading and English teachers will conduct quarterly classroom data chats. Administration will conduct quarterly classroom walk-throughs, provide feedback within one week and develop a plan of action | 2011 FCAT Reading Assessment FAIR Assessment BAT Assessment Mini Assessments Classroom Assessments |

| | | | | | |
|---|------------|--|---------------------|-----------------------|---------------------------------------|
| | | Pull-out program for level 1 and 2 students in grades 9 and 10 | | accordingly. | |
| 6 | Class size | Maintain class size of 25 students in intensive reading classes. Place students with teachers who are reading endorsed and/or NGSS CAR-PD classrooms. | Assistant Principal | Improvement of scores | FCAT FAIR Test Mini-Bats BAT |

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

| | |
|--|--|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: | The percent of students achieving proficiency will increase by 5% from 23% to 28%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 23% (3) | 28% (3) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|-----------------|
| 1 | Teacher lack of familiarity with Access points of Next Generation Sunshine State Standards (NGSSS) | Teachers will collaborate in planning effective lessons that include Access points | Assistant Principal ESE support facilitator | Student improvement on practice exams | FAA |
| 2 | Teachers may find it difficult to offer one-on-one assistance in light of fifty-minute periods as opposed to prior years with ninety-minute class periods | Teachers and support staff will detail and chart individualized instruction and offer other forms of assistance to all students | Assistant Principal ESE support facilitator | Logs | FAA |
| 3 | Teacher lack of familiarity with FAA protocols may result in inconsistent results | ESE Specialist will conduct thorough training of personnel who will deliver the FAA | Assistant Principal ESE Specialist | Monitor practice tests | FAA |
| 4 | Time on task during extended periods | Practice tests administered throughout year to build stamina. Review accommodations for SWD to determine if additional accommodations are needed. FCAT practice pull-out session ESE Support Facilitators & Specialist | Assistant Principal ESE support facilitator | monitor student progress through meetings with ESE Support Facilitators | FAA |

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | The percent of students achieving proficiency will increase by 3% from 33% to 36%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| 33% (481) | | | 36% (521) | | |
|---|---|---|--|---|--|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students need to be exposed to Higher Order Questioning in the Content Areas. | Bloom's Taxonomy-revised, WEBB's DOK Levels Cognitive Complexity, Promote the use of instructional strategies such as Project-Based Learning or Socratic Seminars | Principal Asst. Principals Reading Coach Dept. Heads | Rubrics Ability to complete and create Graphic organizers. Student Portfolios Technological Projects Depts. PLC's Review | Project Presentations Content Area Assess. BAT Data FCAT EOC |
| 2 | Reading Classes that focus on Higher Order Thinking and Questioning, and Text Complexity. | Project-Based Learning Socratic Seminars Bloom's Taxonomy-revised WEBB's DOK Levels Cognitive Complexity | Principal Asst. Principals Reading Coach | Rubrics Shared Inquiry Discussion Ability to complete and create Graphic organizers. Student Portfolios Technological Projects | Project Presentations Projects. BAT Data FCAT BEEP Mini-Assess. |
| 3 | Students enrolled in proper course level. | Use the district course progression matrix to ensure students are accurately placed in honors or advanced academics. | Guidance Counselor Assistant Principal Reading Coach | Monitor district data reports | FCAT Reading EOC Mini-BAT assessments Teacher assessments |
| 4 | Teachers utilizing trainings and resources in advanced academic courses. | Teachers of advanced academic courses will be provided training opportunities. | Principal School Advisory Council Department Chairs | Teacher certificates from training Attendance records from training In-service | Student test scores |
| 5 | Lack of exposure to higher level thinking skills. | Reading and writing plan for 9th and 10th grade content area courses. Modeling reading strategies having meetings. | Teacher Reading Coach Department Chairs Assistant Principal | Monitoring of reading and writing plan on a weekly basis. Addressing content area literacy strategies. | FCAT Mini-BAT assessment. EOC Teacher assessments |

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

| | |
|--|--|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: | The percent of students achieving proficiency will increase by 5% from 61% to 66%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 61% (8) | 66% (8) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|-----------------|
| 1 | Students at Level 7 must maintain or improve FAA scores from previous year. Testing conditions can change from one year to the next. | Schedule will be created so practice tests throughout the year will be administered by the same personnel in order to replicate the testing environment | Assistant Principal ESE support facilitator | Monitor student progress through meetings with ESE Support Facilitators, Classroom walkthroughs | FAA |

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

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | The percent of students achieving a learning gain will increase 2% from 59% to 61%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 59% (814) | 61% (846) |

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 | Increase in Florida's score for proficiency from grade 8 to grade 9 and grade 9 to grade 10 | Improve students' reading ability through targeted reading instruction and integration of reading strategies in all curricular areas in grade 9 and 10. Reading Coach will instruct, model for and support teachers as they acquire and implement effective reading strategies in their curriculum | Assistant Principal Reading Coach | Administration will conduct I-Observations and provide feedback within a mandated amount of time. | 2013 FCAT Reading Assessment, FAIR Assessment BAT Assessment Mini Assessments Classroom Assessments |
| 2 | Literacy skills are typically left to English and Reading teachers | Social Studies and Science teachers will begin implementation of Common Core State Standards as a result of professional development. | Reading Coach Assistant Principal | Administration will conduct I-Observation | FAIR Assessment data FCAT |

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

| | |
|---|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | The percent of students achieving proficiency will increase by 5% from 45% to 50%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| 45% (5) | | | 50% (5) | | |
|---|--|--|--|---|-----------------|
| 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 not being able to use same technologies on test as they use in class. | Practice using manipulatives that are available during the test. | Assistant Principal ESE support facilitator | Student improvement on practice exams | FAA |
| 2 | Time for one on one instruction time | encourage support staff the focus individualized time with students | Assistant Principal ESE support facilitator | Logs | FAA |
| 3 | Students not acquiring necessary test taking skills. | Practice tests administered throughout year to build stamina. Review accommodations for SWD to determine if additional accommodations are needed. | Guidance Director & Counselors Assistant Principal, Principal, ESE Specialist, will monitor student progress through meetings with ESE Support Facilitators | Practice tests | FAA |

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: | Students identified in the lowest quartile will increase in learning gains by an additional 3% from 60% to 63%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 60% (210) | 63% (222) |

| 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 | Poor student attendance | Establish attendance contract with parent, student and teachers to ensure daily attendance. Provide incentives to students for positive attendance trends coupled with academic achievement | Teacher Grade level Administrator Social Worker | Weekly attendance logs of teachers | Pinnacle attendance and grades EOC Mini- BAT assessments Teacher assessments |
| 2 | Complying with State mandated interventions | Provide reading classes specifically for level 1 and 2 students Adhere to district student placement chart for reading | Assistant Principal | Quarterly Data chats between teachers, administrators, support staff and students. Student data binders | FCAT Reading score FAIR test District mini-assessments |
| | Lack of grouping of level 1 students. | Establish more ongoing effective communication among teachers, | Assistant Principal Reading Coach Department Chair | Quarterly Data chats between teachers, administrators, support | FCAT Reading score |

| | | | | |
|---|--|-----------------------------------|---------------------|--|
| 3 | | assistant principal, and parents. | staff and students. | FAIR test District mini-assessments |
|---|--|-----------------------------------|---------------------|--|

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 2010-2011, 42% of students were not proficient in reading. 50% of 42 = 21, therefore by 2016-2017, only 21% of students will not be proficient. Each year the level will | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 38.5% | 35% | 31.5% | 28% | 24.5% | |

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | The percent of students not making satisfactory progress in reading will decrease by |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 35% (275) Black: 54% (53) Hispanic: 48% (234) Asian: 30% (17) Indian: 0% (0) | White: 30%(235) Black: 50% (49) Hispanic: 45% (218) Asian: 27% (15) Indian: 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 | Lack of access to technology | Use of laptop carts in class Use of media center | Teachers Department Chairs | Log of laptop usage, media center sign in sheets | EOCs |
| 2 | Increase in state's minimum proficiency score from grade 8 to grade 9 and grade 9 to grade 10. The state legislature has mandated that the 10th grade FCAT reading passing score is level 3. | Improve students' reading ability through targeted reading instruction and integration of reading strategies in all curricular areas in grade 9 and 10. | Assistant Principal Reading Coach | Administration and Reading Coach will conduct data chats, classroom walkthroughs and formal observations as well as interim benchmarks to measure student progress and teacher effectiveness. | FCAT Reading Assessment FAIR Assessment BAT Assessment Mini Assessments Classroom Assessments |

| | | | | | |
|---|--|---|---|--|--|
| 3 | Teacher identification of students in various AYP sub-groups | Teachers will review data in Virtual Counselor to identify students in the various AYP sub-groups and include information in their data binder. | Assistant Principal Reading Coach Department Chairs | Administration and teacher data chats to review data binders. | Data Binder |
| 4 | Personalization of instruction | Reading Coach will instruct, model for and support teachers as they acquire and implement effective reading strategies in their curriculum. Pull-out program | Assistant Principal Reading Coach | Quarterly Data Chats between teachers, Administrators and support staff. Review teacher assessments | Mini Assessments Data Binders FCAT |

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

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | The percent of students not making satisfactory progress will decrease by 4% from 85% to 81%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 85% (41) | 81% (39) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|--|
| 1 | Language acquisition | Students with a language classification of A1, A2 will be placed in the Development Language Arts class. | Assistant Principal Reading Coach ELL Support Guidance Director | Monitoring of Master Schedule and Data Warehouse reports to insure proper placement. AP and Principal will monitor and meet regularly to review logs or service. Review master schedule | FCAT Reading Assessment FAIR Assessment BAT Assessment |
| 2 | Use of effective instructional strategies | Targeted Instructional Coaching for teachers will consist of data chats, modeling and individual student/teacher discussions. | Reading Coach ELL Support Guidance | AP and Principal will monitor and meet regularly to review logs or service. | FCAT Reading Assessment FAIR Assessment BAT Assessment Mini Assessments |
| 3 | Additional Instructional Time Needed | One-on-one pull out program | Assistant Principal Reading Coach | Weekly review of activities with supervising administrator | FCAT Reading Assessment Mini Assessments |

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

| | |
|---|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | The percent of students not making satisfactory progress will |
|---|---|

| | |
|------------------------------------|-------------------------------------|
| Reading Goal #5D: | decrease by 4% from 76% to 72%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 76% (112) | 72% (105) |

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 | Time on task during extended periods of testing | Divided FCAT sessions in two days. Practice tests administered throughout year to build stamina. Review accommodations for SWD to determine if additional accommodations are needed. FCAT practice pull-out session | ESE Support Facilitators & Specialist Reading Coach ELL Support Guidance Director & Counselors | Assistant Principal, Principal, ESE Specialist, will monitor student progress through meetings with ESE Support Facilitators | FCAT Reading Assessment FAIR Assessment BAT Assessment |
| 2 | Class size | Push-in and pull-out program. Working with individual students in the classroom providing accommodations as necessary. | Assistant Principal ESE Specialist Support Facilitators | Student/teacher data chats Students progress reports IEP Evaluations | Teacher driven formal/ informal assessment Progress reports |
| 3 | Lack of parental involvement | Communications between parent, teacher, and support facilitator. | Support Facilitator Assistant Principal | Documentation of communications. | FCAT Reading Assessment FAIR Assessment BAT Assessment |

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

| | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | The percent of students not making satisfactory progress will decrease by 4% from 52% to 48%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 52% (265) | 48% (245) |

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 |
|--|---|--|---|---|--|
| | Use of effective instructional strategies | Targeted Instructional Coaching for teachers will consist of data chats, modeling and individual | Assistant Principal Reading Coach | Assistant Principal and Principal will monitor and meet regularly with Reading Coach to | FCAT Reading Assessment FAIR Assessment |

| | | | | | |
|---|--------------------|---|--|---|--|
| 1 | | student/teacher discussions. Student binders | | review logs or service. Quarterly Data chats between Administrators, teachers and support staff. | Mini-BAT Assessment EOC |
| 2 | Lack of technology | Use of lap-top carts in the classroom. Promotion of Comcast offering reduced internet pricing for those on free and reduced lunch. Encourage of use of public library facilities. | Guidance Social Worker Assistant Principal | Conferences | FCAT Reading Assessment FAIR Assessment Mini-BAT Assessment EOC |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|--|--|---|---|--|--|
| Differentiated Instruction | All | Department Head Instructional Coach | School-wide | August 14, 2012 August 16, 2012 August 17, 2012 September 27, 2012 October 26, 2012 January 18, 2013 February 7, 2013 March 22, 2013 | I-Observations | Administration, Department Heads |
| Voluntary PLC trainings | Reading Dept. | Reading Coach Assistant Principal | Reading Dept. | During common plannings | Documentation | Assistant principal Reading Coach |
| Teaching on a 7 period class schedule – Instructional Pacing Guides, EOC Assessments, and Vertical/Horizontal Teaming | Grades 9-12 /All Content Area Teachers | Department Heads, Reading Coach, and other Content Area Teachers | Administrators, Department Heads, Reading Coach, Guidance, and all Content Area teachers | August 14, 2012 August 16, 2012 August 17, 2012 September 27, 2012 October 26, 2012 January 18, 2013 February 7, 2013 March 22, 2013 | Work Products include: - Development of Instructional Pacing Guide - Development and maintenance or Student Data Binder - Sharing Best Practices: DI Instructional Strategies for use with students | Administration, Department Heads, and Reading Coach |
| Next Generation Sunshine State Standards and the transition to the Common Core State Standards | Grades 9-12 /All Content Area Teachers | Department Heads, Reading Coach, and other Content Area Teachers | Administrators, Department Heads, Reading Coach, Guidance, and all Content Area teachers | August 14, 2012 August 16, 2012 August 17, 2012 September 27, 2012 October 26, 2012 January 18, 2013 February 7, 2013 March 22, 2013 | Work Products include: - Development of Instructional Pacing Guide - Development and maintenance or Student Data Binder - Sharing Best Practices: DI Instructional Strategies for use with students | Administration, Department Heads, and Reading Coach |

| | | | | | | |
|---|--|--|--|---|--|---|
| Content Area Literacy Plan | Grades 9-12 /All Content Area Teachers | Department Heads, Reading Coach, and other Content Area Teachers | Administrators, Department Heads, Reading Coach, Guidance, and all Content Area teachers | August 14, 2012 August 16, 2012 August 17, 2012 September 27, 2012 October 26, 2012 January 18, 2013 February 7, 2013 March 22, 2013 | Work Products include: - Development of Instructional Pacing Guide - Development and maintenance of Student Data Binder - Sharing Best Practices: DI Instructional Strategies for use with students | Administration, Department Heads, and Reading Coach |
| Marzano Learning Map Domains and Design Questions | Grades 9-12 /All Content Area Teachers | Department Heads, Reading Coach, and other Content Area Teachers | Administrators, Department Heads, Reading Coach, Guidance, and all Content Area teachers | August 14, 2012 August 16, 2012 August 17, 2012 September 27, 2012 October 26, 2012 January 18, 2013 February 7, 2013 March 22, 2013 | Work Products include: - Development of Instructional Pacing Guide - Development and maintenance of Student Data Binder - Sharing Best Practices: DI Instructional Strategies for use with students | Administration, Department Heads, and Reading Coach |
| Technology | Grades 9-12 /All Content Area Teachers | Department Heads, Reading Coach, and other Content Area Teachers | Administrators, Department Heads, Reading Coach, Guidance, and all Content Area teachers | August 14, 2012 August 16, 2012 August 17, 2012 September 27, 2012 October 26, 2012 January 18, 2013 February 7, 2013 March 22, 2013 | Work Products include: - Development of Instructional Pacing Guide - Development and maintenance of Student Data Binder - Sharing Best Practices: DI Instructional Strategies for use with students | Administration, Department Heads, and Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|------------------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| After School Tutoring | Tutoring 1 hour after school Monday-Thursday | Carl Perkins/ Accountability | \$6,000.00 |
| FCAT Pull Out Program | Pull students out of class during the school day for test prep | SAC Accountability | \$2,000.00 |
| | | | Subtotal: \$8,000.00 |
| 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: \$8,000.00 |

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: | | The percent of students achieving proficiency will increase by 3% | | | |
| 2012 Current Percent of Students Proficient in listening/speaking: | | | | | |
| 62% [130] | | | | | |
| 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 | Language acquisition | Use of ESOL strategies to improve vocabulary Encourage use of bilingual dictionaries Permit students to use own I-Pads or I-Phones for translations Watching a video in English and then in their home language. | Assistant Principal ESOL coordinator | Teacher evaluations Fluency tests | CELLA |
| 2 | Inconsistent attendance patterns | Parent contact for poor attendance Monitor attendance Alert school social worker | Assistant Principal ESOL coordinator School Social Worker | Pinnacle Virtual Counselor | CELLA |
| 3 | Teachers fail to use a variety of ESOL strategies | An ESOL newsletter will be issued to teachers. The newsletter will contain tips and research-based practices | Assistant Principal Department Chairs ESOL Coordinator | I-Observations Lesson plans | CELLA |
| 4 | Parents of ELLs may feel a sense of unease about partaking in school events such as workshops | Some communications will be translated by the District's ESOL Department and posted on WHS website. Bilingual employees will translate when necessary Parent University will be planned for parents of ELLs that will familiarize them with Western High School, Pinnacle, Virtual Counselor, tutoring and BRACE services | Assistant Principal Teachers ESOL coordinator | Event Survey | CELLA |

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:

The percent of students achieving proficiency will increase by 3%.

2012 Current Percent of Students Proficient in reading:

31% (130)

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 | language acquisition | use of ESOL strategies to improve vocabulary allow usage of bilingual dictionaries allow students to use own I-Pads or I-Phones for translations Watching a video in English and then in their own language. | Assistant principal teachers ESOL Coordinator | teacher evaluations fluency tests | CELLA |
| 2 | poor attendance | parent contact for poor attendance monitor attendance contact school social worker | Assistant principal teachers ESOL Coordinator school social worker | pinnacle virtual counselor | CELLA |
| 3 | use of instructional strategies | teachers to be ESOL trained include ESOL strategies in lesson plans | Assistant principal Department head ESOL Coordinator | monitoring of lesson plans I-Observations | CELLA |
| 4 | Communications with parents that do not speak English | Use bi-lingual employees for translators | Assistant principal teachers ESOL Coordinator school social worker | Logs Interviews | CELLA |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percent of students achieving proficiency will increase by 3%.

2012 Current Percent of Students Proficient in writing:

40% [130]

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 |
|--|----------------------|---|---|---|-----------------|
| | language acquisition | Use of ESOL strategies to improve vocabulary allow usage of bilingual dictionaries | Assistant principal teachers ESOL coordinator | teacher evaluations fluency tests | Cella |

| | | | | | |
|---|---|--|---|--|-------|
| 1 | | allow students to use own I-Pads or I-Phones for translations Watching a video in English and then in their own language. | | | |
| 2 | poor attendance | parent contact for poor attendance monitor attendance contact school social worker | Assistant principal teachers ESOL Coordinator school social worker | Pinnacle Virtual Counselor | Cella |
| 3 | use of instructional strategies | teachers to be ESOL trained include ESOL strategies in lesson plans | Assistant principal Department head ESOL coordinator | monitoring of lesson plans I-Observations | Cella |
| 4 | Communications with parents that do not speak English | Use bi-lingual employees for translators | Assistant principal teachers ESOL Coordinator school social worker | Logs Interviews | Cella |

CELLA Budget:

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

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: | The percent of students achieving proficiency will increase by 5% from 85% to 90%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 85% (11) | 92% (11) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|---|-----------------|
| 1 | Student lack of familiarity with resources used during the FAA | Students will practice using manipulatives that are available during the test. | Assistant Principal ESE support facilitator | Student performance on practice exams | FAA |
| 2 | Students lack an adequate amount of one-on-one instruction time | Teachers and support staff will adhere to a schedule of assistance with each student | Assistant Principal, ESE Specialist | Classroom Walk-throughs and inspection of logs | FAA |
| 3 | Testing environment is not identical to practice tests or previous testing environments. | Teachers who will give the FAA will practice with specific students throughout the year in order to maintain consistency for the student | ESE Facilitator Assistant Principal | Classroom Walk-throughs | FAA |

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: | The percent of students achieving proficiency will increase by 5% from 0% to 35%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (0) | 5%(1) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|-----------------|
| 1 | Student lack of familiarity with resources used during the FAA | Students will practice using manipulatives that are available during the test | Assistant Principal ESE Specialist | i-observation | FAA |

| | | | | | |
|---|---|---|--|--------------------------------------|-----|
| 2 | Students lack an adequate amount of one-on-one instructional time | Teachers and support staff will adhere to a schedule of assistance with each student | Assistant Principal ESE Specialist | i-observation and inspection of logs | FAA |
| 3 | Testing environment varies from year to year and is a new setting for many students | Teachers who administer the FAA will practice with specific students throughout the year in order to maintain consistency for the student | ESE facilitator Assistant Principal | i-observation | FAA |
| 4 | | | | | |

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: | The percent of students achieving proficiency will increase by 5% from 55% to 60%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 55% (6) | 60% (7) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|-----------------|
| 1 | Student lack of familiarity with resources used during the FAA | Students will practice using manipulatives that are available during the test | Assistant Principal ESE support facilitator | i-Observation | FAA |
| 2 | Students lack an adequate amount of one-on-one instruction | Teachers and support staff will adhere to a schedule of assistance with each student | Assistant Principal ESE support facilitator | Logs i-Observation | FAA |
| 3 | Testing environment is not identical to practice tests or previous testing environments | Teachers who will give the FAA will practice with specific students throughout the year in order to maintain consistency for the student | ESE Facilitator Assistant Principal | i-Observation | FAA |

Algebra End-of-Course (EOC) Goals

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

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1: | The percent of students achieving proficiency will increase by 3% from 37% to 40%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| 37% (263) | | | 40% (283) | | |
|---|--|--|--|--|---|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers lack of familiarity and/or implementation of strategies to improve students' high order thinking | Professional Development in Common Core State Standards across all content areas | Reading coach Department chairs Assistant Principals | Review of assessments being used within the classroom | FCAT Mini- BAT EOC Exams |
| 2 | Students' individual needs are not always met and they become unengaged | Teachers will make increased efforts to differentiate instruction and use a variety of resources and teaching methods to increase student engagement | Department chairs Assistant Principals | Student Portfolios Classroom Discussions Student Participation Observation Data | Oral Assessments Classroom observations End-of-Course survey EOC Exams |
| 3 | Students lack the computational and prerequisite skills to be successful in Algebra | Early intervention prior to 3rd week of school. Tutoring by NHS members takes place Monday-Thursday in the Media Center after school. | Assistant Principal Department Chairs | Observation Data Data Chats Grades | Mini-BAT Teacher Assessments. |
| 4 | The Algebra End-of Course Exam is cumulative and students have a difficult time retaining problem-solving skills | Teachers will provide a cumulative activity at the conclusion of each chapter. Students will collaborate in pairs or small groups. | Department Chair Assistant Principal | Data Chats Observation Data | Midterm Exams Algebra EOC |

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

| | |
|--|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2: | The percent of students achieving proficiency will increase by 4% from 26% to 30%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (181) | 30% (208) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|--|---|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students need to be exposed to Higher Order Questioning in the Content Areas. | Bloom's Taxonomy-revised, WEBB's DOK Levels Cognitive Complexity, Promote the use of instructional strategies such as Project-Based Learning or Socratic Seminars | Principal Asst. Principals Reading Coach Dept. Heads | Rubrics Ability to complete and create Graphic organizers. Student Portfolios Technological Projects Depts. PLC's Review | Project Presentations Content Area Assess. BAT Data FCAT EOC |
| 2 | Maintaining rigor in the classroom | Teachers will begin implementing CCSS process standards; students will defend their | Assistant principal Dept. Chair | Observation data | Algebra EOC BAT assessment Classroom Assessments |

| | | | | | |
|---|--|--|------------------------------------|---|---|
| | | answers | | | |
| 3 | Access to technology to support the curriculum | Use online tutorials to reteach and enrich in class. Encourage use of E-Tutor at home | Assistant principal Dept. Chair | monitor usage of online programs and computer usage | EOC BAT assessment Classroom Assessments |
| 4 | Limited exposure to challenging mathematics questions that prepare students for higher level mathematics | Encourage students to join Mu Alpha Theta | Math Club Sponsor | Club attendance and participation in math clubs | Success in competitions Algebra EOC |

| | | | | | | |
|--|-----------|---|-----------|-----------|-----------|-----------|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | | | | | | |
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Algebra Goal # FLDOE will populate these fields. 3A : | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | | | | | | |

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

| | |
|---|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B: | Students not making satisfactory progress in the following groups will decrease by stated percents |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 33% (120) Black: 62% (37) Hispanic: 40% (100) Asian: 14% (3) Indian: NA | White: 30% (110) Black: 58% (35) Hispanic: 38% (95) Asian: 9% (2) Indian: NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Lack of access to technology | Use of laptop carts in class Use of media center | Teachers Department Chairs | Log of laptop usage, media center sign in sheets | EOCs |
| 2 | Students not having proficiency in fundamental math skills | previous years skills will be embedded in daily review | teachers department chairs Assistant principal | lesson plans reviewed | monitor grades bi weekly BAT assessment EOC exam |
| 3 | Teachers lack of planning time to create engaging lessons | Algebra and Algebra Honors teams will be formed and team leader assigned. CAB Conference established for math teachers to increase communication | Department Chair Assistant Principal | Observation data | Algebra EOC exam |
| 4 | Reading levels of students vary | Include activities such as "Create a Plan" which guide students through a scaffolded thought | Department Chair Assistant Principal | Observation data | Algebra EOC exam |

| | | | |
|--|--|--|--|
| | process when solving real-world problems | | |
|--|--|--|--|

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

| | |
|---|---|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C: | The percent of students not making satisfactory progress will decrease by 3% from 63% to 60%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63% (15) | 60% (14) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|-----------------|
| 1 | Teachers lack of familiarity or practice with effective ESOL strategies | Data chats will include discussion of strategies that will improve learning for ELL students. | Assistant Principal Department Chair | DATA chats I-Observations Lesson Plans | Algebra EOC |
| 2 | Language barriers limit comprehension | Students will learn with Virtual Manipulatives at nlvm.usu.edu/en/nav/vlibrary.html | Assistant Principal Department Chair | I-Observations | Algebra EOC |
| 3 | Students struggle to learn and retain new vocabulary | Students and teachers will create visual representations of mathematics vocabulary and reference these models during instruction | Assistant Principal Department Chair | I-Observations | Algebra EOC |

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

| | |
|--|---|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D: | The percent of students not making satisfactory progress will decrease by 3% from 75% to 72%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 75% (64) | 72% (61) |

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 having access to technology or books when needed for class | Provide students time to access technology during class provide students a hard copy of textbooks to access materials IEP accommodations | Assistant Principal ESE Support Facilitator | Weekly data chats to determine students access to the fundamentals | Time log of computer use in media center IEP |
| | Lack of sufficient mastery of fundamental math skills | SWD working on Special diplomas may be clustered | Assistant Principal ESE Support | Special diploma students will be clustered via master schedule | TOMA-@ BAT 1-2 |

| | | | | | |
|---|--|--|-------------|--|-----|
| 2 | | Use of manipulatives and/or computer technology to reinforce deficient math skills | Facilitator | | EOC |
|---|--|--|-------------|--|-----|

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

| | |
|---|---|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E: | The percent of students not making satisfactory progress will increase by 3% from 47% to 44%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 47% (132) | 44% (122) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|-----------------|
| 1 | Students may have limited access to computers and internet services | Media Center will be open for computer usage before and after school WHS promotes low cost internet access offered by Comcast EOC review courses | Assistant Principal Department Chairs | Data chats Attendance log to tutoring | Algebra EOC |
| 2 | Tutoring is cost-prohibitive | Tutoring provided by National Honor Society Mondays-Thursdays is supervised by a mathematics teacher EOC Algebra Lab, facilitated by Algebra teacher will be open minimum two days per week. Students will obtain a Broward Cty. library card online. This makes them eligible for e-Tutoring. | Assistant Principal | Tutoring Attendance database | Algebra EOC |
| 3 | Students are unable to arrange transportation if participating in after-school tutoring services | An activity bus will transport students to several locations. | Assistant Principal | Tracking number of students who take the activity bus after tutoring. | Algebra EOC |

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

| | |
|--|--|
| 1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: | The percent of students achieving proficiency will increase by 3% from 14% to 17%. |
|--|--|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 14% (11) | 17% (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 | Teachers lack of familiarity and/or implementation of strategies to improve students' high order thinking | Professional Development in Common Core State Standards across all content areas | Reading coach Department chairs Assistant Principals | Review of assessments being used within the classroom | FCAT Mini- BAT EOC Exams |
| 2 | Students' individual needs are not always met and they become unengaged | Teachers will make increased efforts to differentiate instruction and use a variety of resources and teaching methods to increase student engagement | Department chairs Assistant Principals | Student Portfolios Classroom Discussions Student Participation Observation Data | Oral Assessments Classroom observations End-of-Course survey EOC Exams |
| 3 | Lack of Access to technology | Use of laptop carts in class | Teachers Department Chairs | Use of media center Log of laptop usage, media center sign in sheets | EOCs |
| 4 | Generating enthusiasm for extended learning opportunities for Geometry students | At WHS, students who took both Algebra I and Algebra II have merged into the Geometry courses. Geo-Labs will begin in January, 2013, and will be offered twice weekly. Student Activity bus will be provided for students attending tutor sessions. | Assistant Principal | Database of attendance and learning strategies will be mandatory | Geometry EOC |

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

| | |
|--|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: | The percent of students achieving proficiency will increase by 3% from 71% to 74%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 71% (84) | 74% (87) |

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 need to be exposed to Higher Order Questioning in the Content Areas. | Bloom's Taxonomy-revised, WEBB's DOK Levels Cognitive Complexity, | Principal Asst. Principals Reading Coach Dept. Heads | Rubrics Ability to complete and create Graphic organizers. | Project Presentations Content Area Assess. |

| | | | | | |
|---|--|---|------------------------------------|---|--|
| 1 | | Promote the use of instructional strategies such as Project-Based Learning or Socratic Seminars | | Student Portfolios Technological Projects Depts. PLC's Review | BAT Data FCAT EOC |
| 2 | Maintaining rigor in the classroom | Teachers will begin implementing CCSS process standards; students will defend their answers | Assistant principal Dept. Chair | Review of master schedule and placement reports | EOC BAT assessment Classroom Assessments |
| 3 | Access to technology to support the curriculum | Use online tutorials to re teach and enrich in class. Encourage use of E-Tutor at home | Assistant principal Dept. Chair | monitor usage of online programs and computer usage | EOC BAT assessment Classroom Assessments |
| 4 | Participation in math club | Encourage students to join Mu Alpha Theta | Math Club Sponsor | Club attendance and participation in math competitions | Competitions Geometry EOC |

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

| | | | | | |
|--|----------------------|---|----------------------|----------------------|----------------------|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Geometry Goal # FLDOE will populate this section | | | |
| Baseline data 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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 not making satisfactory progress will decrease by the stated levels |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 14% (9) Black: 40% (2) Hispanic: 25% (9) Asian: 11% (1) Indian: 100% (2) | White: 12% (8) Black: 20% (1) Hispanic: 22% (8) Asian: 11% (1) Indian: 50% (1) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|-------------------|
| 1 | Lack of access to technology | Use of laptop carts in class Use of media center | Teachers Department Chairs | Log of laptop usage, media center sign in sheets | EOCs |
| 2 | Students struggle to retain previously learned mathematics concepts | Students will work in pairs or small groups to answer twenty questions from all previously taught benchmarks. This activity will take place at the conclusion of each chapter. | Assistant Principal Dept. Chairs Teachers | Lesson plans reviewed by dept chairs Observation data | Geometry EOC exam |
| | Generating enthusiasm for extended learning | At WHS, students who took both Algebra I and | Assistant Principal | Database of attendance and | Geometry EOC exam |

| | | | | | |
|---|-------------------------------------|--|--|---------------------------------------|--|
| 3 | opportunities for Geometry students | Algebra II have merged into the Geometry courses. Geo-Labs will begin in January, 2013, and will be offered twice weekly. Student Activity bus will be provided for students attending tutor sessions. | | learning strategies will be mandatory | |
|---|-------------------------------------|--|--|---------------------------------------|--|

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: | The percent of students not making satisfactory will decrease by 4% from 71% to 67%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 71% (5) | 67% (5) |

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 | Generating enthusiasm for extended learning opportunities for Geometry students | At WHS, students who took both Algebra I and Algebra II have merged into the Geometry courses. Geo-Labs will begin in January, 2013, and will be offered twice weekly. Student Activity bus will be provided for students attending tutor sessions. | Assistant Principal Department Chair | Database of attendance and learning strategies will be mandatory | Geometry EOC Common Assessments |
| 2 | Reading levels of students vary | Include activities such as "Create a Plan" which guides students through a scaffolded thought process when solving real-world problems | Assistant Principal Department Chair | I-Observations Lesson Plans | Geometry EOC Exam |
| 3 | Teachers lack of planning time to create engaging lessons | Geometry and Geometry Honors teams will be formed and team leaders assigned. CAB Conference established for math teachers to increase communication | Assistant Principal Department Chair | I-Observations | Geometry EOC Exam |

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. | The percent of students not making satisfactory progress |
|--|--|

| | |
|------------------------------------|--------------------------------------|
| Geometry Goal #3D: | will decrease by 3% from 62% to 59%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62% (5) | 59% (5) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|----------------------------------|
| 1 | Teachers lack of experience with differentiating mathematics instruction | Teachers will be encouraged to take online class, Differentiated Instruction in the Math Classroom. Teachers will be encouraged to take CRISS for Mathematics Thorough review of IEP and awareness of student data | Assistant Principal Department Chair ESE Support Facilitator | Teacher-student data chats Teacher - AP data chats | Geometry EOC Exam |
| 2 | Difficulty maintaining mathematics skills from year to year | SWD working on Special diplomas may be clustered Use of manipulative and/or computer technology to reinforce deficient math skills Teachers will include formative assessments to measure student proficiency | Assistant Principal ESE Support Facilitator | Special diploma students will be clustered via master schedule | TOMA-2 BAT 1-2 Algebra EOC |

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

| | |
|---|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E: | The percent of students not making satisfactory will decrease by 3% from 31% to 28%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31% (12) | 28% (11) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|-----------------|
| 1 | Students may not have access to computer hardware or internet services. | The Media Center will be open in the morning and after school for computer usage Western High School promotes low cost | Assistant Principal | Data chats Attendance log to after-school tutoring | Geometry EOC |

| | | | | | |
|---|--|--|---|--|--------------|
| | | internet access offered by Comcast | | | |
| | | EOC review courses | | | |
| 2 | Students are unable to arrange transportation if participating in after-school tutoring services | An activity bus will transport students to several locations. | Assistant Principal | Record keeping of number of students using the activity bus after tutoring | Geometry EOC |
| 3 | Students struggle to retain content. | Geometry teachers will provide cumulative review activities at the conclusion of each chapter. | Department Chair Assistant Principal | Observation data and lesson plans | Geometry EOC |

End of Geometry EOC Goals

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|-------------------------|--|--|--|---|---|
| Differentiated Instruction | All | Department Head | School-wide | Pre-planning days and Early release throughout the year | I-Observations | Assistant Principal |
| Formative Assessments | All | Department Chair | School-wide | Early Release and Planning Days | Submission of assessment | Assistant Principal |
| Algebra and Geometry Item Specifications trainings | Algebra I Geometry I | District trainers | Math Department | Per District Training Calendar | I-Observation, rigor of assessments, lessons will align with test item specifications | Department Chair Assistant Principal |
| Use of ActivInspire software and hardware | All | Teachers who are knowledgeable and proficient with use of ActivInspire | Algebra and Geometry teachers | Common Planning, Math CAB conference tips | I-Observations | Assistant Principal |
| Collegeboard workshop for Calculus BC Learning Community | Calculus | Collegeboard | Calculus AB/BC teacher | 10/12/12 | I-Observation | Assistant Principal |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|--------------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| EOC after school tutoring | Tutoring one hour after school M-R | SAC Accountability | \$2,000.00 |
| Encourage our students in the lowest quartile to take advantage of extended learning opportunities | An after-school activity bus will be available for students who attend Algebra or Geometry EOC tutoring | SAC Accountability | \$1,000.00 |
| Calculus AB/BC teacher will attend a Collegeboard Consortium with teachers across the state of Florida | TDA and Conference fee; teacher will pay fees for room and board | SAC Accountability | \$300.00 |
| Subtotal: | | | \$3,300.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |

| Professional Development | | | |
|--------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Grand Total: \$3,300.00 | | | |

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: | | The percent of students achieving proficiency will increase by 5% from 50% to 55%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 50% (1) | | 55% (1) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students lack familiarity with resources used during the FAA | Students will practice using manipulatives that are available during the test. | Assistant Principal ESE support facilitator | Progress monitoring of students' practice tests | FAA |
| 2 | Teachers and students are challenged to devote time to one-on-one instruction | Teachers and support staff will adhere to a schedule of assistance with each student | Assistant Principal ESE support facilitator | Logs Observation data | FAA |
| 3 | Time on task during extended periods | Practice tests administered throughout year to build stamina. Review accommodations for SWD to determine if additional accommodations are needed. FCAT practice pull-out session | Assistant Principal ESE support facilitator | Monitor student progress through meetings with ESE Support Facilitators | FAA |

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: | The percent of students achieving proficiency will increase by 5% from 0% to 5%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% | 5% |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|-----------------|
| 1 | Students lack of familiarity with resources | Practice using manipulatives that are available during the test. | Assistant Principal ESE support facilitator | improvement on practice exams | FAA |
| 2 | One on one instruction time | encourage support staff the focus individualized time with students | Assistant Principal ESE support facilitator | logs | FAA |
| 3 | Time on task during extended periods | Practice tests administered throughout year to build stamina. Review accommodations for SWD to determine if additional accommodations are needed. | Assistant Principal ESE support facilitator | monitor student progress through meetings with ESE Support Facilitators | FAA |

Biology End-of-Course (EOC) Goals

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

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1: | The percent of students achieving proficiency will increase by 3% from 27% to 30%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 27% (110) | 30% (120) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--------------------------------|
| 1 | Teachers lack of familiarity and/or implementation of strategies to improve students' high order thinking | Professional Development in Common Core State Standards across all content areas | Reading coach Department chairs Assistant Principals | Review of assessments being used within the classroom | FCAT Mini- BAT EOC Exams |

| | | | | | |
|---|---|--|--|--|---|
| 2 | Students' limited vocabulary impedes reading comprehension. | Teachers will incorporate Interactive Word Walls, Word Wisdom, VIS Chart, Word Sorts, and instruction in context clues | Asst. Principals Reading Coach Dept. Heads | Content Area Vocab. Assessments | BEEP mini-assessments EOC Exams FCAT |
| 3 | Students lack fluency and stamina in reading | Teachers will incorporate timed reading practice | Asst. Principals Reading Coach Dept. head | Progress Monitoring: Weekly Fluency-Chart Progress Student Portfolios | Fluency Assessments BAT Data FCAT 2013 EOC Exams |
| 4 | Students' individual needs are not always met and they become unengaged | Teachers will make increased efforts to differentiate instruction and use a variety of resources and teaching methods to increase student engagement | Department chairs Assistant Principals | Student Portfolios Classroom Discussions Student Participation Observation Data | Oral Assessments Classroom observations End-of-Course survey EOC Exams |
| 5 | New EOC compliance | Implementation of instructional focus calendar pacing for the EOC Biology | Assistant Principal Department Head | Classroom observation Teacher evaluations I-Observations | Biology EOC |
| 6 | The new requirement is that it is necessary to pass the biology EOC for graduation. | Next Generation Sunshine State Standards. We will offer students after school tutoring to prepare for the biology EOC. Students will take a pretest and modify instruction per student needs. Science Honor Society Tutoring | Department Chair Teachers | I-Observation Attendance to after school programs. Improvements made from pre-test to midterm. | Biology EOC Midterm |
| 7 | Necessary skill development to pass test | On-line practice test E-tutor Practices available through Florida Virtual School | Teachers | Teacher monitors that resources are being assigned and used. | Biology EOC |
| 8 | Lack of exposure to high quality extra help | Science Honor Society Tutoring | Assistant Principal Club sponsor | attendance logs | Biology EOC |

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

| | |
|--|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2: | The percent of students achieving proficiency will increase by 3% from 55% to 58%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 55% (220) | 58% (233) |

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 |
|---------------------|--------------------|---|---|-----------------|
| Lack of exposure to | Teachers requiring | Teachers | Monitoring of test and | Mini- BAT |

| | | | | | |
|---|---|---|-------------------------------------|---|-------------------------|
| 1 | higher order thinking skills | higher order thinking within their course work and testing | Reading coach Department chairs | materials being used within the classroom | EOC Teacher assessments |
| 2 | Lack of exposure to high quality extra help | Science Honor Society Tutoring after school test prep course | Assistant Principal Club sponsor | attendance logs | Biology EOC |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---------------------|---|---|--|--|---|
| Instruction Focus Calendars/ Pacing Guides | All | Department Head Instructional Coach | School-wide by department and team | pre-planning days and Early release throughout the year | I-Observations will allow administrators to meet with teachers to provide feedback | Assistant principal Reading Coach |
| Differentiated Instruction | All | Department Head Instructional Coach | School-wide | pre-planning days and Early release throughout the year | I-Observations | Assistant principal |
| Common Assessments | All | Department Head Instructional Leader | School-wide | Common Planning | Submission of assessment | Assistant principal |
| Biology EOC Training | 9-10 grade biology | Department Chair County Rep | Biology Teachers | pre-planning days and Early release throughout the year | I-Observations | Department Chair Assistant Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|--------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Biology EOC after school tutoring | Tutoring for 1 hour after school M-R prior to Biology EOC | SAC Accountability | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| 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: \$1,500.00 |

Writing Goals

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

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

| | |
|---|--|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | The percent of students achieving proficiency will increase by 2% from 91% to 93%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 91% (620) | 93% (634) |

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 do not have the necessary skills to write a coherent and organized essays. | Students will write a diagnostic essay in their English class. Teachers will modify their instruction for individual needs. | Department Chairs Teacher | Analysis of student scores using 6 point rubric. Teachers will evaluate writing based on the FCAT Writing rubric or content specific writing rubric. | Diagnostic essays. Writing folders. |
| 2 | Limited exposure to writing across content area. | All core 9th and 10th grade subjects will include writing that goes through the revision process. | Assistant Principal Department Chairs | Analysis of FCAT Writing rubric. Content specific writing rubric. | Unit, chapter, and/or common assessments. BAT assessment FCAT Writing assessment |
| 3 | Student elaboration lacks relevant support within their writing. | Teachers will model techniques for elaboration. Teachers will offer feedback. Students will revise prompts. | Assistant Principal Teachers | Analysis of FCAT Writing rubric. Content specific writing rubric. Feedback sheets. | FCAT Writing rubric. Content specific writing rubric. |
| 4 | Students lack of sentence structure, spelling, grammar. | Teacher will model writing instruction and incorporate grammar. Encouragement of grammar across the curriculum. | All Teachers in all classes | Teacher assessment of writing | Teacher assessments. FCAT writing |

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

| | |
|--|--|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | The percent of students achieving proficiency will increase by 5% from 87% to 93%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 87%(7) | 93%(7) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|--|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students not being able to use same technologies on test as they use in class. | Practice using manipulatives that are available during the test. | Assistant Principal ESE support facilitator | Student improvement on practice exams | FAA |
| 2 | One on one instruction time | encourage support staff the focus individualized time with students | Assistant Principal ESE support facilitator | Logs | FAA |
| 3 | Time on task during extended periods | Practice tests administered throughout year to build stamina. Review accommodations for SWD to determine if additional accommodations are needed. | Assistant Principal ESE support facilitator | monitor student progress through meetings with ESE Support Facilitators | FAA |

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 |
|--|-------------------------|----------------------------------|---|--|--|---|
| Effective Writing Instruction | English All Grades | English Teachers | English Teachers | Early Release and Common planning | student assessments using 6 point writing rubric | Assistant Principal Department Chair |
| Incorporating common core standards into writing instruction | 9th- 10th grade English | Department Chair | English Teachers | Early Release and Common planning | Use of common core standards in curriculum | Department Chair |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|--------------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Pull-out for lowest quartile | Additional development of writing skills in test prep | SAC Accountability | \$2,500.00 |
| Subtotal: | | | \$2,500.00 |
| 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: \$2,500.00 |

End of Writing Goals

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

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

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

| | |
|--|-------------------------------------|
| 1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|
| 1 | Teachers lack of familiarity and/or implementation of strategies to improve students' high order thinking | Professional Development in Common Core State Standards across all content areas | Reading coach Department chairs Assistant Principals | Review of assessments being used within the classroom | FCAT Mini- BAT EOC Exams |
| 2 | Students' limited vocabulary impedes reading comprehension. | Teachers will incorporate Interactive Word Walls, Word Wisdom, VIS Chart, Word Sorts, and instruction in context clues | Asst. Principals Reading Coach Dept. Heads | Content Area Vocab. Assessments | BEEP mini-assessments EOC Exams FCAT |
| 3 | Students lack fluency and stamina in reading | Teachers will incorporate timed reading practice | Asst. Principals Reading Coach Dept. head | Progress Monitoring: Weekly Fluency-Chart Progress Student Portfolios | Fluency Assessments BAT Data FCAT 2013 EOC Exams |
| 4 | Students' individual needs are not always met and they become unengaged | Teachers will make increased efforts to differentiate instruction and use a variety of resources and teaching methods to increase student engagement | Department chairs Assistant Principals | Student Portfolios Classroom Discussions Student Participation Observation Data | Oral Assessments Classroom observations End-of-Course survey EOC Exams |
| 5 | Test unfamiliarity, lack of exposure to test structure, complexity and scoring | Practice tests, test prep | Teachers Department chairs | Practice tests | AH EOC |

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

| | |
|--|-------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in 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 |
|---|--|--|--|---|-----------------|
| 1 | Test unfamiliarity, lack of exposure to test structure, complexity and scoring | Practice tests, test prep | Teachers Department chairs | practice tests | AH EOC |
| 2 | Lack of enrollment in AP Social Studies Courses | Teacher promotion of AP courses Master scheduling | Teachers Department Chairs Assistant Principal | enrollment in AP classes | AH EOC |

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

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

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

U.S. History Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|------------------------------------|--------------------|----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| After School EOC tutoring program | Tutoring one hour after school M-R | SAC Accountability | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| 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: \$1,500.00 |

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: | Western High School will increase the schools attendance rate to 93% |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 90.9% (480823) | 93.0% (489053) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 754 | 750 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 34 | 30 |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | Student tardiness | Parent link call Teacher provides a bell-ringer question as part of their grade. Teachers stand at doors. | Assistant Principal Teacher | Attendance records | Comparison of previous year tardiness data. |
| 2 | Increased absence on early-release days and days before holidays. | Utilize Parent Link to notify parents about school calendar Create incentives for students to attend on | Assistant Principal Teacher | Review attendance records | Student attendance reports showing a decrease in number of absences from |

| | | | | | |
|---|---------------------------------------|---|------------------------|---------------------------|---|
| | | those days. For example, raffel off a homecoming ticket or prom ticket. | | | previous year. |
| 3 | Repetitive absences for many students | Teachers call home after four unexcused absences. Assistant principals call home after 10 absences. | Teacher Administrators | Review attendance records | Student attendance reports showing a decrease in number of absences from previous year. |
| 4 | Lack of hall monitoring. | Teachers all stand at the doors to get to class on time. | Teacher | Review attendance records | Student attendance reports showing a decrease in number of absences from previous year. |

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

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

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

Attendance Budget:

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

Suspension Goal(s)

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

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

| | |
|---|--|
| 1. Suspension Suspension Goal # 1: | Reduce number of suspensions. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 831 | 825 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 452 | 450 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 191 | 185 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 134 | 130 |

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 | Teacher/student Understanding District/School-wide Expectations | Student Code of Conduct Manual provided on-line for parents and students. Utilize established mentoring programs (Take Stock, Women of Tomorrow) Promote involvement in Student Organizations | Assistant Principal | Reduction in number of code violations. | Documentation in Pinnacle Teacher Data Binders Returned Student Code of Conduct Informational sheet signed by parent/guardian. Annual Suspension Data |
| 2 | Discipline Plan not implemented with fidelity by all stakeholders. | strategies/interventions training to reinforce classroom management techniques; Use AES program to reduce the number of external suspensions | Assistant Principal/ Support Personnel | CWT Data RtI data AES data | Review of student disciplinary referrals |

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

| | |
|--|-----------------------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | Reduce dropout rate by.... |
| 2012 Current Dropout Rate: | 2013 Expected Dropout Rate: |
| TBD | TBD |

| 2012 Current Graduation Rate: | | | 2013 Expected Graduation Rate: | | |
|---|--|---|---|--|---|
| TBD | | | TBD | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack credits to graduate or have not passed the FCAT or comparable test. | Teachers and Counselors will identify at-risk students and carefully monitor their progress. Students will make up credits through local community schools and/or Florida Virtual School. Students will also be offered the opportunity to attend share-time programs to learn career skills/ | Guidance Counselor | Guidance attendance logs Be Right Back Program Virtual School | School Accountability Report Enrollment in BRB Enrollment in VS |
| 2 | Students not having criteria for graduation | Counselors will use the ePEP as a means of monitoring progress toward graduation with all students. | Administrator Counselor | Graduation rate | Completion rate of ePEP at each school. |
| 3 | Lack of teacher knowledge to appropriate interventions. | Counselors will respond to teacher requests for assistance via the BASIS program by providing appropriate interventions including referral to CPST, referral to Social Worker or other indicated actions. | Guidance Director/CPST Coordinator | BASIS will indicate proper use of case management system in identifying issues and providing support to at-risk students | CPST Logs, BASIS Case Log |
| 4 | Lack of parent contact | Teachers call home when students grade drops to a D. | Teacher | Review of Pinnacle for grade improvement. | Pinnacle |
| 5 | Lack of enough grades to show class achievement. | Teachers, though required to provide at least one grade per week, should assign multiple grades per week. | Teacher | Review of Pinnacle for grade improvement. | Pinnacle |

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: | | By June 2013, Western High will increase parent volunteerism by 10% as measured by number of parents involved in Harvest Drive, attendance at Open House. | | | |
| <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | | | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | | |
| 503 | | 550 | | | |
| 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 | Difficulty in reaching all parents. | Utilize website, Parent Link and update marquee to communicate using different forms of media. Use of PTSA website | Assistant Principal | Number of hits to website. Call Logs Parent email list is used to update parents on a regular basis on every grade level. | Attendance at school events and evening parent programs. |
| 2 | Providing Needed Information | Host a series of Parent Workshops focusing on topics from financial aid, to college admission to non college-based post-secondary options. | Assistant Principal | Provide various meetings to inform parents on important topics such as financial aid, bright futures, college admissions, course requirements, and graduation requirements. | Sign in logs |
| 3 | Low turn out at Open House among upper classmen. | Hand out student schedules and meet teachers and get the syllabus. | Assistant Principals, Textbook Coordinator. | The number of parents attending Open House | Open House Attendance logs by teachers. Monitor the number of schedules that were handed out. |
| 4 | Under representation of minority parents | Sponsor a cultural night. | Foreign language clubs | Attendance to sponsored programs. | Sign in logs |
| 5 | Finding parent members to join SAC | A table will be set up at open house to recruit new parent members. | SAC chair and SAC co-chair | Volunteers to serve on SAC. | Attendance and Elections |
| 6 | Middle school parents not prepared for high school expectations. | Hold a "high school 101" session at our middle schools prior to registration. | AP scheduler and guidance director | Attendance at middle school sessions. | Complete course selections. |

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
|---|---|--|---|--|-------------------------|
| 1. STEM STEM Goal #1: | | #1: Improve research capacity and productivity of student-initiated projects. #2: Improve the collaboration among teachers in STEM-related fields. #3: Explore the external funding sources to support the STEM-related initiatives. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students in Honors science classes are not being challenged to participate in research projects | Teachers will be encouraged to have their students in participating in Western Science Fair or Broward County Science Fair or other STEM-related competitions | Assistant Principals STEM Administrator | Document the quality and quantity of students' research projects. | "Science Fair" Database |
| 2 | Time for teachers to collaborate beyond their teaching scheduling | Teacher will be encouraged to collaborate. | Assistant Principals STEM Administrator | Level and amount of collaborative initiatives among STEM teachers. | Survey and Interview |
| 3 | Getting teachers to submit grant proposals to enhance the students' opportunity to learn. | Teacher will be encouraged to write grant proposals | Assistant Principals STEM Administrator | The amount of submitted and funded grant proposals. | Research Grant Database |

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: | | In collaboration with all high school stakeholders, increase by 5%, the number of Career and Technical Education (CTE) students that reach the Concentrator level in their CTE program, attain an industry certification, and earn articulated credits to postsecondary institutions. | | | |
| 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 | Insure correct student placement for CTACE classes, making sure prerequisites have been taken. Currently there appears to be no class size limits for vocational | CTACE Department Head meets with AP over master schedule to confirm criteria for classes (student placement and class size limits) | Department Head Assistant Principal over department | Review student placement and class size in CTACE programs | CTE |

| | | | | |
|---|--|--|--|--|
| classes and this could have a major impact student achievement. | | | | |
|---|--|--|--|--|

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 Marzano Learning Map Domain and Design Questions Technology Use of student data to inform instruction | All grade levels across the board (mixed classes)/ All CTACE Classes | Department Head, Administrators, Reading Coach and other Content Area Teachers | All Vocational CTACE teachers | August 14, 16, 17 September 27 October 26 January 18 February 7 March 22 | Student Date Binders Sharing Best Practices | Administration and Department Head |

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)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|--|---|-----------------------------|--------------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | After School Tutoring | Tutoring 1 hour after school Monday-Thursday | Carl Perkins/Accountability | \$6,000.00 |
| Reading | FCAT Pull Out Program | Pull students out of class during the school day for test prep | SAC Accountability | \$2,000.00 |
| Mathematics | EOC after school tutoring | Tutoring one hour after school M-R | SAC Accountability | \$2,000.00 |
| Mathematics | Encourage our students in the lowest quartile to take advantage of extended learning opportunities | An after-school activity bus will be available for students who attend Algebra or Geometry EOC tutoring | SAC Accountability | \$1,000.00 |
| Mathematics | Calculus AB/BC teacher will attend a Collegeboard Consortium with teachers across the state of Florida | TDA and Conference fee; teacher will pay fees for room and board | SAC Accountability | \$300.00 |
| Science | Biology EOC after school tutoring | Tutoring for 1 hour after school M-R prior to Biology EOC | SAC Accountability | \$1,500.00 |
| Writing | Pull-out for lowest quartile | Additional development of writing skills in test prep | SAC Accountability | \$2,500.00 |
| U.S. History | After School EOC tutoring program | Tutoring one hour after school M-R | SAC Accountability | \$1,500.00 |
| | | | | Subtotal: \$16,800.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| | | | | Grand Total: \$16,800.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school: Yes No

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

No Attachment

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 |
|--|------------|
| EOC tutoring programs for Biology, Algebra, Geometry, and American History | \$5,000.00 |
| FCAT pull out program for writing | \$2,500.00 |
| FCAT pull out program for reading | \$2,000.00 |

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

Review and Implement this years SIP plan. Review current schedule and decide if changes should be made. Review use of Professional Study Days and make proposals for changes if necessary.

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 WESTERN HIGH SCHOOL 2010-2011 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 58% | 82% | 86% | 46% | 272 | 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 | 54% | 74% | | | 128 | 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 50% (YES) | 61% (YES) | | | 111 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 521 | |
| Percent Tested = 98% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Broward School District WESTERN HIGH SCHOOL 2009-2010 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 62% | 86% | 92% | 50% | 290 | 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 | 60% | 79% | | | 139 | 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? | 51% (YES) | 66% (YES) | | | 117 | 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 | | | | | 556 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |