

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



**School Name: BOYD H. ANDERSON HIGH SCHOOL**

**District Name: Broward**

**Principal: Angel Almanzar**

**SAC Chair: Valerie Patterson**

**Superintendent: Robert Runcie**

**Date of School Board Approval: 12/4/12**

**Last Modified on: 1/16/2013**

**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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Joyce Toran	MA Ed, Urban Teacher Education, Type 75 Certificate Administration and	3	32	Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52%

		Supervision BA Ed, Special Education			<p>Reading Gains Lowest 25%: 61%</p> <p>Math Mastery: 34%</p> <p>Math Learning Gains: 45%</p> <p>Math Gains Lowest 25%: 53%</p> <p>Writing Mastery: 75%</p> <p>Boyd Anderson HS 2010-2011 Grade: D</p> <p>Reading Mastery: 23%</p> <p>Reading Learning Gains: 36%</p> <p>Reading Gains Lowest 25%: 48%</p> <p>Math Mastery: 58%</p> <p>Math Learning Gains: 63%</p> <p>Math Gains Lowest 25%: 52%</p> <p>Writing Mastery: 72%</p> <p>Science Mastery: 21%</p> <p>0% of subgroups met AYP status 2009-2010</p> <p>Chicago Public School System 2008-2009</p> <p>Chicago Public School System</p>
Assis Principal	Alison Trautmann	<p>Masters in Educational Leadership, Professional Certificate, Middle Grades General Science 5-9, Educational Leadership K-12</p> <p>19 years in the system, 8 as an AP</p>	2	9	<p>Boyd Anderson HS 2011-2012 Grade:</p> <p>Reading Mastery: 29%</p> <p>Reading Learning Gains: 52%</p> <p>Reading Gains Lowest 25%: 61%</p> <p>Math Mastery: 34%</p> <p>Math Learning Gains: 45%</p> <p>Math Gains Lowest 25%: 53%</p> <p>Writing Mastery: 75%</p> <p>Stranahan HS 2010-2011 Grade: D</p> <p>Reading Mastery: 41%</p> <p>Reading Learning Gains: 45%</p> <p>Reading Gains Lowest 25%: 45%</p> <p>Math Mastery: 75%</p> <p>Math Learning Gains: 74%</p> <p>Math Gains Lowest 25%: 58%</p> <p>Writing Mastery: 84%</p> <p>Science Mastery: 39%</p> <p>0% of subgroups met AYP status</p> <p>Stranahan HS 2009-2010 Grade: B</p> <p>Reading Mastery: 43%</p> <p>Reading Learning Gains: 48%</p> <p>Reading Gains Lowest 25%: 36%</p> <p>Math Mastery: 74%</p> <p>Math Learning Gains: 73%</p> <p>Math Gains Lowest 25%: 56%</p> <p>Writing Mastery: 90%</p> <p>Science Mastery: 37%</p> <p>0% of subgroups met AYP status</p>
Assis Principal	Linda Humphrey	<p>Masters in Exceptional Student Education Ed Leadership K-12 Reading Endorsement ESOL Endorsement</p>	2	2	<p>Boyd Anderson HS 2011-2012 Grade:</p> <p>Reading Mastery: 29%</p> <p>Reading Learning Gains: 52%</p> <p>Reading Gains Lowest 25%: 61%</p> <p>Math Mastery: 34%</p> <p>Math Learning Gains: 45%</p> <p>Math Gains Lowest 25%: 53%</p> <p>Writing Mastery: 75%</p> <p>Hallandale HS 2010-2011 Grade: pending</p> <p>Reading Mastery: 25%</p>

					<p>Reading Learning Gains: 42%                  Reading Gains Lowest 25%: 53%                  Math Mastery: 64%                  Math Learning Gains: 69%                  Math Gains Lowest 25%: 56%                  Writing Mastery: 78%                  Science Mastery: 29%                  0% of subgroups met AYP status                  Hallandale HS                  2009-2010 Grade: C                  Reading Mastery: 28%                  Reading Learning Gains: 42%                  Reading Gains Lowest 25%: 46%                  Math Mastery: 60%                  Math Learning Gains: 70%                  Math Gains Lowest 25%: 67%                  Writing Mastery: 85%                  Science Mastery: 24%                  0% of subgroups met AYP status</p>
Assis Principal	Leslie Farr	Masters in Educational Leadership, Professional Certificate - Physical Education & Health K-12, Educational Leadership K-12	1	7	<p>Clarke County High School                  2008-2010 Made AYP                  English 93%                  Math 87%                  History 91%                  Science 83%                  2010-2011 Did not make AYP                  English 96%                  Math 84%                  History 91%                  Science 89%                  2011-2012 Did not make AYP                  English 87%                  Math 79%                  History 80%                  Science 90%</p>
Principal	Angel Almanzar	M.S. Ed (in Educational Leadership) B.A. (Spanish Certification)	3	9	<p>Boyd Anderson HS                  2011-2012 Grade: C                  Reading Mastery: 29%                  Reading Learning Gains: 52%                  Reading Gains Lowest 25%: 61%                  Math Mastery: 34%                  Math Learning Gains: 45%                  Math Gains Lowest 25%: 53%                  Writing Mastery: 75%                  Boyd Anderson HS                  2010-2011 Grade: D                  Reading Mastery: 23%                  Reading Learning Gains: 36%                  Reading Gains Lowest 25%: 48%                  Math Mastery: 58%                  Math Learning Gains: 63%                  Math Gains Lowest 25%: 52%                  Writing Mastery: 72%                  Science Mastery: 21%                  0% of subgroups met AYP status                  Seminole Middle                  2009-2010 Grade: A                  Reading Mastery: 71%                  Reading Learning Gains: 68%                  Reading Gains Lowest 25%: 64%                  Math Mastery: 74%                  Math Learning Gains: 73%                  Math Gains Lowest 25%: 74%</p>

					Writing Mastery: 92% Science Mastery: 47% 50% of subgroups met AYP status
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Linda Kal Sander	University of Florida Bachelor of Science in Broadcasting 1983 Certification: English 5-9 Reading Endorsed ESOL Endorsed	2	7	Boyd Anderson HS 2011-2012 Grade: C Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% Pompano Beach Middle School 2010-2011 Grade: B Reading Mastery: 64% Reading Learning Gains: 63% Reading Gains Lowest 25%: 66% Math Mastery: 65% Math Learning Gains: 63% Math Gains Lowest 25%: 60% Writing Mastery: 88% Science Mastery: 38% 0% of subgroups met AYP status Pompano Beach Middle School
Math	Maxine Spadaro	State University of New York @ Oneonta Degree: Bachelor of Science - Elementary Education Certification: Mathematics 6-12 Mathematics 5-9 ESOL Endorsement	1	8	2011-2012 Blanche Ely High School Pompano Beach, Florida Grade: Pending 53% Proficiency 58% made learning gains in mathematics 45% of lowest 25% made learning gains in mathematics 2010-2011 Hallandale High School, Hallandale Beach, Florida Grade: C AYP: 85% AYP Math: Hispanic did NOT make adequate yearly progress AYP Reading: Black, Hispanic and Economically Disadvantaged did NOT make adequate yearly progress Math Mastery: 64% 69% made learning gains in mathematics

					56% of the lowest 25% made learning gains in mathematics 2009-2010 McNicol Middle School Hollywood, Florida School grade: C AYP: 82% AYP Math: Black, Hispanic and Economically Disadvantaged did NOT make adequate yearly progress AYP Reading: Black and Economically Disadvantaged did NOT make adequate yearly progress Math Mastery: 53% 54% made learning gains in mathematics 57% of the lowest 25% made learning gains in Math
Science	Tia Davis	North Carolina State University Bachelor of Science- Microbiology/Zoology Biology Florida Atlantic University Educational Leadership- Certification: Biology, Educational Leadership	1	6	North Carolina State STEM Early College High School 2011-2012 100% EOC pass rate J.D. Clement Early College High School-NCCU University- School of Distinction

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertise open positions through the BCPS job advertisement system.	Principal and Administration	August 2012	
2	2. New teachers are required to attend the New Teacher Academy. They will receive an overview of course curriculum, effective instruction, and classroom management.	NESS Coach/Administration	August 2012	
3	3. New teachers are assigned a coach/mentor via the New Educator Support System (NESS). Teachers attend monthly learning community meetings at the school site.	NESS Coach	August 2012	
4	4. Teachers (other than new teachers) found in need of support will be provided a coach.	Administration, Instructional Coaches and NESS Coach	August 2012	
5	5. Teachers retention will be maintained through professional development that will be developed and implemented once a week utilizing 30 minutes before classes start.	Curriculum Leaders, Coaches and Administrator	August 2012, On - going	

### 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]).

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>
4 teachers signed out of field waivers but received an effective rating	Teachers are taking classes necessary to be 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)).

<b>Total Number of Instructional Staff</b>	<b>% of First-Year Teachers</b>	<b>% of Teachers with 1-5 Years of Experience</b>	<b>% of Teachers with 6-14 Years of Experience</b>	<b>% of Teachers with 15+ Years of Experience</b>	<b>% of Teachers with Advanced Degrees</b>	<b>% Highly Effective Teachers</b>	<b>% Reading Endorsed Teachers</b>	<b>% National Board Certified Teachers</b>	<b>% ESOL Endorsed Teachers</b>
108	0.0%(0)	19.4%(21)	42.6%(46)	38.0%(41)	62.0%(67)	97.2%(105)	12.0%(13)	2.8%(3)	61.1%(66)

### 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.

<b>Mentor Name</b>	<b>Mentee Assigned</b>	<b>Rationale for Pairing</b>	<b>Planned Mentoring Activities</b>
Elizabeth Bills	Shondra Bennett	Ms. Bills is a veteran teacher with 30+ years professional teaching experience.	Monthly Ness meetings, weekly PLC meetings, support as needed.
Ashley Underhill	William Ledegang	Ms. Underhill is the Health and Wellness Magnet Coordinator.	Monthly Ness meetings, weekly PLC meetings, support as needed.
Maxine Spadaro	Adam Fullilove	Ms. Spadaro is the Math Coach. She has over 30 years teaching experience	Monthly Ness meetings, weekly PLC meetings, support as needed.
Camile Cameron	Margarita Perez-Mena	Ms. Cameron is a veteran science teacher with excellent classroom management and instructional practices.	Monthly NESS Meetings, weekly PLC meetings, support as needed.
Maxine Spadaro	Carlos Marin	Ms. Spadaro is the Math Coach. She has over 30 years teaching experience.	Monthly NESS Meetings, weekly PLC meetings, support as needed.

### 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

Homeless students are referred to the School Social Worker and the District's Homeless Coordinator for support services. These services include transportation, counseling, and special communication to staff as necessary. In addition, they are tracked and referred through the Homeless Education Program which is a district initiative.

### Supplemental Academic Instruction (SAI)

### Violence Prevention Programs

Violence Prevention Programs include:

- Guidance small group counseling
- Anti-Bullying
- Peer Counseling Groups
- Character Education
- Posters
- Social Worker Alcohol and drugs prevention discussions
- Crime watch
- SRO classroom visits

The school resource officer has the largest student Crime Watch Program in the district. The student Crime Watch Programs have been successful in decreasing the school's critical incident numbers. Peer Counseling groups are set up on a weekly basis (or daily depending on the needs/program). Posters and signs are posted throughout the school to stop violence and to encourage character education. The School Social Worker visits classrooms on a monthly basis to discuss the effects of alcohol and drugs.

### Nutrition Programs

### Housing Programs

### Head Start

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**Adult Education**

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**Career and Technical Education**

Allied Health Program  
Auto Service Technology  
Culinary Arts 1,2 & 3  
Accounting Operations  
Academy of Finance  
First Responder  
Manufacturing and Global Logistics Academies

**Job Training**

The following classes afford students the opportunity for job training:

- Teaching Assistant Program Exploring Teaching 1 & 11
- Technology Studies
- Auto mechanics
- Certified Nursing Assistant Program(CNA)
- First Responder 3 Program
- Culinary Arts Programs

Boyd H. Anderson High School seniors are partnered with Work Force One to learn job readiness and customer service skills.

**Other**

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



**School-based MTSS/RtI Team**

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

Principal

All Grade Level Administrators

All Guidance Counselors

Reading Coach

Math Coach

Science Coach

ESE Specialist

ESOL Coordinator

Behavior Specialist

School Social Worker

School Psychologist

Various teachers and/or teacher leaders as appropriate

Parents/Students as appropriate

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 leadership team will meet quarterly for training and updates on district requirements. The Guidance Director coordinates/facilitates the bi-weekly meetings to address academic and/or behavioral concerns of all students. The RtI team focuses on providing a multi-tiered system of student support. The team reviews existing data, identifies additional data collection needs, develops a hypothesis, and then designs interventions to address concerns and develop an intervention plan. The Grade level Guidance Counselors serve as case managers and designate selected RtI members to collect and analyze the tiered data. Tier 1-In consultation with colleagues, the teacher tries universal, evidence-based interventions. Tier 2-In consultation with several team members the teacher tries targeted, evidence-based interventions. Tier 3-Using the full team support, teachers and others try intensive, evidenced-based interventions. Data is stored and tracked in the school's database-Super Cobra. Depending on the evidence-based intervention, appropriate data will be collected using selected criteria specific to the evidence-based intervention being implemented. Review of the data occurs regularly and the need for a higher tiered evidenced-based intervention is evaluated.

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 role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan is to work with the CPS/RtI case managers, administrators, guidance counselors, teachers, and parents to develop the SIP. The RtI Leadership Team will have a representative at each SAC meeting to assist in the development and review of the SIP. All guidance staff will manage the school wide behavior plan. The RtI problem solving process was used in the development of the SIP and will be used in its implementation to guide our focus for the year.

**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.

A variety of data source(s) utilized are:  
Benchmark Assessment Test (BAT)  
Florida Comprehensive Assessment Test (FCAT)  
BEEP Mini Assessments  
Florida Assessments for Instruction in Reading (FAIR)  
Data Warehouse Reports  
Pinnacle reports  
DMS  
Cobra Connections  
Virtual Counselor  
TERMS  
Classroom observations using a variety of collection methods  
Counselor and agency reports  
Diagnostic Assessment for Reading (DAR)  
District/Monthly Writing Assessments  
Functional Behavior Plans  
The data management system(s) utilized are Super Cobra and Pinnacle.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will receive training in RtI during a scheduled leadership meeting. Selected members will attend district and state trainings as offered. All staff will receive training during staff development times throughout the year.

Describe the plan to support MTSS.

The team will meet every Monday to discuss behavior, attendance and academic data.  
PLC will be used to analyze data, develop a prescriptive focused calendar based for benchmarks needing improvement.  
Comprehensive remediation program and extended learning opportunities will be provided to support the MTSS.

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

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

The Literacy Leadership Team consists of the following members:  
 Angel Almanzar, Principal; Alison Trautmann Assistant Principal; Joyce Toran, Assistant Principal; Linda Humphrey, Assistant Principal; Leslie Farr, Assistant Principal  
 Linda Kal Sander, Reading Coach; Jeana Graham, Reading Curriculum Leader; Elizabeth Bills, English Curriculum Leader; Valerie Patterson, Curriculum Leader; Sandi Oscar, ESE Chair and ESE Specialist; David Katz, Media Specialist and Curriculum Leader; Mike Angelo, Social Studies Curriculum Leader; Kara Woodard-Davis, Guidance Director, Mishka Corbitt, IB Coordinator; Ashley Underhill, Health/Wellness Coordinator; Eddie Oliver, Student Government Association President

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

The Literacy Leadership Team will meet monthly to ensure the meeting of the School Improvement goals. The team will collate teacher/student and teacher/administration/coach data chat information into a plan of action for school-wide literacy. They will reflect on instructional practices and make suggestions to redesign instruction as needed, promote and share activities designed to promote literacy, integrate the Common Core Standards, and collaborate with content area teachers through PLCs.

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

Classroom libraries will be established so that students will have the opportunity to explore books of interest and read independently.  
 Word of the Day will be implemented using the words for the Item Specs glossary with examples, practice, content application, and assessment during the first two 9 weeks. The Word of the Day for the remainder of the year will include college ready vocabulary.  
 School-wide literacy will be encouraged through benchmark integration for reading and writing across all content classes.  
 Implementation of the Common Core Standards.

**Public School Choice**

Supplemental Educational Services (SES) Notification

**No Attachment**

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

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

N/A

**\*Grades 6-12 Only**

**Sec. 1003.413(b) F.S.**

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

Based on data, a secondary Instructional Focus calendar will be created listing benchmarks to be infused into all content area classes. Teachers will refer to the benchmark and generate an activity within their curriculum that addresses the skill on the Instructional Focus Calendar. A professional development will be held to train the teachers on identifying and writing questions aligned to the FCAT 2.0 question stems. Collaboration between the reading coach and other content teachers will occur as a follow up after the training to share best practices and assist teachers as needed. Coaches and administration will conduct Classroom Walk-throughs to monitor this infusion of skills.

**\*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?

- We offer vocational courses where students can earn certifications that can be used in the career field: Culinary operations, Certified Nurse Assistant program, First Responders training, and Web-design.
  - Success in these courses, in addition to overall academic success, can be applied towards the Gold Seal Vocational Scholarship through Bright Futures.
  - Each applied and integrated course includes real life lessons and hands on activities that are carried out in their actual field of study.
  - Junior ROTC program offers students experiences with military careers and training. Upon completion, students earn college credit for their participation.
- Collectively, these courses and hands-on activities give students the knowledge of the level of expectation of specific job requirements.

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?

In support of the District's initiative to prepare students to enter today's highly technical careers, students choose majors reflective of their career interests. Further, Boyd Anderson's Career and Technical Education programs are:

- Certified Nursing Assistant Program
- Auto Service Technology 1, 6, 7 & 9,
- Culinary Arts 1,2 & 3
- Accounting Applications 1
- Finance & Business Technology
- Technology Studies: Web Design, Adobe Photoshop, IT Web/Digital Media, PC Support 1 & 2,
- IT Technology Support/Network, IT Program Database
- Engineering Technology 1
- Engineering Design
- First Responder 3

Boyd Anderson also offers comprehensive job readiness/career planning programs:

- Partnered with Work Force One to learn job readiness skills, customer service skills, and are connected to the real world labor force.

- Students FACTS.org for academic and career planning research.
- Continual re-evaluation of e-PEP beginning in ninth grade.
- Guidance and BRACE teaching units.
- AGP focuses on academic and career planning.
- FCAT, ACT, SAT prep courses during the year.
- FACTS.org is also used for post-secondary planning research and individualized audits for students.
- PSAT administered to 10th Grade Students
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## 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

- Strategies for improving student readiness for post-secondary level include, but are not limited to:
- All 10th grade students are required to take the practice SAT test.
  - The Math and English departments have developed effective SAT and ACT "Do Now" activities that are implemented on a daily basis in the classroom.
  - A remedial Math course is offered to senior students who do not meet college readiness according to the CPT.
  - SAT and ACT staff development trainings will be offered to faculty.
  - Princeton Review SAT/ACT Prep-Course will be offered at no cost to students after school hours.
  - Guidance counselors will make classroom visits to promote participation in dual enrollment classes.
  - Students are exposed to the college environment through field trips to local college campuses, where they spend the day learning the college matriculation process.
  - Free courses in college admission test preparation are provided in partnership with the Princeton Review.
  - College Career Fairs are held annually to expose the student body to traditional and non-traditional career paths and new trends in the job-market.
  - A comprehensive schedule of college preparation courses, which include Regular, Honors, Advanced Placement and International Baccalaureate are offered.

## 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:					
<b>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</b>		By June 2013, 19% (161) of students will attain proficiency on the Reading FCAT.			
<b>Reading Goal #1a:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In 2012, 16% (132) of students attained a level 3 on the Reading FCAT.		By June 2013, 19% (161) of students will attain proficiency on the Reading FCAT.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	1.1 Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	1.1 Each quarter teachers will integrate a complex text aligned to their content area.  State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum.  State, district, and school-based personnel will support teachers in developing instructional strategies to increase student	1.1 Administration Academic Coaches Curriculum Leaders	1.1 Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio  BAT 1 to BAT 2

	engagement in novel study, close reading of text, and response journals.			
	State, district, and school-based personnel will assist content area teachers in writing to 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 group:

<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	By 2013 15% (127) will score at a level of 4, 5, or 6 in reading.
<b>Reading Goal #1b:</b>	
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In 2012 12% (105) scored at a level 4, 5, or 6 in reading.	By 2013 15% (127) will score at a level of 4, 5, or 6 in reading.

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum.	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers	Practice FAA testing

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

<b>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</b>	In 2013, 15% (127) of students are expected to score at or above a level 4 on the Reading FCAT.
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<b>Reading Goal #2a:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In 2012, 12% of students (105) scored at or above a level 4 on the Reading FCAT.		In 2013, 15% (127) of students are expected to score at or above a level 4 on the Reading FCAT.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	2.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	2.1. Each quarter teachers will integrate a complex text aligned to their content area.  State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum.  State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals.  State, district, and school-based personnel will assist content area teachers in writing to text.	2.1. Administrator Curriculum Leader Reading Coach	2.1. Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	2.1. Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio  BAT 1 to BAT 2



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
<b>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</b>		By June of 2013, 55% of students (13) will score Level 7 or above on the FAA.			
<b>Reading Goal #2b:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In June 2012, 52% of students (11) scored at Level 7 or higher on the FAA.		By June of 2013, 55% of students (13) will score Level 7 or above on the FAA.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum.	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers	Practice assessments 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:					
<b>3a. FCAT 2.0: Percentage of students making learning gains in reading.</b>		By June 2013, 56% (441) of students are expected to make learning gains on the Reading FCAT.			
<b>Reading Goal #3a:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In 2012, 53% (416)of students made learning gains on the Reading FCAT.		By June 2013, 56% (441) of students are expected to make learning gains on the Reading FCAT.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>

			<b>Monitoring</b>		
1	<p>3.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.</p>	<p>Each quarter teachers will integrate a complex text aligned to their content area.</p> <p>State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals.</p> <p>State, district, and school-based personnel will assist content area teachers in writing to text.</p> <p>Teachers will use direct and differentiated instruction; along with visual mnemonics and graphic organizers (semantic mapping, concepts definition maps, Frayer Model, word sorts and VIS charts)</p> <p>Computer Assisted instruction using Compass Odyssey and FAIR Tool kit will be used to assist instruction</p>	<p>Administrators</p> <p>Reading Coach</p> <p>Curriculum Leaders</p>	<p>Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.</p> <p>Data Chats quarterly: teacher with student; teacher with other teachers; teacher with administrator.</p>	<p>Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio</p> <p>BAT 1 to BAT 2</p>

		<p>Ongoing Progress Monitoring through the use of LearningStation, a computer data base of passages aligned to FLSSS(06) and district created bechmark mini-assessments.</p> <p>Reading Coaches and support staff will model and co-teach with teachers</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p><b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p> <p><b>Reading Goal #3b:</b></p>	<p>By June of 2013, 88% (16) of students will make learning gains in reading on the FAA</p>
<p><b>2012 Current Level of Performance:</b></p>	<p><b>2013 Expected Level of Performance:</b></p>
<p>In June of 2012, 85% (14) of students made learning gains in reading on the FAA.</p>	<p>By June of 2013, 88% (16) of students will make learning gains in reading on the FAA</p>

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers.	Practice FAA testing 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:

<p><b>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b></p> <p><b>Reading Goal #4:</b></p>	<p>By June 2013, 65% (140) of students in the lowest quartile will make learning gains.</p>
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<p><b>2012 Current Level of Performance:</b></p>	<p><b>2013 Expected Level of Performance:</b></p>
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<p>In 2012, 63% (130) of students in the lowest quartile made learning gains.</p>	<p>By June 2013, 65% (140) of students in the lowest quartile will make learning gains.</p>
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**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	<p>4.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.</p>	<p>4.1. Reading teachers will follow a year long instructional calendar to address increased rigor for the Edge series by implementing preselected thematically related text from Common Core State Standards Appendix B, Articles of the Week, and AP Reading Anthology Riverside Reader.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals.</p>	<p>4.1. Administration Instructional Coaches Curriculum Leaders</p>	<p>4.1. Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers. Data Chats (teacher/admin)</p>	<p>4.1 Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio</p> <p>BAT 1 to BAT 2 Florida Assessment in Reading AP1, AP2 Assessments (Learning Station)</p>

		<p>Ongoing Progress Monitoring through the use of LearningStation, a computer data base of passages aligned to FLSSS(06), and district created bechmark mini-assessments.</p> <p>State, district, and school-based personnel will assist content area teachers in writing to text.</p>			
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			<p>Reading Goal # 5A :</p> <p>By 2013, the number of students not achieving reading mastery of level three will be reduced by 11% (134) students.</p>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29	40	46	52	58	

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:					
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p> <p><b>Reading Goal #5B:</b></p>			<p>By June 2013, 37% (284) of students in the Black subgroup will be proficient in Reading on the FCAT Reading Assessment.</p>		
<b>2012 Current Level of Performance:</b>			<b>2013 Expected Level of Performance:</b>		
2012, 26% (195) of (Black) students were proficient in Reading on the FCAT Reading Assessment.			By June 2013, 37% (284) of students in the Black subgroup will be proficient in Reading on the FCAT Reading Assessment.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible</b>	<b>Process Used to Determine Effectiveness of</b>	<b>Evaluation Tool</b>

			<b>for Monitoring</b>	<b>Strategy</b>	
1	5A.1. Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	5A.1. Teachers will identify students within the sub groups according to areas of weakness to differentiate instruction by creating small focus groups, and utilizing computer assisted instruction.	5A.1. Assistant Principal Curriculum Leader Reading Coach	5A.1. Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers. Data Chats (teacher/admin)	5A1.1 Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio  BAT 1 to BAT 2 Florida Assessment in Reading AP1, AP2

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:

<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	By June 2013 80% (60) of the students will not make satisfactory progress in reading.
<b>Reading Goal #5C:</b>	
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In 2012, 100% (75) of students in the ELL subgroup did not make satisfactory progress in reading.	By June 2013 80% (60) of the students will not make satisfactory progress in reading.

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Each quarter teachers will integrate a complex text aligned to their content area.  State, district, and school-based personnel will assist content area teachers in	Administrator Curriculum Leader Reading Coach ESOL Coordinator	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

	<p>identifying complex text aligned to their curriculum.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals.</p> <p>State, district, and school-based personnel will assist content area teachers in writing to text</p>	teachers.	BAT 1 to BAT 2
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p> <p><b>Reading Goal #5D:</b></p>	By June of 2013, 67% (45) of students will make learning gains in reading.
<p><b>2012 Current Level of Performance:</b></p>	<p><b>2013 Expected Level of Performance:</b></p>
In June of 2012, 92% (5) of SWD students did not make satisfactory progress in reading.	By June of 2013, 67% (45) of students will make learning gains in reading.

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and	Practice FAA

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

<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	In 2013 62% (454) of the students economically disadvantaged will not make satisfactory progress.
<b>Reading Goal #5E:</b>	

<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In 2012, 73% (538) of the students economically disadvantaged did not make satisfactory progress.	In 2013 62% (454) of the students economically disadvantaged will not make satisfactory progress.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	<p>Each quarter teachers will integrate a complex text aligned to their content area.</p> <p>State, district, and school-based personnel will assist content area teachers in identifying complex text aligned to their curriculum.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase student engagement in novel study, close reading of text, and response journals.</p>	<p>Administration</p> <p>Reading Coach</p> <p>Curriculum Leaders</p>	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs with focus on integration of rigorous text, writing to text, and specific feedback to teachers.	<p>Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio</p> <p>BAT 1 to BAT 2</p>



		State, district, and school-based personnel will assist content area teachers in writing to text			
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**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

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

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
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<p>Teachers will collaborate by department to write and implement lesson plans utilizing the common core performance standards so that students will be able to read and comprehend complex literary and informational text independently and proficiently.</p> <p>Teachers will utilize a variety of web based and smartphone based applications to enhance teaching and learning.</p> <p>Teachers will receive training on the gradual release of responsibility model.</p>	<p>9-12</p>	<p>Linda Kal Sander, Reading Coach Maxine Spadaro, Math Coach, Ms. T. Davis, Science Coach Mishka-Gaye Corbitt, IB Coordinator, Ashley Underhill, Health and Wellness Coordinator, Curriculum Leaders, Assistant Principals</p> <p>State Reading Coordinators, Renee Walden Ramdas and Raysa Martinez</p>	<p>School-wide</p>	<p>Weekly Tuesday morning PLCs; Early Release days, and Professional Study Days (District)</p> <p>Sept. 27 (early release or ongoing as needed)</p> <p>Oct 26 Jan 18 Mar 22</p>	<p>Common Planning Collaborative Lesson planning, Lesson Study (3rd and 4th quarters) Best Practices during PLCs Classroom Walkthroughs Data Chats</p> <p>Monitor number of teachers signing up for Edmodo accounts. Offer support/assistance for teachers.</p>	<p>Instructional Coaches Curriculum Leaders Administration</p>
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**Reading Budget:**

**Evidence-based Program(s)/Material(s)**

Strategy	Description of Resources	Funding Source	Available Amount
After school enrichment tutoring in reading and ACT prep	Supplemental materials	YMCA/21st Century	\$6,000.00
<b>Subtotal: \$6,000.00</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Stations	on-line testing	Regular Budget	\$1,400.00
<b>Subtotal: \$1,400.00</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Subtotal: \$0.00</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Subtotal: \$0.00</b>			
<b>Grand Total: \$7,400.00</b>			

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
<b>1. Students scoring proficient in listening/speaking.</b>			By June 2013, 50% (16) of students will make satisfactory gains.		
<b>CELLA Goal #1:</b>					
<b>2012 Current Percent of Students Proficient in listening/speaking:</b>					
In 2012 45% (14) of the students scored proficient in listening/speaking.					
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>

1	Teachers need assistance and support implementing the curriculum with rigor to non-readers.	Teachers will utilize strategies for differentiated instruction and small group instructions.	ELL liaison Reading coach Administrators	Curriculum guide, peer group interaction; walkthrough with feedback; use data to target need;	Formative assessments; data from various sources; pre/post test; written and oral presentations; portfolio
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Students read in English at grade level text in a manner similar to non-ELL students.					
<b>2. Students scoring proficient in reading.</b>					
<b>CELLA Goal #2:</b>			By June 2013 20% (7) of the students will score proficient on the CELLA exam.		
<b>2012 Current Percent of Students Proficient in reading:</b>					
In 2012 18% (6) of the students scored proficient in reading.					
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need assistance and support implementing the curriculum with rigor to none readers	Teachers will utilize strategies for differentiated instruction and small group instructions.	ELL liaison I.A. Reading coach Administrators	Curriculum guide, peer group interaction; walkthrough with feedback; use data to target need;	Formative assessments; data from various sources; pre/post test; written and oral presentations; portfolio

Students write in English at grade level in a manner similar to non-ELL students.	
<b>3. Students scoring proficient in writing.</b>	
<b>CELLA Goal #3:</b>	By 2013 15% (5) of the students will score proficient in writing on the CELLA exam.

<b>2012 Current Percent of Students Proficient in writing:</b>				
In 2012 12% (4) students scored proficient in writing.				
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
No Data Submitted				

**CELLA Budget:**

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

*End of CELLA Goals*

## Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>					
<b>Mathematics Goal #1:</b>			By June of 2013, 25% (7) of students will score Level 4,5,and 6 on the FAA		
<b>2012 Current Level of Performance:</b>			<b>2013 Expected Level of Performance:</b>		
In June 2013, 22% (5) of students scored at Level 4,5,and 6 on the FAA.			By June of 2013, 25% (7) of students will score Level 4,5,and 6 on the FAA		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	PLC collaboration involving data disaggregation, implementing research based instructional strategies, and revising the instructional focus calendar	Curriculum Leader Administration	Lesson Plans, Daily FAA practice, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers.	Practice 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:	
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	
<b>Mathematics Goal #2:</b>	
By June of 2013, 42% (7) of students will score Level 7 on the FAA.	
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>

In June 2012, 39% (9) of students scored at Level 7 on the FAA.			By June of 2013, 42% (7) of students will score Level 7 on the FAA.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	PLC collaboration involving data disaggregation, implementing research based instructional strategies, and revising the instructional focus calendar	Curriculum Leader Administration	Lesson Plans, Daily FAA practice, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers.	Practice 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:					
<b>3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.</b>			By June of 2013, 28% (9) of students will make learning gains in mathematics on the FAA.		
<b>Mathematics Goal #3:</b>					
<b>2012 Current Level of Performance:</b>			<b>2013 Expected Level of Performance:</b>		
In June 2012, 21% (7) made learning gains on the math portion of the FAA.			By June of 2013, 28% (9) of students will make learning gains in mathematics on the FAA.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans	PLC collaboration involving data disaggregation, implementing research based instructional strategies, and revising the	Curriculum Leader Administration	Lesson Plans, Daily FAA practice, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and	Practice FAA

	instructional focus calendar	specific feedback to teachers.
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## High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Mathematics Goal # 5A :			
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:					
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			By June 2013, 36% (130) of Black students will make satisfactory progress on the Algebra EOC.		
<b>Mathematics Goal #5B:</b>					
<b>2012 Current Level of Performance:</b>			<b>2013 Expected Level of Performance:</b>		
In June 2012, 31% (112) of Black students made satisfactory progress on the Algebra EOC			By June 2013, 36% (130) of Black students will make satisfactory progress on the Algebra EOC.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a	Mathematics Assistant Principal, Curriculum Leader, Math Coach, State and	Peer review of lesson plans on a bi-monthly basis.  Coach and administrative walkthroughs	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects,



		<p>daily basis.</p> <p>State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.</p>	District Support	focusing on student engagement and activities that stimulate higher order thinking and analysis.	written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	<p>Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter.</p> <p>Use of technology will be used to assist students in recalling and/or applying</p>	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam

		prior knowledge to new benchmarks.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p> <p><b>Mathematics Goal #5C:</b></p>	By June 2013 76% (25) will not make satisfactory progress in algebra.
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In 2012 85% (28) students did not make satisfactory progress in Algebra.	By June 2013 76% (25) will not make satisfactory progress in algebra.

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	<p>Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis.</p> <p>State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.</p> <p>State, district, and school-based personnel will support teachers in developing instructional</p>	Mathematics Assistant Principal, Curriculum Leader, Math Coach, State and District Support	<p>Peer review of lesson plans on a bi-monthly basis.</p> <p>Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.</p>	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

		strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	By June of 2013, 24% (8) of students will make make satisfactory progress in algebra.
<b>Mathematics Goal #5D:</b>	
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In June of 2012, 21% (7) of SWD students made satisfactory progress in algebra	By June of 2013, 24% (8) of students will make make satisfactory progress in algebra.

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	ESE Support Facilitators will collaborate and work closely with general education teachers to develop instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form	Curriculum Leaders Math Coach Administration	Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

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:					
<b>E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>		By June 2013, 37% (132) of Economically Disadvantaged students will make satisfactory progress on the Algebra EOC			
<b>Mathematics Goal E:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In June 2012, 32% (115) of Economically Disadvantaged students made satisfactory progress on the Algebra EOC		By June 2013, 37% (132) of Economically Disadvantaged students will make satisfactory progress on the Algebra EOC			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis.  State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.  State, district, and school-based personnel will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems,	Mathematics Assistant Principal, Curriculum Leader, Math Coach, State and District Support	. Peer review of lesson plans on a bi-monthly basis.  Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

		both verbally and in written form.			
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter.  Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam

End of **High School Mathematics** Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>  <b>Algebra Goal #1:</b>	By June 2013, 33% (130) of the students will score Level 3 on the Algebra End-of-Course Exam.
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In June 2012, 28% (109) of students scored between 399-424 (Level 3) on the Algebra End-of-Course Exam	By June 2013, 33% (130) of the students will score Level 3 on the Algebra End-of-Course Exam.

<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	<p>Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis.</p> <p>State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase the student's ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.</p>	Mathematics Assistant Principal, Math Coach, State and District Support	Peer review of lesson plans on a bi-monthly basis during PLCs, Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio and ultimately End-of-Course Algebra Exam
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately,

		Release Days			End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter.  Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra 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 group:

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b></p> <p><b>Algebra Goal #2:</b></p>	By June 2013, 8% (32) will earn a level 4 or 5 on the Algebra EOC.
<p><b>2012 Current Level of Performance:</b></p> <p>In May 2012, 5% (20) of students scored between 425-475 (Level 4 or 5) on the Algebra End-of-Course Exam (EOC)</p>	<p><b>2013 Expected Level of Performance:</b></p> <p>By June 2013, 8% (32) will earn a level 4 or 5 on the Algebra EOC.</p>

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis.  State, district, and	Mathematics Assistant Principal, Curriculum Leader Math Coach, State and District Support	Peer review of lesson plans on a bi-monthly basis.  Coach and administrative walkthroughs focusing on student engagement and activities that	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

		<p>school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.</p> <p>State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.</p>		stimulate higher order thinking and analysis.	
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coa.ch, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	<p>Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter.</p> <p>Use of technology will be used to assist students in recalling and/or applying prior knowledge to new</p>	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Algebra exam



	benchmarks.			
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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:					
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>		By June 2013, 33% (143) of students will score Level 3 on the Geometry End-of-Course Exam			
<b>Geometry Goal #1:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In May 2012, 28% (119) of students scored (Level 3) on the Geometry End-of-Course Exam		By June 2013, 33% (143) of students will score Level 3 on the Geometry End-of-Course Exam			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis.  State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.  State, district, and school-based personnel will	Administrator Curriculum Leader Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis.  Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio

		support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.			
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during Professional Learning Communities (PLC) and/or Early Release Days	District math trainers, District Instructional Facilitator, Mathematics Coach, Department Chair	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter.  Use of technology will be used to assist students in recalling and/or applying prior knowledge to new benchmarks.	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry 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 group:	
<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p> <p><b>Geometry Goal #2:</b></p>	By June 2013, 16% (69) of Geometry EOC test-takers will earn a level 4 or 5 on the

<b>2012 Current Level of Performance:</b>			<b>2013 Expected Level of Performance:</b>		
In May 2012, 11% (46) of students scored Level 4 or 5 on the Geometry End-of-Course Exam (EOC)			By June 2013, 16% (69) of Geometry EOC test-takers will earn a level 4 or 5 on the		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Teachers will engage students in higher order thinking activities that require them to utilize evaluation and analysis on a daily basis.  State, district, and school-based personnel will assist teachers in identifying complex problems and activities that stimulate higher order thinking and analysis.  State, district, and school-based personnel will support teachers in developing instructional strategies to increase students' ability to provide explanation and reasoning for their responses to complex problems, both verbally and in written form.	Administrator Curriculum Leader Math Coach State and District Support	Peer review of lesson plans on a bi-monthly basis.  Coach and administrative walkthroughs focusing on student engagement and activities that stimulate higher order thinking and analysis.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio
2	Teachers lack familiarity with End-of-Course Test Item Specifications	District mathematics trainers and/or Instructional Facilitator will provide refresher sessions during	District math trainers, District Instructional Facilitator, Mathematics Coach,	Coach and administrative walkthroughs.	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects,

		Professional Learning Communities (PLC) and/or Early Release Days	Department Chair		written response, portfolio, and ultimately, End-of-Course Geometry exam
3	Students fail to recall and/or apply prior knowledge to new benchmarks	Teachers will create motivational activities that require students to revisit previously learned benchmarks at the conclusion of each chapter.  Use of technology will be used to assist students in recalling and/or applying prior knowledge to new	Mathematics Assistant Principal, Math Coach, District Support	Coach and administrative walkthroughs focusing on motivational activities, including use of technology	Assessments (teacher, district, state, or textbook created), data chats, rubric, projects, written response, portfolio, and ultimately, End-of-Course Geometry exam

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
EOC Test Specs						
Common Core	Algebra/Geometry	Math Chair	Algebra & Geometry Teachers	Sept – May/monthly	Classroom Walkthroughs	Administration; Math Coach;
Technology	9-12 Mathematics	District	Mathematics Department	Sept – June/bi-monthly	Lesson Plans	Curriculum Leader, District Support
Higher Order Questioning Skills						

**Mathematics Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
After school enrichment tutoring	Supplemental materials	YMCA/21st Century	\$6,000.00
			<b>Subtotal: \$6,000.00</b>
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$6,000.00</b>

*End of **Mathematics** Goals*

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p><b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p> <p><b>Science Goal #1:</b></p>	<p>By June 2013, 49%(7) of students will scored a Level 4, 5 and 6 on the FAA.</p>
<p><b>2012 Current Level of Performance:</b></p> <p>In June 2013, 46% (5) of students scored a Level 4, 5 and 6 on the FAA.</p>	<p><b>2013 Expected Level of Performance:</b></p> <p>By June 2013, 49%(7) of students will scored a Level 4, 5 and 6 on the FAA.</p>
<p><b>Problem-Solving Process to Increase Student Achievement</b></p>	

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers	Practice 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:

<p><b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p> <p><b>Science Goal #2:</b></p>	By June 2013, 30% (5) of students will score a Level 7 on the FAA.
<p><b>2012 Current Level of Performance:</b></p> <p>In June 2013, 27% (3) of students scored a Level 7 on the FAA.</p>	<p><b>2013 Expected Level of Performance:</b></p> <p>By June 2013, 30% (5) of students will score a Level 7 on the FAA.</p>

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	Curriculum Leader Administration	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers.	Practice 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:					
<b>1. Students scoring at Achievement Level 3 in Biology.</b>			By June 2013 30% (132) of the students will score at a level 3 in Biology.		
<b>Biology Goal #1:</b>					
<b>2012 Current Level of Performance:</b>			<b>2013 Expected Level of Performance:</b>		
In 2012 27% (118) of the students scored at a level 3 in Biology.			By June 2013 30% (132) of the students will score at a level 3 in Biology.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Science Coach, State and/or District personnel will provide training on higher order questioning and lesson delivery. 1.1 b State, district, and school-based personnel will assist teachers in identifying scientific journals and periodicals to support the curriculum for student practice of evidence based writing/writing to text.	Administrator, Science coach, Reading Coach, District and State support.	Classroom walkthroughs evidenced by student led discussion, engagement and citing textual evidence to support their arguments.1.1 b Lab Journals and feedback from student conferencing will be checked bi-weekly for evidence of a consistent process.	Teacher made assessments. Lab reports  Observation of teachers' facilitation of student led discussions.  Students citing textual evidence to support their arguments within journals.

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:	
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</b>  <b>Biology Goal #2:</b>	(50) high school students taking will score a level 4 or 5 above on the Biology EOC
<b>2012 Current Level of Performance:</b>	<b>2013 Expected Level of Performance:</b>
In May 2012	(50) high school students taking will score a level 4 or 5 above on the Biology EOC

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

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Science Coach, State and/or District personnel will provide training on higher order questioning and lesson delivery.  State, district, and school-based personnel will assist teachers in identifying scientific journals and periodicals to support the curriculum for student practice of evidence based writing/writing to text.	Administrator, Science coach, Reading Coach, District and State support.	Classroom walkthroughs evidenced by student led discussion, engagement and citing textual evidence to support their arguments.  Lab Journals and feedback from student conferencing will be checked bi-weekly for evidence of a consistent process.	Teacher made assessments. Lab reports  Observation of teachers' facilitation of student led discussions.  Students citing textual evidence to support their arguments within journals.

**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 Rigor	9-12 Biology	Science Coach and District Support	Science Dept.	Early Release day Planning Day	Lesson plans Student journals Classroom walkthrough	Science Coach and Administrator

**Science Budget:**

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school enrichment tutoring	Supplemental materials	YMCA/21st Century	\$3,000.00
<b>Subtotal:</b>			<b>\$3,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Subtotal:</b>			<b>\$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Subtotal:</b>			<b>\$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Subtotal:</b>			<b>\$0.00</b>
<b>Grand Total:</b>			<b>\$3,000.00</b>

*End of Science Goals*

**Writing Goals**

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.</b>	By June 2013 83% (364) of the total number of students tested will make 3.0 or above in writing.

<b>Writing Goal #1a:</b>					
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>			
In 2012 75% (329) of the students scored a 3.0 or above in writing.		By June 2013 83% (364) of the total number of students tested will make 3.0 or above in writing.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students are inconsistent when elaborating in an essay. They exhibit a deficit in ability to provide adequate details and support to enhance their ideas	Weekly department PLCs with a focus on Sharing Best Practice strategies and elaboration utilizing real life examples. Time and focus of students revising their work will be a strong component of the Writing Instructional Focus Calendar. Teachers will model examples of effective elaboration techniques for students. Students will attend Writing Workshops prior to the writing exams to practice using elaborating and writing strategies providing adequate details and support in their FCAT Writes.	Writing Curriculum Administrator English Department Chair District Support Coaches	Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). Monthly data chats via 9th -12th Grade PLC meeting with English AP as facilitator.	Student Portfolio Checks District Writing Assessments Classroom Walkthroughs Florida Writes Rubric
2	Students lack experiences that could be used to provide adequate details and support to enhance their ideas. Such as travel, cultural,	The Springboard curriculum used in English classes, will expose students to multiple writing experiences.	Writing Curriculum Administrator English Department Chair District Support	Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). Monthly data chats	Student Portfolio Checks District Writing Assessments Classroom Walkthroughs

	professional, and recreational experiences, etc		Coaches	where best practices strategies are covered in weekly PLC meeting with Writing AP as facilitator.	Florida Writes Rubric
3	Inconsistent correct grammatical use and spelling of advanced vocabulary.	<p>Teachers across the curriculum will attend PD on usage of advanced vocabulary in writing.</p> <p>Teachers across the curriculum will require students to include Tier II and Tier III words in writing assignments on a daily basis.</p> <p>Students will attend Writing Workshops to practice writing skills.</p>	Writing Curriculum Administrator English Department Chair	<p>Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment.)</p> <p>Monthly data chats via department weekly PLC meeting with Writing AP as facilitator</p>	<p>Student Portfolio Checks District Writing Assessments Classroom Walkthroughs Florida Writes Rubric</p>
4	Lack of student motivation in regard to revising writing assignments	<p>Teachers will attend training on Writer's Workshop expectations with the Writing AP and Writing Department Chair.</p> <p>Teachers will conference with students via Monthly Writer's Workshop providing praise and direction to encourage motivation.</p> <p>Teachers will utilize writing data with students to encourage motivation and friendly competition. They will provide incentives for class with greatest improvement.</p>	Writing Curriculum Administrator English Department Chair	<p>Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment).</p> <p>Monthly data chats via department weekly PLC meeting with Writing AP as facilitator.</p>	<p>Student Portfolio Checks District Writing Assessments Classroom Walkthroughs Florida Writes Rubric</p>

5	Inconsistency in regard to analyzing the writing prompt and planning before composing the essay	10th grade English teachers will be trained in "Analyzing the Writing Prompt and Planning (AWPAP)", during PSD. 10th grade teachers will integrate AWPAP into their Writing Instruction. Students will attend Saturday Writing Camp to practice AWPAP	Writing Curriculum Administrator English Department Chair	Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). Monthly data chats via department PLC meeting with Writing AP as facilitator.	Student Portfolio Checks District Writing Assessments Classroom Walkthroughs Florida Writes Rubric
6	Student's lack of thorough understanding of the FCAT Writes 2.0 Rubric	9th and 10th grade English teachers will be trained and will use the FCAT Writes 2.0 rubric to grade each writing assignment. 9th and 10th grade English teachers will train students on effective use of the FCAT Writes 2.0 rubric. Additional practice will be provided during Writer's Workshops. FCAT Writes 2.0 Rubrics will be posted in all 10th Grade English classrooms	Writing Curriculum Administrator English Department Chair	Mini Practice Writes (mini assessment) administered monthly and a quarterly Practice Writes (re-assessment). Monthly data chats via department PLC meeting with Writing AP as facilitator.	Student Portfolio Checks District Writing Assessments Classroom Walkthroughs Florida Writes Rubric

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p><b>1b. Florida Alternate Assessment:</b>  <b>Students scoring at 4 or higher in writing.</b>  <b>Writing Goal #1b:</b></p>	By June 2013 76% (10) students will score a 4.0 or higher on the FAA Writing Exam.
<p><b>2012 Current Level of Performance:</b></p>	<p><b>2013 Expected Level of Performance:</b></p>
In 2012 69% (9) of students scored a 4.0 or higher on the FAA Writing Exam.	By June 2013 76% (10) students will score a 4.0 or higher on the FAA Writing Exam.

<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Teachers need support in maintaining rigorous instruction in the curriculum through the development of quality lesson plans.	Support will be provided to ensure that test taking strategies will be used to develop lessons based on Access Point Curriculum	English Department Chair and Writing Administrator	Lesson Plans, Post lesson delivery discussion, peer/coach /administrator feedback, walkthroughs, and specific feedback to teachers	Practice 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.

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
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Writing Using Springboard						
Analyzing Monthly Practice Writes Data	9-12 All subject areas					
Vocabulary Through Morphemes	10th grade English teachers	English Department Writing Chair	9th-12th Grade English teachers All English teachers	PD days Weekly PLCs	FCIM Classroom walk throughs	Writing Administrator
Developing Action Steps based on Data for mainstream ESE/ESOL students implementing 6 traits strategies	All English teachers					

**Writing Budget:**

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

*End of Writing Goals*

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>				
<b>U.S. History Goal #1:</b>				
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>		
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>				
<b>U.S. History Goal #2:</b>				
<b>2012 Current Level of Performance:</b>		<b>2013 Expected Level of Performance:</b>		
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>

		<b>Monitoring</b>	
No Data Submitted			

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

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

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

**U.S. History Budget:**

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



## 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:					
<b>1. Attendance</b>					
<b>Attendance Goal #1:</b>		The expected student attendance rate for 2012 is 92%.			
<b>2012 Current Attendance Rate:</b>		<b>2013 Expected Attendance Rate:</b>			
The current student attendance rate is		The expected student attendance rate for 2013 is 96.6%.			
<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>		<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>			
In 2012, 694 students were reported having excessive absences (10 or more).		By June 2013 the expected number of students with excessive absences will be 659.3, a drop of 10%.			
<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>		<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>			
In 2012, 43 students were reported having excessive tardies (10 or more).		By June 2013 the expected number of students with excessive absences will be 40.85, a drop of 10%.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Lack of follow-through of current Attendance Action Plan. i.e. counselors not receiving referrals from teachers for absences in the 1-5 day range; attendance reports not received in a timely manner; counselors not receiving notification of	Review BA Attendance Action Plan at faculty meeting or inservice workshops to ensure that all staff are aware of procedures and their role in the process  Monitor attendance data in TERMS; communicate with	Grade level administrators  Grade level administrators and counselors	Conduct quarterly reviews	End of year attendance report

	students who will be absent for extended periods of time	teachers via CAB			
2	Students unaware of consequences of unexcused absences	Share consequences of unexcused absences in grade level assemblies	Grade Level administrators and counselors	Conduct quarterly reviews	End of year attendance report
3	Inconsistent recording and reporting of tardies by teachers	Review tardy policy and reporting procedures with teachers  Conduct periodic hall sweeps to identify students who have not reported to class on time	Grade level administrators & security personnel	Conduct quarterly reviews of attendance data	End of year attendance report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance policy	All grade levels	Counselors	All grades	Friday morning meeting PD	Quarterly reports	Guidance Administration

**Attendance Budget:**

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

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

End of **Attendance** Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<b>1. Suspension</b>	
<b>Suspension Goal #1:</b>	By June 2012 Boyd Anderson will have a 25% decrease in external suspensions.
<b>2012 Total Number of In-School Suspensions</b>	<b>2013 Expected Number of In-School Suspensions</b>
In 2012 the total number of in-school suspensions was 91.	In 2013, we expect a 10% (82 students) reduction in in-school suspensions.
<b>2012 Total Number of Students Suspended In-School</b>	<b>2013 Expected Number of Students Suspended In-School</b>
In 2012 the total number of students suspended in-school was 82.	In 2013, we expect a drop of 10% (74 students) in the number of students issued in school suspensions.
<b>2012 Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>
In 2012 the total number of out-of-school suspensions was 87.	In 2013, we expect a drop of 10% (78 students) in out of school suspensions.
<b>2012 Total Number of Students Suspended Out-of-School</b>	<b>2013 Expected Number of Students Suspended Out-of-School</b>
In 2012, the total number of students suspended out-of-school was 72.	In 2013, we expect to reduce the number of students suspended out of school by 10% (65 students).

<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Ineffective implementation of school-wide discipline plan	<p>Effective use of classroom management. All instructional staff must adhere to the schools discipline plan and intervene early when students exhibit inappropriate behaviors.</p> <p>Early identification of students not on track for graduation due to behavioral issues and development of success plan for those students.</p>	Teachers, Administrators, Behavior Specialist	Collection of data through DMS to identify teachers/students with a high number of referrals by quarter	DMS reports
2	Inadequate application of CHAMPS classroom management strategies	<p>Teachers will implement the CHAMP strategies, coaches will model effective teaching strategies and teachers will review classroom rules and objectives daily.</p> <p>Teachers will implement Character Education in their classrooms. Implement a School Wide Positive Behavioral Rewarding Plan acknowledging positive student behavior.</p>	Teachers, Administrators	DMS and CHAMPS Look Fors	Decrease in the number of 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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

**Dropout Prevention Goal(s)**

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
<b>1. Dropout Prevention</b>					
<b>Dropout Prevention Goal #1:</b>					
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.			The dropout rate is expected to decrease by 1% and the graduation rate is expected to increase by 1%.		
<b>2012 Current Dropout Rate:</b>			<b>2013 Expected Dropout Rate:</b>		
The 2012 dropout rate is not yet available.			The 2013 dropout rate is expected to decrease by 1%.		
<b>2012 Current Graduation Rate:</b>			<b>2013 Expected Graduation Rate:</b>		
The 2012 graduation rate is not yet available.			The 2013 graduation rate is expected to increase by 1%.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students not feeling connected to significant personnel	Set up grade level learning centers in which grade level administrators and counselors team up to address the academic needs of the students  Counselors & administrators will follow their group of students throughout their high school years.	Grade level administrators & counselors	Review end of year data and compare with learning gains of previous years	End of year data and cohort graduation rates
2	Students unaware of progress toward meeting graduation requirements	Instruct students in use of available tools for monitoring own progress in meeting graduation requirements, eg. Virtual counselor, pinnacle, jr/sr	Grade level administrators & counselors	Review end of year data	End of year data

		letters			
3	Students not passing core classes required for graduation	Offer opportunities for students to re-take classes they have failed by enrolling in FLVS classes during the school day through learning labs and/or afterschool programs	Grade level administrators & counselors	Review end of year data on courses repeated via FLVS	End of year data on courses repeated via FLVS

**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
Graduation requirements Accessing student transcript information	All counselors	Guidance Director	All counselors	Early Release	Monitor student progress	Administration

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

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

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:					
<b>1. Parent Involvement</b>					
<b>Parent Involvement Goal #1:</b>					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			By June 2013, we will increase the consistent parental involvement to 1% (10 families).		
<b>2012 Current Level of Parent Involvement:</b>			<b>2013 Expected Level of Parent Involvement:</b>		
In 2012, the percentage of consistent parental involvement was less than 1% (5 families).			By June 2013, we will increase the consistent parental involvement to 1% (10 families).		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Immigration & Naturalization Services-Status  Language Barrier	INS Officials will continue to conduct workshops for parents and students regarding legal immigration status  Continue to utilize bilingual (Creole and Spanish Speaking)	Assistant Principals	Evaluate and assess the number of parents' attendance and responses to mail and general meetings	Increase in attendance at SAC and other parent meetings



		<p>interpreters during meetings (Utilizing the Parent-Link system in multiple languages will give parents an opportunity to be aware of school activities).</p> <p>Newsletter describing upcoming academic and extracurricular activities.</p> <p>Keys To Success Dinner, Parent University, Family Literacy Night and Freshman Invasion for all incoming 9th graders.</p>			
2	Parents have children in more than 1 school	Pair with feeder schools to plan activities where parents from both schools could attend.	Administrators and SAC Chair	Review parent sign-in sheets	Increase in parent participation

**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:**

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
<b>1. STEM</b> <b>STEM Goal #1:</b>	Teachers will incorporate a variety technological student and/or teacher resources to enhance their pedagogy and increase student achievement.				
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the familiarity with	The Mu Alpha Theta student	Administrator Math and	Daily questions will be given to the	Daily questions

	STEM careers.	organization will research STEM careers to develop school-wide daily announcements during Math and Science Week.	Science Coach IB Coordinator	students to coincide with the daily announcements. Students will submit their answers to a centrally located box where answers will be pulled for accuracy and incentives will be given.	
2	Teachers lack familiarity with technology resources/STEM initiatives.	Teachers will be introduced to STEM initiatives during an Early Release Day.  Curriculum coaches will collaborate with teachers to plan lessons together, to integrate STEM into the curriculum.	Administrator Math and Science Coach IB Coordinator	Classroom walkthrough forms; observation of lesson plans	Classroom walkthroughs, lesson plans

**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
Introduction to STEM initiatives/use of technology in the classroom	All subjects	Academic coaches	All teachers	PD days	Monitor classroom implementation of the use of technology	Administration & coaches

**STEM Budget:**

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

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:					
<b>1. CTE</b>		1. CTE teachers will increase the number of students preparing for Industry Certifications Exams. 2. CTE teachers and administrators will create and industry certification timeline in order to have all certification exams completed. 3. CTE teachers and administrators will participate in Professional Development in all of the new technology areas such as Dreamweaver, Photoshop, QuickBooks, and Global Logistics.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>

1	Hands on experience needed to grasp concepts of programs.	CTE Teachers will create a plan to broaden exposure to programs (ex. Career fest, Fieldtrips, guest speakers, Middle School Visits, College Visits, Parent Nights, etc.) b. CTE teachers will encourage students to participate in after school YMCA/21st Century Program.	CTE Teachers CTE Administrators	Walk-throughs, Attendance at after school program	Industry Certification Test Pass Rate
2	Availability of Certification Center to schedule tests  Availability of computer labs within school for testing	CTE teachers will develop a timeline to include pre-testing, lesson plans, ongoing assessments, and Certification Tests.	CTE Teachers CTE Administrators	Walk-throughs, review of testing results	Industry Certification Test Pass Rate

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

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

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

**CTE Budget:**

Evidence-based Program(s)/Material(s)

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

*End of CTE Goal(s)*

### Additional Goal(s)

To provide additional enrichment activities for students achieving at Level 1. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
<b>1. To provide additional enrichment activities for students achieving at Level 1. Goal</b>  <b>To provide additional enrichment activities for students achieving at Level 1. Goal #1:</b>			By June 2013 31% of the 9th grade students will score a level 1 in reading and 36% of the 10th grade students will score a level 1 in reading.		
<b>2012 Current level:</b>			<b>2013 Expected level:</b>		
In 2012 35% of the 9th grade students scored a level 1 in reading and 40% of the 10th grade students scored a level 1 in reading.			By June 2013 31% of the 9th grade students will score a level 1 in reading and 36% of the 10th grade students will score a level 1 in reading.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students need additional practice in reading.	Enrichment pull-out program for level 1 students  Enrichment after school program for level 1 students	Reading Coach Assistant Principal	Monitoring and analyzing assessment data	Formative and summative assessments FCAT

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

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

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

**Budget:**

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

*End of To provide additional enrichment activities for students achieving at Level 1. Goal(s)*



## FINAL BUDGET

<b>Evidence-based Program(s)/Material(s)</b>				
<b>Goal</b>	<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	After school enrichment tutoring in reading and ACT prep	Supplemental materials	YMCA/21st Century	\$6,000.00
Mathematics	After school enrichment tutoring	Supplemental materials	YMCA/21st Century	\$6,000.00
Science	After school enrichment tutoring	Supplemental materials	YMCA/21st Century	\$3,000.00
				<b>Subtotal: \$15,000.00</b>
<b>Technology</b>				
<b>Goal</b>	<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Learning Stations	on-line testing	Regular Budget	\$1,400.00
				<b>Subtotal: \$1,400.00</b>
<b>Professional Development</b>				
<b>Goal</b>	<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>
<b>Other</b>				
<b>Goal</b>	<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>
				<b>Grand Total: \$16,400.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority
  Focus
  Prevent
  NA

Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 1/18/2013)

## School Advisory Council

**School Advisory Council (SAC) Membership Compliance**

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

✓ **Yes. Agree with the above statement.**

Describe projected use of SAC funds	Amount
No data submitted	

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

Assist with development and monitor progress of school improvement plan. Parent involvement activities to include Keys to Success, literacy night, technology night etc.

## 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 BOYD H. ANDERSON HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	23%	58%	72%	21%	174	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	36%	63%			99	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	48% (NO)	52% (YES)			100	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					373	
Percent Tested = 97%						Percent of eligible students tested
<b>School Grade*</b>					<b>D</b>	Grade based on total points, adequate progress, and % of students tested

Broward School District BOYD H. ANDERSON HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	25%	57%	82%	20%	184	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	36%	71%			107	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	36% (NO)	76% (YES)			112	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					413	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade*</b>					<b>C</b>	Grade based on total points, adequate progress, and % of students tested