

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: WEST BROWARD HIGH SCHOOL

District Name: Broward

Principal: Teresa Hall

SAC Chair: Randy Shanfeld

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Jimmy Arrojo	BA in French and Spanish MS in Educational Leadership	4	11	School Grades; 2009 – B 2010 – A 2011 – A
Assis Principal	Wendolynn Mola	BA in English with Writing focus; MA in Educational Leadership; Certifications in ESOL, CAR-PD, Reading Endorsement, English Grades 6-12, Educational Leadership	4	4	School Grades: 2009 – B 2010 – A 2011 – A
Assis Principal	Richard Gonzalez	BA in Education; MA in History; Education Specialist Certification in	3	8	School Grades: 2009 – B 2010 – A 2011 – A

		Education Leadership			
Assis Principal	Lisa Spencer	BA in Political Science; MA in Public Administration and Policy Analysis; Certification in Ed. Leadership, Social Science Grades 6-12 and Grades 5-9	2	8	School Grades: 2009 - C 2010 - A 2011 - A
Principal	Teresa Hall	BS- Math MS- Math Education Certification- Education Leadership	3	9	2010: A - WBHS 2011: A - Attucks Middle 2012: B - Attucks Middle

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	Ann Wayland-Cook	BS in Elementary Education; MS in Elementary Education; Certifications in ESOL, Reading Endorsement, ESE	2	2	School Grades: 2009 - C 2010 - A 2011 - A % meeting high standards in reading: 2008 - 41 2009 - 40 2010 - 62 % making learning gains in reading: 2008 - 47 2009 - 44 2010 - 61 % lowest 25% making LGs in reading: 2008 - 51 2009 - 48 2010 - 54

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. All teachers will be trained to implement technology in the 21st Century classroom for student success	Depart Chairs, Team Leaders, Literacy Coach, Media Specialist, District Support Personnel	Ongoing	
2	2. All staff will be recognized for exceptional performance throughout the year.	SAC, Sunshine Committee, Student Activity Organizations, PTSA, Community Partners	Ongoing	
3	NESS	TBA, NESS Coordinator	Ongoing	
4	Team Leaders - Empowering Teacher Leaders	Team Leaders as identified by Department Chairs and Principal - Train teachers on data disaggregation	Ongoing	

		via Virtual Counselor		
5	7. Personalized relationships between departments and administration	Assistant Principals	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Vocational Certification classes

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
126	1.6%(2)	18.3%(23)	46.8%(59)	33.3%(42)	57.9%(73)	99.2%(125)	19.0%(24)	10.3%(13)	73.8%(93)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendolynn Mola	Randye Shanfeld	LEAD Pairing based on responsibilities	Bi-weekly meetings, shared responsibilities
Wendolynn Mola	Eric Hillebert	LEAD Pairing based on responsibilities	Bi-weekly meetings, shared responsibilities
Richard Gonzalez	Javeshnev Azua	LEAD Pairing based on responsibilities	Bi-weekly meetings, shared responsibilities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

ESOL Services – Services are provided through the district for educational materials and ELL District Support Services, to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney – Vento Act to eliminate barriers for a free and appropriate public education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction will be offered through after school tutoring sessions. Focus groups (based on AYP subgroups) will be identified and encouraged to attend to ensure that students are receiving the support needed, beyond the classroom, to ensure academic success.

Violence Prevention Programs

WBH implements several programs that offer non-violence and anti-drug programs that incorporate field trip, community service, and counseling, and Youth Crime Watch.

Nutrition Programs

WBH considers itself to be a wellness education center. The goal of helping students to make healthier decisions for life-long wellness are incorporated into the curricular programs provided in the PE/HOPE and Culinary Arts programs.

Housing Programs

n/a

Head Start

n/a

Adult Education

N/A

Career and Technical Education

WBH offers 9 CTE programs. The Career and Technical Education Programs are designed to prepare students for entry into a variety of careers. The program emphasizes math, science, communications, and technical subjects related to career interests. These programs are: Culinary Operations (ProStart), Pre-Veterinary Assisting, Early Childhood Education, First Responder, Multi-Media and Design Technology, Television Production, Pathways to Engineering, Marketing, and Finance and Business.

Job Training

Job training and assessment is incorporated into the coursework offered in West Broward High's CTE programs. Upon completion of the necessary coursework, students may earn industrial certification in the areas as follows, including but not limited to: Pre-Veterinary Assisting, Early Childhood Education, Pro-Start (Culinary), Customer Service (Marketing), Photoshop, Adobe Dreamweaver, CAD (Pathways to Engineering) as well as a variety of others.

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Teresa Hall, Principal
- Richard Gonzalez, Assistant Principal (9th Grade)
- * Lisa H. Spencer, Assistant Principal (10th Grade)
- Jimmy Arrojo, Intern Principal (11th Grade)

- Wendolynn Thomson, Assistant Principal (12th Grade)
- Lorraine Liverpool, English Dept. Chair
- Lisa Brown, Math Dept. Chair
- Erin Diaz, Reading Dept. Chair
- * Ann Wayland-Cook, Literacy Coach
- Miriam Rivas, Social Studies Dept. Chair
- Eileen Torraca, World Languages Dept. Chair and ELL Coordinator
- Alyson Laureano, ESE Dept. Chair and ESE Specialist
- Norman Alford, Science Dept. Chair
- Elizabeth Hart, Fine Arts Dept. Chair
- Jim Darr, PE Dept Chair
- Dawn Vazquez, CTE and JROTC Dept. Chair
- Racquel Segionot, School Psychologist
- Linda Friedman, School Social Worker
- Lisa Albee, Guidance Director

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?

RTI Tier 1- Targeting all Students

Focus on RtI by creating weekly meetings that address areas of need by department and student population

*Academic Tuesdays; Department Meetings; Vertical Alignment; Horizontal Meetings

*RtI Meetings (Twice a month) – facilitated and coordinated by the reading coach; disaggregate student data from common formative and/or summative assessments and data brought from meetings listed above

*Pre-tests – common assessments created from end of unit expectations for student knowledge acquirement

*Post-tests – created by horizontal teaching teams, 80% common material covered for core knowledge, 20% optional for teacher-specific material/information

*Common Formative/Summative Assessments

RtI Meetings: During weekly leadership meetings and 4th Tuesday of each month ~ Team Leaders within department areas work together to focus efforts on the Lowest 30%ile, subgroups, and instructional strategies that will help to address the needs of struggling students in the areas of reading, math, science, and behavior and reinforce effective teaching practices via professional development.

RTI- Tier 2

Students will be identified as not being successful in Tier 1 by teachers/members of RTI team and will be assigned a case worker. The case worker will decide on a specific intervention with the help of the team. Progress will be monitored and data (Intervention Records) will be maintained by the case worker (Progress Monitoring Graphs for each student) and will meet with the student weekly.

RTI- Tier 3

Students not successful in Tier 2 will be identified by the case worker and team. Intervention will become more intensive and student will be met with daily. Interventions that might be used are assigned to intensive reading or math classes; daily behavior reports, etc. Progress will be monitored and data (Intervention Records) will be maintained by the case worker (Progress Monitoring Graphs for each student).

Staff will be trained on the meaning of RTI and proper use of referrals to RTI team.

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

- Administration will meet weekly to discuss the progress and implementation of curriculum and instruction that promotes West Broward as a center of learning and instruction.
- Administration will meet bi-weekly with Department Chairs to discuss expectations and implementation of cross-curricular strengths, common assessments, Instructional focus calendars, and staff development.
- Administration will review the School Improvement Plan with the SAC Committee at each of the monthly meetings.
- Progress monitoring meeting to review data from departments (i.e. grade assessments, aligned curriculum, IFCs)

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.

- Mini Assessments
- Pre-tests
- Formative Assessments

- Summative Assessments
- Literacy Coach and English Teachers will collect data that may be used for student progress monitoring and place it onto Virtual Counselor
- Literacy Coach will collect reading data from the reading teachers and record it onto the Reading Assessment Matrix for progress monitoring
- Literacy Coach will collect reading data form the reading teachers and record it onto the PMRN for progress monitoring Date will be tracked using terms, Bobcat Tracker, and department data gathering. Data will be stored within departments.
- To access Reading, Writing, Math, and Science, BATs (both baseline and midyear) data will be analyzed
- For attendance and behavior, data from DMS and Pinnacle will be analyzed

Describe the plan to train staff on MTSS.

- Discuss RtI with the Department Chairs
 - Principal Data Chats to share information on learning gains and the implementation of school-wide literacy
 - Academic Tuesdays: Department Meetings, Horizontal Teaming Mtgs, Vertical Teaming Mtgs, RtI Mtgs discussing: Academic Alignment Meetings and Data Chats
- CWT data, Common assessment results, progress monitoring, etc.

- FPMS/ Scripted Observations
- Summative and Formative Observations
- Other trainings will occur as needed determined by the Staff Development Committee by qualified staff.
- Meeting with each Individual teacher to review the observation
- Staff Development
- NESS Coaches/Program

Through DWH, teacher will be provided with DDS and Learning Gains for their students.

- Teachers will review their 2011 results and work in teams to make adjustments to learning and instructional practices for the 2012-13 school year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principals, Department Chairs, ESE Specialist, ELL Coordinator, Media Specialist, Guidance Director and Counselors, and Literacy Coach, Reading Teachers, Content Area Teachers

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

- April/May – Sharing of Literacy Plan with Department Chairs, ESE Specialist, ELL Coordinator, Media Specialist, Guidance Director, and Reading Coach
- May-August – Planning meetings to revise previous year's literacy plan, make changes based on state assessment scores
- Fall Semester – Implement staff development per department to integrate the Literacy Plan
- Spring Semester – Monitor summative assessments that include literacy components, disaggregate data to monitor potential/anticipated growths and need for adjustments to the plan for the year to come.

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

- To create and implement a comprehensive Literacy Plan that addresses the integration of effective writing strategies across all curricular areas and grade levels, while emphasizing meeting the needs of the AYP Subgroups and Lowest 30%.
 - o Students literate in reading and writing practices that are practiced across curricular areas may score better as a result on common formative and summative assessments within a subject area.
 - o The whole school speaking and practicing the same vocabulary of literacy makes for a stronger foundation of knowledge acquirement.

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.

West Broward High will focus on integrating strategies of school-wide literacy, incorporating both reading and writing practices that encourage and foster the growth of effective reading strategies as provided by professional staff development and reinforced by sharing Instructional Focus Calendars and common pre-post tests. The goal is to measure this progress by checking the common summative and formative assessments, specifically summative unit assessments where individual teacher data may be disaggregated and compared to the team of teachers to identify teaching and re-teaching needs for student growth.

*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?

- Identified CTE teachers will work with community and business partners to prepare our student for the transition from school to career.
- Establish partnerships with community business partners and advisory boards to grow a community of self-reliant young adults who will explore and challenge their individual talents for future success.
- Network with businesses in the community informing them of WBHS CTE programs and future candidates for employment.
- Local businesses (i.e. Post-Secondary Institutions, Animal Hospitals, Civic Municipalities, Daycare Centers, and Preschools)
- Students engaged in mentoring and volunteer programs, Internships and Dual enrollment
- Guidance will work with teachers to identify students who have successfully completed the required coursework to satisfy the variety of certifications and programs for proper recognition upon graduation.
- Students awarded Gold Seal Scholarships
- Students awarded Pro-Start Certificates
- Students awarded 20-30 hour CDA certificates to work in a daycare
- Students earning Vet-assisting certification for real-world employment

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?

Personalization is a key aspect of High School Reform that needs to be at the focus of how we impact the students when a program is researched for implementation. For this reason, West Broward High School plans to implement an Advisory Program that allows for the adults on campus to work with small groups of students in order to personalize the high school experience for each student. Research shows that successful students were engaged and actively participated in the educational process of their high school experience.

- The WBHS advisory program is planned to be implemented as follows: 20:1 students to adult; meeting monthly; topics to be discussed will be needs-based and specific to grade level (i.e. Student service learning projects for 9th grades including a 9th grade Board of Directors targeting level 1 and 2 – Silver Knights project planning for 10th grades – College application process for 11th graders, etc.); teacher will keep the same group of students for four years (in order to foster the relationships between the teachers and students, and build the capacity of the teachers for grade-specific knowledge); and curriculum will be built by instructional leaders specific to topic being discussed (guidance, administration, AP teachers, Literacy Coach, etc).
- On IEP, Post secondary employment goals are written based on career interest inventory done by students, along with student input.

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](#)

PASS Program: ESE Team from district assisting in developing program for 18-22 year old ESE student; PSAT for all 10th grade students, scores are also used to determine college readiness; SAT/ACT participation and use of fee waivers for disadvantaged students; National College Fair participation; Implementation of the Annual Guidance Plan, focusing on academic, career, and post secondary activities; PERT offered on campus; ePEP is updated by guidance staff after visiting classrooms and holding individual sessions with students

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	WBHS will increase the percentage of students Achieving greater than level 3 in Reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.2% (389)	31.2% (415)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to read outside of school	Phone calls home Student conferences Data Chats Technology School Website	Teachers Parents Administration	Common Formative Assessments used to determine strengthening of skills; Vertical/horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores
2	Students who score at proficiency are not assigned a reading class, which could cause those students in the low level 3 range to "slide" down to a level 2 score.	Reading through the content area; students will be scheduled to common science, social studies, and english classes.	Teachers Parents Administration	FCAT Scores exit slips common assessments Data Chats-ongoing August through June	Oral Reading FAIR FCAT Scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	WBHS will increase the percentage of students achieving at levels 4, 5, and 6 by 6.7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
53.3% (8)	60% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to read outside of school	phone calls home student conferences data chats technology	teachers parents administrators ESE Specialist	Common formative assessments used to determine strengthening of skills;	Oral Reading FAIR

	school website	vertical/horizontal planning	FCAT scores
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	WBHS will increase the percentage of students at or above level 3 in Reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.4% (524)	41.4% (551)

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	Absenteeism	Phone calls home Student conferences Data Chats Technology School Website	Teachers Parents Administration	Common Formative Assessments used to determine strengthening of skills; Vertical/horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores
2	Lack of motivation to read outside of school	Phone calls home Student conferences Data Chats Technology School Website	Teachers Parents Administration	Common Formative Assessments used to determine strengthening of skills; Vertical/horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores
3	Students scoring in the low level 4 and 5 could "slide" down to level 3 and 4 respectively.	Enrichment through reading "pull-out" program	Teachers Parents Administration	Common Assessments Formative Assessments Vertical/horizontal Planning Exit slips Data Chats-ongoing August through June	Oral Reading FAIR FCAT Scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	WBHS will increase the percentage of students at or above achievement level 7 in reading by 6.6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.7% (1)	13.3% (2)

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
	Absenteeism	Phone calls home	teachers	daily attendance logs	Attendance data

1		student conferences	parents administrators ESE Specialist		
2	lack of motivation to read outside of school	phone calls home student conferences data chats	teachers parents administrators ESE Specialist	common formative assessments used to determine strengthening of skills; Vertical/Horizontal Planning	oral reading FAIR FCAT Scores

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	WBHS will increase the percentage of students making learning gains in reading by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.7% (840)	67.7% (865)

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	Relying on excessive use of technology as opposed to printed text	Silent sustained reading with guided higher order questions Differentiated Instruction Parental Involvement	Student Teachers Parents Administrators	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	WBHS will increase the percentage of students making learning gains in reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52.1% (7)	57.1% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Relying on excessive use of technology as opposed to printed text	Silent sustained reading with guided higher order questions Differentiated instruction Parental involvement	student teachers parents administrators	Common formative assessments used to determine strengthening of skills; Vertical/Horizontal planning	oral reading FAIR FCAT scores

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>WBHS will increase the percentage of students in the lowest 25% making learning gains in Reading by 2%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>66.9% (225)</p>	<p>68.9%% (232)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to read individually	Differentiated Instruction Data Chats Book Clubs Recognition	Students Teachers Parents Literacy Coach	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores
2	Absenteeism	Differentiated Instruction Data Chats Book Clubs Recognition	Students Teachers Parents Literacy Coach	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores
3	Student confidence in their reading	Differentiated Instruction Data Chats Book Clubs Recognition	Students Teachers Parents Literacy Coach	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Reading Goal #</p> <p>WBHS will reduce their achievement gap by 50% over the next six years.</p> <p>5A :</p>					
<p>Baseline data 2010-2011</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>WBHS will decrease the percentage of White, Black, Hispanic, Asian, and American Indian students not making adequate Progress in Reading by 2%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Black 42% (60) White 26.7% (124) Hispanic 34.5% (213)</p>	<p>Black 40% (57) White 24.7% (115) Hispanic 32.5% (201)</p>

Asian 14.3% (9) American Indian 25% (1)

Asian 12.3% (8) American Indian 23% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement	Reading outside of School Parent Nights Partnerships	Student Parents Teachers Community	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies Follow-up with Parents	Oral Reading FAIR FCAT Scores
2	Confidence	Reading outside of School Parent Nights Partnerships	Student Parents Teachers Community	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies Follow-up with Parents	Oral Reading FAIR FCAT Scores
3	Economic Status	Reading outside of School Parent Nights Partnerships	Student Parents Teachers Community	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies Follow-up with Parents	Oral Reading FAIR FCAT Scores

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	WBHS will decrease the percentage of English Language Learners not making adequate progress in Reading by 5%.
Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (24)	70% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Reading outside of School ESOL placement Parent nights Differentiated Instruction Phone calls home	Students Teachers Parents ESOL Dpt.	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies Follow-up with Parents	Oral Reading FAIR FCAT Scores
2	Parental Involvement	Reading outside of School ESOL placement Parent nights Differentiated Instruction Phone calls home	Students Teachers Parents ESOL Dpt.	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies Follow-up with Parents	Oral Reading FAIR FCAT Scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	WBHS will decrease the percentage of Students with Disabilities not making adequate progress in Reading by 3.2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67.7% (84)	64.5% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning Disabilities	Differentiated Instruction Recognition Reading Outside of School Data Chats	Students Teachers ESE Dpt. Administration	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies Data Chats-ongoing August through June	Oral Reading FAIR FCAT Scores
2	Confidence	Differentiated Instruction Recognition Reading Outside of School Data Chats	Students Teachers ESE Dpt. Administration	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	WBHS will decrease the percentage of economically disadvantaged students not making satisfactory progress in Reading by 1.8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.6% (141)	40.8% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation	Reading Strategies in Content Areas Recognition Technology	Teachers (CAR-PD trained) Literacy Coach	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal Planning for teachers to discuss strategies	Oral Reading FAIR FCAT Scores
2	Confidence	Reading Strategies in Content Areas Recognition Technology	Teachers (CAR-PD trained) Literacy Coach	Common Formative Assessments used to determine strengthening of skills; Vertical/Horizontal	Oral Reading FAIR FCAT Scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading across the content areas	9-12 all subject	Literacy Coach	School-wide on PSD	ongoing	classroom walk throughs Marzano	Administration
Bobcat Big 6 reading strategies	9-12 all subjects	Literacy Coach	School-wide on PSD	ongoing	classroom walk throughs Marzano	Administration
CCSS	9-12 all subjects	Literacy Coach PD committee members	School-wide on PSD	ongoing	classroom walk throughs Marzano	Administration

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking.		The student engages in conversations, expresses feelings and emotions.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
54.7 (47)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary	use of a heritage language dictionary	classroom teachers	interactive word wall	formative assessments such as interviews and observations

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		The student understands and interprets written and spoken language.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
30% (27)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of vocabulary idiomatic expressions	chunking restate and rephrase simple info	classroom teachers	graphic organizers	students are able to retell a short story.

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		The student presents information, concepts and ideas on a variety of topics.			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
27% (24)					
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	not able to transfer concepts such as	flexible timing use of computer	classroom teachers	PBLs	observation of project

CELLA Budget:

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

End of **CELLA** Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	WBHS will increase the percentage of students achieving at levels 4, 5, or 6 on the Florida Alternate Assessment by 6.7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (9)	66.7% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department CHair RtI Leadership Team Administration	Horizontal/Vertical planning; Marzano Art and Science of Teaching	summative and formative assessments
2	Lack of confidence	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department CHair RtI Leadership Team Administration	Horizontal/Vertical planning; Marzano Art and Science of Teaching	summative and formative assessments

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	WBHS will increase the percentage of students scoring at or above level 7 in math by 6.6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.7% (1)	13.3% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department Chair RtI Leadership Team Administration	Horizontal/Vertical planning; Marzano Art and Science of Teaching	Summative/formative assessments
	Lack of confidence	Implementation of IFC pacing that will	Team leaders Department Chair	Horizontal/Vertical planning;	Summative/formative assessments

2	address indicated annually assessed benchmarks and 9-12 next generation SSS	RtI Leadership Team Administration	Marzano Art and Science of Teaching
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	WBHS will increase the percentage of students making learning gains in math by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (5)	43% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department Chair RtI Leadership Team Administration	Horizontal/Vertical planning; Marzano Art and Science of Teaching	Summative/formative assessments
2	Lack of confidence	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department Chair RtI Leadership Team Administration	Horizontal/Vertical planning; Marzano Art and Science of Teaching	summative/formative assessments

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	WBHS will increase the percentage of students scoring at or above proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44.8% (277)	45.8% (283)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of familiarity with computer based assessment	Implementation of IFC pacing that will address indicated annually assessed benchmarks	Team leaders Department Chair RtI Leadership Team	Classroom observation to ensure EPat implementation; Horizontal/Vertical	BEEP Mini Assessments District; summative quarter exams;

1	and 9-12 next generation SSS; Utilize EPat computer based training for Algebra, Geometry, and Biology.	Administration	planning; Marzano Art and Science of Teaching	2012 Algebra, Geometry, and Biology EoC Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	WBHS will maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.6% (226)	37.6% (232)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with computer based assessment	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS; Utilize EPat computer based training for Algebra, Geometry, and Biology.	Team leaders Department Chair RtI Leadership Team Administration	Classroom observation to ensure EPat implementation; Horizontal/Vertical planning; Marzano Art and Science of Teaching	BEEP Mini Assessments District; summative quarter exams; 2012 Algebra, Geometry, and Biology EoC Exam
2	Lack of familiarity with computer based assessment	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS; Utilize EPat computer based training for Algebra, Geometry, and Biology.	Team leaders Department Chair RtI Leadership Team Administration	Classroom observation to ensure EPat implementation; Horizontal/Vertical planning; Marzano Art and Science of Teaching	BEEP Mini Assessments District; summative quarter exams; 2012 Algebra, Geometry, and Biology EoC Exam

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	WBHS will reduce their achievement gap by 50% over the next six years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	WBHS will decrease the percentage of White, Black, Hispanic, Asian, and American Indian students not making adequate progress in Algebra by an average of 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White 14.9% (30), Black 24.7% (20), Hispanic 21.1% (60), Asian 3.6% (1), Indian 0% (0)	White 12.9% (26), Black 23.5% (19), Hispanic 20.4 (58), Asian 0% (0), Indian 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation of students	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	Team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam
2	Weak foundation	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	Team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	WBHS will decrease the percentage of ELL students not making adequate progress in Algebra by 5%.
Algebra Goal #3C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (9)	40% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Confidence	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction	team leaders department chair ESOL coordinator administration	EoC assessment results will show proficiency being met by AYP subgroups; observations and CWT; PLC meetings to evaluate strategies	formative assessments; summative results from 2013 EoC Exam
2	Lack of motivation	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction	team leaders department chair ESOL coordinator administration	EoC assessment results will show proficiency being met by AYP subgroups; observations and CWT; PLC meetings to evaluate strategies	formative assessments; summative results from 2013 EoC Exam
	Language	17 instructional	team leaders	EoC assessment results	formative

3	strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction	department chair ESOL coordinator administration	will show proficiency being met by AYP subgroups; observations and CWT; PLC meetings to evaluate strategies	assessments; summative results from 2013 EoC Exam
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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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	WBHS will decrease the percentage of students not making adequate progress by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (30)	46% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Confidence	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction	team leaders department chair administration	EoC assessment results will show proficiency being met by AYP subgroups; observations and CWT; PLC meetings to evaluate strategies	formative assessments; summative results from 2013 EoC Exam
2	Lack of motivation	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction	team leaders department chair administration	EoC assessment results will show proficiency being met by AYP subgroups; observations and CWT; PLC meetings to evaluate strategies	formative assessments; summative results from 2013 EoC Exam

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	WBHS will decrease the percentage of economically disadvantaged students not making adequate progress by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (43)	24% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Confidence	17 instructional strategies by Daggett to differentiate instruction	team leaders department chair administration	EoC assessment results will show proficiency being met by AYP	formative assessments; summative results

1		and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction		subgroups; observations and CWT; PLC meetings to evaluate strategies	from 2013 EoC Exam
2	Lack of motivation	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instruction	team leaders department chair administration	EoC assessment results will show proficiency being met by AYP subgroups; observations and CWT; PLC meetings to evaluate strategies	formative assessments; summative results from 2013 EoC Exam

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	WBHS will increase the percentage of students scoring at or above proficiency in Geometry by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.1% (161)	30.1% (172)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with computer based assessment	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS; Utilize EPat computer based training for Algebra, Geometry, and Biology.	Team leaders Department Chair RTI Leadership Team Administration	Classroom observation to ensure EPat implementation; Horizontal/Vertical planning; Marzano Art and Science of Teaching	BEEP Mini Assessments District; summative quarter exams; 2012 Algebra, Geometry, and Biology EoC Exam

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	WBHS will increase the percentage of students scoring at or above proficiency in Geometry by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52.5% (301)	54.5% (312)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with computer based assessment	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS; Utilize EPat computer based training for Algebra, Geometry, and Biology.	Team leaders Department Chair RTI Leadership Team Administration	Classroom observation to ensure EPat implementation; Horizontal/Vertical planning; Marzano Art and Science of Teaching	BEEP Mini Assessments District; summative quarter exams; 2012 Algebra, Geometry, and Biology EoC Exam
2	lack of familiarity with computer based assessment	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS; Utilize EPat computer based training for Algebra, Geometry, and Biology.	Team leaders Department Chair RTI Leadership Team Administration	Classroom observation to ensure EPat implementation; Horizontal/Vertical planning; Marzano Art and Science of Teaching	BEEP Mini Assessments District; summative quarter exams; 2012 Algebra, Geometry, and Biology EoC Exam

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # WBHS will decrease the achievement gap by 50% over the next six years. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	WBHS will decrease the percentage of White, Black, Hispanic, Asian, and Indian students not making adequate progress by an average of 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 12.4% (24), Black 36.7% (22), Hispanic 22.7% (64), Asian 5.6% (1), Indian 0 (0)	White 11.3% (22), Black 33.3% (20), Hispanic 21.3% (60), Asian 0% (0), Indian 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation of students	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam
	Weak foundation	17 instructional	team leaders	review formative	formative

2	strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	department chair administration	assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	assessments; summative results from 2013 EoC Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	WBHS will decrease the percentage of ELL students not making adequate progress in Geometry by 6.2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.8% (11)	62.5% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation of students	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam
2	Weak foundation	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	WBHS will decrease the percentage of students with disabilities not making adequate progress in Geometry by 2.4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (13)	28.6% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of motivation of students	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam
2	confidence	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	WBHS will decrease the percentage of economically disadvantaged students not making adequate progress in Geometry by 2%.
Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.4% (44)	26.5% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of motivation of students	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC Exam
2	confidence	17 instructional strategies by Daggett to differentiate instruction and provide rigor and relevance; teacher utilization of Virtual Counselor for data-driven instructional needs	team leaders department chair administration	review formative assessments to ensure progress is being made and adjust intervention as needed; Observations; PLC minutes	formative assessments; summative results from 2013 EoC 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
Differentiated instruction	9-12 math	in house personell	9-12 math teachers	ongoing- PSD	observation	administration
Unwrapping the benchmarks	9-12 math	in house personell	9-12 math teachers	ongoing- PSD	observation	administration
Digital classroom training	9-12 math	in house personell	9-12 math teachers	ongoing-PSD	observation	administration
Common Assessments	9-12 math	in house personell	9-12 math teachers	ongoing-PSD	observation	administration

Mathematics Budget:

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

End of **Mathematics Goals**

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	WBHS will increase the percentage of students scoring at levels 4, 5, and 6 in science by 13.6%.
Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.4% (5)	85% (6)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS Team leaders Department CHair RtI Leadership Team Administration Horizontal/Vertical planning; Marzano Art and Science of Teaching summative and formative assessments				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	WBHS will increase the percentage of students scoring at or above level 7 in science by 13.7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3% (1)	28% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department CHair RtI Leadership Team Administration	Horizontal/Vertical planning; Marzano Art and Science of Teaching	summative and formative assessments
2	Lack of confidence	Implementation of IFC pacing that will address indicated annually assessed benchmarks and 9-12 next generation SSS	Team leaders Department CHair RtI Leadership Team	Horizontal/Vertical planning; Marzano Art and Science of Teaching	summative and formative assessments

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	WBHS will increase the percentage of students scoring at or above proficiency in Biology by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29.6% (207)	30.6% (214)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with Biology EOC Computer based assessment	Implementation of instructional focus calendar pacing for the Biology EOC that will address indicated annually assessed benchmarks in Science 9-12 next generation Sunshine State standards; Implementation of EPAT with Biology classes	Dpt. Head Administrator	Classroom Observation Teacher Evaluations	2013 EOC
2	Absenteeism	Phone calls home, student conferences, student link technology	Dpt. Head	District Pinnacle attendance summary	Attendance summary
3	Unfamiliarity with new biology standards	Biology teachers will attend professional development from Dept. Chair, who attended state meeting on unwrapping standards.	Administration Dpt. Head	Classroom Observation; Examination of lesson plans; department discussion minutes; Teacher Evaluations	State, district, and classroom assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.

Biology Goal #2:

WBHS will increase the percentage of students scoring above proficiency in Biology by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (371)	54% (378)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of familiarity with Biology EOC Computer based assessment	Implementation of instructional focus calendar pacing for the Biology EOC that will address indicated annually assessed benchmarks in Science 9-12 next generation Sunshine State standards; Implementation of EPAT with Biology classes	Dpt. Head Administrator	Classroom Observation Teacher Evaluations	2013 EOC

2	Absenteeism	Phone calls home, student conferences, student link technology	Dpt. Head	District Pinnacle attendance summary	Attendance summary
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	9-12	Literacy Coordinator	Science teacher	PSD ongoing	lesson plans i-portfolio	Administration

Science Budget:

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

End of **Science** Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	WBHS's goal for the 2012-2013 school year is to increase the percentage of students achieving level 3 or higher in writing by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

92.4% (593)		93.4% (600)			
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	Effectively practicing differentiated instruction	Target weak writers with special pull-out or tutoring sessions	Team Leaders Dpt. Chairs Administration	Monthly Writing Prompts	Tracking scores on Virtual Counselor
2	Revision Process	Students will revise & rewrite paragraphs for special skills	Team Leaders Dpt. Chairs Administration	Classroom Formative Assessments	Six Traits Rubric
3	Students' use of elaboration	Stress elaboration techniques to reach level 4 by drafting based on 6 traits of effective writing; Practice prompts to determine strengths and weaknesses	Team Leaders Dpt. Chairs Administration	Classroom Formative Assessments	Six Traits 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	WBHS's goal for the 2012-2013 school year is to increase the percentage of students achieving level 4 or higher in writing by 11.1%.
Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.6% (5)	66.7% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectively practicing differentiated instruction	Target weak writers with tutoring session	Team leaders Dpt Chairs Administration	Monthly writing practice	tracking scores on Virtual Counselor
2	Revision process	students will revise and rewrite paragraphs for special skills	Team leaders Dpt Chairs Administration	Classroom formative assessments	DOE FCAT rubric and anchor papers
3	Students' use of elaboration	stress elaboration techniques	Team leaders Dpt Chairs Administration	Classroom formative assessments	Six traits rubric

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
Elaboration and writing	9-12 English Teachers	Dpt CHairs Team leaders	9-12 English Teachers	PSD- ongoing	review lesson plans	Administration
Writing across curriculum	9-12 English Teachers	PARCC Expert	9-12 school-wide	PSD- ongoing	review lesson plans	Administration
FCAT Writes! and Springboard Writing	9-12 English Teachers	PARCC Expert	9-12 English Teachers	PSD- ongoing	review lesson plans	Administration

Writing Budget:

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

End of **Writing Goals**

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	WBHS will meet or exceed the state average percentage for this year's exam.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">Person or</td> <td style="text-align: center;">Process Used to</td> </tr> </table>			Person or	Process Used to
Person or	Process Used to				

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with the US History computer based EoC	PLC to construct and implement IFC that addresses NGSSS Use of Quia and textbook online assessments	administration department chairs team leaders teachers	review results of formative and summative assessments and district midterm	formative and summative assessments midterm 2013 EoC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	WBHS will meet or exceed the state average percentage for this year's exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unfamiliarity with new NGSSS and teaching materials	attend district workshops; attend staff development; use test item specs as a model for writing formative and summative assessments	administration department chair team leaders teachers	approval of formative and summative assessments by administration and team leaders; results of district midterm	lesson plans sign-in sheets
2	Lack of release exams	search online for other states' EoC practice exams	all US history teachers	continue updating teacher-made test banks	online and paper made formative and summative assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
US NGSSS	9-12	Department Chair	US History teachers	PSD	Lesson plans	administration
IFCs	9-12	Team leader	SS teachers	PSD	lesson plans	administrations
Data Chats	9-12	Team Leaders	SS teachers	Academic Tuesdays	Formative/Summative assessments	administration

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance	
Attendance Goal #1:	WBHS will increase the attendance rate by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.3% (2,573)	94.3% (2,600)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
577	520
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
554	499

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
	Motivation	Letters home	Students	Leadership Meetings	Quarterly

1	Transportation	Parent Calls Individual Counseling	Teachers Guidance Staff Administration		Attendance Rate
2	Lack of 100% of school staff following discipline plan	Observations CWTs	Administration	Leadership Meetings	Quarterly Attendance 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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	
Suspension Goal #1:	WBHS will decrease the number of suspensions, days suspended, and students suspended by 5%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
121	115
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
100	95
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
184	175
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
150	143

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement Motivation	Parent nights Individual counseling	Teachers Guidance Staff Administration	Monitoring of suspension rates	Suspension rate
2	Classroom management	Progressive discipline through classroom managements strategies such as CHAMPS; parent-teacher conferences	Administration	Monitoring of suspension rates	Suspension 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						

Suspension Budget:

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

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

End of *Suspension* Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:			WBHS will maintain the percentage of students who dropped out.		
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
0%			0%		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
98%			98%		
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	Parent Involvement	Parent nights Calls home Website communication	Administration	Monitoring of drop out rate	Drop out rate
2	FCAT/GPA	Intensive Reading/Math	Administration	Monitoring of drop out rate	Drop out rate

3	9th grade transition	Implementation of the 9th grade center	Administration	Monitoring of drop out rate	Drop out rate
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1:

**Please refer to the percentage of parents who participated in school activities, duplicated or*

WBHS will increase parental involvement by 1%.

<i>unduplicated.</i>					
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
265% (6,657.288 hours)	266% (6,724.288 hours)				
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	Economic status incurring longer work hours	Acknowledgement	Administration PTSA	Monitoring of hours	Volunteer hours

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		WBHS will increase curricula driven by problem-solving, discovery, and exploratory learning that actively engages students.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities for mentoring by businesses, industry, and research professionals	Recommend to teachers to reach out to experts in STEM related fields that correlate to concepts to speak in specified subject area	Dpt Head	End products of PBLs related to experts presentation	Administration

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
Grant Writing	9-12	Barbara Rapousa	9-12 science instructors	PSD	Teachers will show evidence of grants that they wrote toward STEM Program	Administration

STEM Budget:

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

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

End of **STEM** Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE			WBHS will increase the percentage of students earning industrial certification by 2% from 84% (244) to 86% (249)		
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Marzano domain 1, 41 behavioral strategies	Department chairs team leaders administration	classroom observation horizontal/vertical planning teacher evaluations	industrial certification exams
2	absenteeism	phone calls home	Department chairs team leaders administration	classroom observation horizontal/vertical planning teacher evaluations	industrial certification exams

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
CCSS	9-12 all subjects	Literacy Coach	school-wide on PSD	ongoing	classroom walk throughs	administration

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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.

No Attachment (Uploaded on 8/20/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

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 WEST BROWARD HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	85%	92%	44%	283	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	76%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	67% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					551	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WEST BROWARD HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	89%	94%	50%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	80%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	71% (YES)			120	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					565	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested