

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: MARJORY STONEMAN DOUGLAS HIGH SCHOOL

District Name: Broward

Principal: Mr. Washington B. Collado

SAC Chair: Ms. Kimberly Y. Johnson

Superintendent: Mr. Donnie Carter, Interim

Date of School Board Approval: 12-06-2011

Last Modified on: 9/26/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Washington Collado			10	10/11 A, % Meeting High Standards (FCAT Level 3 and Above): 72% (Read);72% (Math);94% (Writ); 45% (Sci) % of Students Making Learning Gains: 65% (Read); 69% (Math) Adequate Progress of Lowest 25% in the School? 67%(YES) (Read); 63% (YES) (Math) 09/10 B,% Meeting High Standards (FCAT Level 3 and Above): 72% (Read);70% (Math);91% (Writ); 49% (Sci) % of Students Making Learning Gains: 62% (Read); 65% (Math) Adequate Progress of Lowest 25% in the School? 55%(YES) (Read); 55% (YES) (Math) 08/09 A, % Meeting High Standards (FCAT Level 3 and Above): 72% (Read);72% (Math);94% (Writ); 47% (Sci) % of Students Making Learning Gains: 71% (Read); 70% (Math) Adequate Progress of Lowest 25% in the School? 73%(YES) (Read); 62% (YES) (Math)
					10/11 Pending, % Meeting High Standards (FCAT Level 3 and Above): 68%

Assis Principal	Lucille Flynn	BS Biology MS Instructional Leadership 6-12 Biology K-12 Educational Leadership ESOL Endorsement 5-9 General Science K-12 Health	5	5	(Read);90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read);90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read);88% (Math); 92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)
Assis Principal	Maximo Rosario	BA Political Science w/minors in History and Secondary Education MA Bilingual Secondary Education Specialist Degree in Administration and Supervision K-12 Educational Leadership 6-12 Social Science	4	4	10/11 Pending, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read);90% (Math);90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read);90% (Math);95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read);88% (Math);92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)
Assis Principal	Delania Cunningham	BS English MS Educational Leadership K-12 Educational Leadership ESOL Endorsement 6-12 English	6	6	10/11 Pending, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read);90% (Math);90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read);90% (Math);95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read);88% (Math);92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)
Assis Principal	Ty Thompson	BS Political Science MS Social Science Specialist Degree in Educational Leadership K-12 School Principal 6-12 Social Science	2	10	10/11 Pending, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read);90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read);90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 51% (Read);82% (Math); 89% (Writ); 40% (Sci) % of Students Making Learning Gains: 54% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 69% (YES)

					(Math)
Assis Principal	Denise Reed	BA Psychology, MEd in Educational Leadership, Educational Leadership, Elementary Education, ESOL endorsement, Reading endorsement	1	1	10/11 Pending, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read);90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Barbara "Chrissy" Pomper	Elementary Education	4	9	10/11 Pending, % Meeting High Standards (FCAT Level 3 and Above): 68% (Read);90% (Math); 90% (Writ); 63% (Sci) % of Students Making Learning Gains: 65% (Read); 75% (Math) Adequate Progress of Lowest 25% in the School? 54%(YES) (Read); 71% (YES) (Math) 09/10 B, % Meeting High Standards (FCAT Level 3 and Above): 69% (Read);90% (Math); 95% (Writ); 55% (Sci) % of Students Making Learning Gains: 62% (Read); 83% (Math) Adequate Progress of Lowest 25% in the School? 47%(NO) (Read); 73% (YES) (Math) 08/09 B, % Meeting High Standards (FCAT Level 3 and Above): 65% (Read);88% (Math); 92% (Writ); 59% (Sci) % of Students Making Learning Gains: 60% (Read); 78% (Math) Adequate Progress of Lowest 25% in the School? 48%(NO) (Read); 70% (YES) (Math)

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.In-house teacher support system for teachers new to the profession and new to-the-school veteran teachers. 2.The school provides a peer teaching and peer buddy experience to give teachers additional instructional strategies. 3.Professional development support is provided for all teachers. 4.Non-evaluative administrative support through data obtained through CWTs	Administration Carla Verba-NESS Coordinator	Ongoing Date	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
153	0.0%(0)	20.3%(31)	37.9%(58)	41.8%(64)	45.1%(69)	100.0% (153)	7.2%(11)	17.6%(27)	84.3%(129)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Carla Verba	As Needed	Mentor/mentees are paired within department and subject when possible to assist in lesson preparation and pacing. When this is not possible, mentor/mentee pairing occurs within the grade level to assist the new teacher in classroom management and pacing of general lessons.	<ol style="list-style-type: none"> 1. Agenda is set at the beginning of the year. 2. The agenda is determined after a needs assessment is completed by mentees. 3. Mentors collaborate in determining the schedule, working on known areas of improvement and reinforcing known strengths. 4. Mentors and mentees are notified that they are included in the mentoring plan.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Washington Collado - Principal
- Ty Thompson-Assistant Principal
- Denise Reed- Assistant Principal
- Stacy Fenton - ESE Specialist
- Lisa Tekula - Guidance Director
- Dr.Beth Pomerantz - School Psychologist
- Carmen Santiago - Social Worker
- Chrissy Pomper-Reading Coach
- Classroom Teacher-Per Case/Individual

Denise Reed is the coordinator and facilitator of the meetings. Debra Works is the case manager for the RtI team at Marjory Stoneman Douglas.

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

All instructional staff will attend RTI Staff development. Discussion will include Tier 1 & 2 strategies. The success of Tier 1 strategies will be determined by a positive change in the student's behavior or improvement in the student's academic performance. A student evaluation checklist will be completed and monitored for at least one quarter to determine if a student is making sufficient progress at the Tier 1 level before implementing Tier 2 and Tier 3 strategies.

Collaborative Problem Solving Team/ Core Team follows a process which includes communication with administration,

classroom and parents/guardians. All human and curriculum resources are organized for optimum support. The team is used as a support for the general education teachers. There is a state/state standardized procedure that guides data collection, analysis, development of interventions, and monitoring of student progress. Teachers work with administration to implement tier 1 and tier 2 intervention and enter information into the school's database.

The team will meet twice a month. The tier 2 and 3 data will be kept in the school's database -"Eagle Eye". The database will be reviewed bi-monthly. Teachers will complete RTI database.

Interventions depends on which goal the teacher needs to address with the students. If it's an academic goal the teacher utilize one on one teaching aides,study guides,positive reinforcement, and small group learning activities.If it's behavioral a referral will be submitted to the social worker and /or guidance counselor which will lead to a behavior agreement.

Describe the role of the school-based RTI 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?

Interventions will be devised for each tier of the RTI process. Once the strategies are identified by the RTI team, the support strategies will be implemented and revised as need to effectively serve the students. Teachers, Counselors, Administration, and the Reading Coach will suggest at least five interventions for students on Tier I or Tier II.

The role of the RTI team on the SIP will be to report on the status of At-Risk students and the action steps that are taken to improve the academic progress of these students. The RtI team will seek the input of the SAC to help meet the academic needs (math, reading, science and writing as well as behavior) of the students in the subgroups.

RtI Implementation

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

A database has been created to maintain all the interventions that are implemented for each student who is reviewed by the the RTI team. Student scores will be entered from the DAR, FORF, and FCAT results. Interventions will be updated on a weekly basis in the database as part of the progress monitoring process.

The RtI database has been created to track the students behavioral and academic progress on regular basis. Teachers complete the database as they implement and provide adequate support to help students become academic successfully.

Both the database and notes from the meeting will used a as a means for tracking and recording student data.

Describe the plan to train staff on RtI.

The staff will be trained on the RTI process on "Work Out Wednesday's". As part of the training, teachers will learn the use of the RTI template created onsite to facilitate student identification and intervention steps. The template includes multiple strategies and steps to assist the teacher in implementing the RTI process. The leadership team (department chairs) will be trained prior to the training of the teachers.

The RTI training will be focused on improving the academic achievement of low performing students who have not made adequate yearly progress (AYP) for several years according to the academic trends and data as per the FLDOE.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Ann Andersen-Kowalski
Reading Coach - Chrissy Pomper
Guidance Director- Lisa Tekula
Assistant Principal - Denise Reed
Reading Dept Chair- Lynn Domino
ESE Specialist-Stacy Fenton
Social Studies- Ivy Schamis
Media Specialist-Jan Pryczynski

Math- Catherine Marratta
Science - Randi Peskin
English - Jaime Grady
Career Tech- Sharon Cutler
Fine Arts- Gerald Armbrister
World Languages - Alicia Blonde
Physical Education-Lauren Rubenstein

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

The Literacy Leadership team will meet quarterly.

The LLT functions as the school based catalyst for increasing literacy capacity for all students. This team serves as a support system for reading in the content area teaching and learning where as content teachers are an excellent source for providing students with explicit instruction on how to critically read and think about text.

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

In order to embed the reading and writing connection, workshops will be held to ensure mastery of multiple techniques to be infused in daily curriculum such as Writing Response Groups, Double Entry Journals, Free Writing and Class Minutes.

Additionally, implementation of the content area reading program wherein students will read for a minimum of 30 minutes per week, following strategies and assessments aligned with the instructional focus calendar.

The students will be given access to their data from Virtual Counselor and record their DAR, Fluency and SSS Math and Reading scores on a data chat agreement form. Parents must sign the forms and return them to the classroom teacher. The Reading Coach, along with Administration will determine the type of service that needs to be provided to each individual. Some may need pull-out tutoring during the school day and/or after-school tutoring. Once the services are determined, Administration and the Reading Coach will call each student in the lower quartile down, individually to discuss their needs. The students will hear the same information from their teacher, the Reading Coach, their parents and Administration. A database will be used to track the services that are being provided to each student, their attendance and any changes in performance.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
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.

Teachers will be trained in applying strategies to assist in content area reading. In applying the strategies, teachers will provide a variety of non-fiction, content specific reading sources and allow students to read a minimum of 30 minutes per week in each class. Strategies are aligned with the schoolwide instructional focus calendar (IFC) and suggestions for assessments will be given during the training sessions.

All teachers will be provided with the skills to apply reading strategies to their content subject areas for all students. Teachers will be observed through Classroom Walk Throughs (CWTs) to validate that reading strategies are being taught in all content

areas.

*High Schools Only

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

Heterogeneous professional learning communities will be formed to assist teachers in integrating their curriculum with core coursework to foster student application of content learned in applied, integrated and career technical courses. The goal will be to provide rigor and relevance to all courses participating in the PLC.

In addition, students are given the opportunity to be involved in technical dual enrollment programs. The curricula for all CTE courses is aligned with post-secondary institutions.

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?

Marjory Stoneman Douglas implements the Annual Guidance Plan. As part of this, students are walked through the academic and career plan with guidance counselors as they complete their Electronic Personal Education Plan online, as well as the utilization of FACTS.org. The school offers five career technical programs to all students (web design, technology education, finance, television production and business education). Students also have the opportunity to be involved in dual enrollment courses as well as availability to attend the annual career fair. Course progression charts are scheduled to ensure that students are scheduled in rigorous and appropriate coursework.

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 [School Feedback Report](#)

The school offers Advanced Placement and dual enrollment courses in part as a method for transition from high school to college. The PSAT is given to all 10th graders, with fee waivers available to students coming from low income families. The College Placement Test is given to juniors and select seniors. Juniors and seniors are provided with ASVAB testing. The school has a college advisor (BRACE) to assist students. Students also attend the college fair. College Prep 101 (brings together all stakeholders) is held by PTSA to prepare student for post-secondary education.

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:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	At least 33% of the students who are required to meet FCAT criteria will score a level 3 on the Reading FCAT.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
31%(441)	33%(450)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are disengaged from the reading process which contributes to their low performance on the FCAT 2.0 Reading, ACT, and SAT.	<p>Students will be taught literacy strategies that will help them to become more actively engaged in the reading process. For example, students in all content area classes will be taught how to relate to their reading experiences by using the-</p> <ol style="list-style-type: none"> 1.text to text 2.text to self 3.text to world reading strategy process. <p>Provide students with high interest reading materials to develop an appreciation for reading. All teachers will establish a classroom library to encourage students to become more actively engaged in the reading process to enhance their academic performance on the FCAT 2.0 Reading,ACT, and SAT.</p>	<p>Administration Reading Coach</p> <p>DepartmentHeads</p>	<p>Teachers will observe students'actively engaging in the reading process.</p> <p>Teachers will observe students effectively applying the reading process to content area course work.</p>	<p>Students' Daily Assignments</p> <p>Teacher Observations</p> <p>Quarterly Assessments</p>
	Students are misplaced into Edge A reading courses due to the unavailability of lower-level reading courses.	<p>Create classes for reading students that qualify for the Wilson or equivalent district reading programs.</p> <p>Reading Department Chair/Reading Coach need to be involved in</p>	Administration/Reading Coach	Student Placement will be more accurate and teachers will be professionally prepared to meet the reading needs of student who do not qualify for the EDGE reading series.	<p>Mini-Bat Assesment</p> <p>BAT I BAT II Scores</p> <p>FCAT 2.0 Scores</p> <p>Quarterly Grades</p>

2		scheduling at the end of the school year for upcoming school term. Reading Teacher(s) will be trained through a district program that meets the needs of students that do not qualify for the EDGE A reading series.			
3	Additionally, focused assistance is needed as evidenced by 9th Grade students reported level in Informational Text and Research Process on the 2011 FCAT 2.0 Reading.	The Social Studies/English Department will teach research strategies to students.	Social Studies/English/Reading Department Chair and administrator.	Analysis of mini-assessments on a quarterly basis Analysis of ongoing formative assessments PLC meeting discussions Maintain and/or improved student scale scores	BAT I and BAT II Departmental Tests FCAT 2.0

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 achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	At least 39% of the students who are required to meet FCAT criteria will score a level 4 or 5 on the Reading FCAT.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
37%(529)	39% (540)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not actively engage in the learning process to improve reading comprehension after taking the FCAT 2.0 in ninth grade. Students lack the ability to comprehend content area textbooks.	Content area teachers will assign direct reading from the textbook into their lesson plans on a weekly basis in order to increase skills such as comprehension, recognizing text structure and synthesizing. Teachers will use the text features that are evident in textbooks, such as title, headings, pictures, captions, charts, etc. to engage the students in the reading process.	Reading Coach/Department Chairs	Monthly Departmental Tests Reader's Theater Rubric progress Classroom Walkthrough	Mini-Assessment
2	Level 4 and 5 students do not take the BAT I and BAT II.	Reading Coach/Reading Department Chair will give these students an internal assessment to monitor their progress in reading comprehension.	Reading Coach, Reading Department Chair	Analysis of in-house assessments, such as formative and summative exams	FCAT 2.0 Scores

		Data chats will be conducted with students using their previous year data.			
3	High level reading skills such as gathering, evaluating and synthesizing skills need to be increased across the curriculum.	Train teachers in the use of project based learning in all classes. Teachers will use rubrics that include NGSSS benchmarks, such as primary sources, gathering and evaluating information, and synthesizing information.	Reading Coach	Classroom Walkthroughs Individual student projects	Project 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:

3. Percentage of students making Learning Gains in reading	The percentage of students making learning gains will increase by 3%.
Reading Goal #3:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
65% (946)	68% (975)

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	9th/10th grade students need researched-based instructional practices in reading.	9th/10th grade Reading teachers will work collaboratively with the English and Social Studies teachers to use the before, during, and after reading strategies present in all newer textbooks to improve student reading comprehension and fluency.	Reading Chair/Reading Coach/English Department/Content area department heads	Teachers will implement the before, during, and after reading strategies by modeling these strategies through think-alouds, and teachers will then assess the student implementation of these strategies using content area texts.	FCAT 2011 Reading Results BAT I and BAT II
2	9th/10th grade students are reluctant to autonomously engage in reading activities outside of school.	School will subscribe to high interest non-fiction reading materials for student consumption at home on a weekly basis. Students will exhibit mastery of articles by answering higher order questions on these materials. To promote school-wide independent reading outside the classroom by highlighting high interest adolescent literacy materials via school-wide announcements. Establish an after school book club using the Broward County	Reading Chair/Reading Coach/English Department/Content area department heads	Teachers will evaluate student answers to higher order questions generated from the high interest non-fiction independent reading that will enhance reading comprehension skills.	FCAT 2011 Reading Results Bat I and BAT II

	reading list as well as high interest young adult reading materials to promote student reading outside of school.		
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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:

4. Percentage of students in Lowest 25% making learning gains in reading	The percentage of students in the lowest 25% making learning gains will increase by 3%.
Reading Goal #4:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
54% (205)	57% (212)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% are not reading independently help improve their fluency and vocabulary development.	Establish weekly silent sustained reading activities will be established to support and encourage students in the lowest 25% to read independently to help build reading fluency and vocabulary development. Develop a school-wide "word of the day" activity that will be implemented to help students improve their vocabulary skills.	Reading Coach Administration	Reading teacher feedback of reading weekly logs will indicate if students are reading independently. Quarterly timed reading fluency assessments will suggest if students are developing their fluency.	Quarterly Timed Reading with comprehension questions. DAR Mini-assessments will be developed by the reading coach to be implemented in all content area courses.
2	Due to the mixing of grade levels as well as reading levels in the Career Tech Department, many of our Level 4 and 5 along with the Level 1 and 2 students become disengaged when we try to infuse reading strategies into the curriculum.	Incorporate more project based learning activities that will include reading strategies. Group Level 4 and 5 reading students with Level 1 and 2 reading students to completed project based learning activities with reading strategies, which will help Level 4 and 5 reading students maintain or improve their current reading status and help Level 1 and 2 improve their reading status.	Reading Coach Administration	Career Tech teachers will conduct a lesson study activity to assess whether the project based learning activities that are infused with reading strategies are impacting student achievement for Level 4 and 5 and Level 1 and 2 reading students.	Student work samples Student grades 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 applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading	The percentage of students making Adequate Yearly
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Reading Goal #5A:		Progress will increase by at least 2%.			
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2011 Current Level of Performance:*			2012 Expected Level of Performance:*		
White 69% (672); Black 41% (51); Hispanic 62% (185); Asian 80% (74); American Indian 33% (2)			White 73% (699); Black 47% (55); Hispanic 66% (193); Asian 82% (76); American Indian 40% (3)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are disengaged from the reading process which contributes to their low performance on the FCAT 2.0 Reading, ACT, and SAT.	Students will be taught literacy strategies that will help them to become more actively engaged in the reading process. For example, students in all content area classes will be taught how to relate to their reading experiences by using the- 1.text to text 2.text to self 3.text to world reading strategy process. Provide students with high interest reading materials to develop an appreciation for reading. All teachers will establish a classroom library to encourage students to become more actively engaged in the reading process to enhance their academic performance on the FCAT 2.0 Reading,ACT, and SAT.	Reading Coach Reading Department Chair Administration Staff Development Committee	Teachers will observe students'actively engaging in the reading process. Teachers will observe students effectively applying the reading process to content area course work.	FCAT 2.0 DAR Reading Fluency Assessments
2	Students in the lowest 25% are not reading independently help improve their fluency and vocabulary development	Incorporate more project based learning activities that will include reading strategies. Group Level 4 and 5 reading students with Level 1 and 2 reading students to completed project based learning activities with reading strategies, which will help Level 4 and 5 reading students maintain or improve their current reading status and help Level 1 and 2 improve their reading status.	Reading Coach Administration	Career Tech teachers will conduct a lesson study activity to assess whether the project based learning activities that are infused with reading strategies are impacting student achievement for Level 4 and 5 and Level 1 and 2 reading students.	Student work samples Student grades 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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	The percentage of ELL students making Adequate Yearly Progress will increase by at least 8%.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
29%(10)	37%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited amount of time for teacher to discuss ELL math data with ESOL support facilitator.	Administrator will conduct data chats with teachers to discuss learning opportunities for this subgroup. Teachers will use time on early release days for data research to discuss ELL students' performance.	Administrator Department Chair ESOL Coordinator	Evaluation of acquired ELL math data from data-warehouse for discuss with administration.	Data chats with Administrator in charge of Reading. Sign in sheets

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	The percentage of students with disabilities making Adequate Yearly Progress in reading will increase by 6%.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
40% (47)	46% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Generation Standards need to be taught to teachers	A staff development will be held to instruct teachers on how to infused these standards into the curriculum.	Reading Coach Reading Department Head	Quarterly Assessments Department Tests	FCAT Scores BAT I and BAT II
2	Establish a reading curriculum and evidence-based reading strategies that will effectively target the reading needs of SWD.	ESE Teachers,ESE Specialist, and Reading Coaches will develop reading activities to support SWD. Reading strategies will	ESE Specialist ESE Support Faciltator Reading Teachers	Monthly Assessments of students' work samples.	FCAT Scores BAT I and BAT II

		be followed up by ESE support facilitators when working with SWD.	Reading Coach Administrator in charge of ESE		
3	Increase by 5% ESE students not meeting reading proficiency for graduation.	Working with students in Learning Strategies classes on testing, study skills. ESE small group instruction through reading classes through direct instruction and multisensory learning.	Support Facilitators ESE Specialist Reading Coach Administration	Classroom performance on portfolio collection of work. FCAT explorer practice tests.	Diagnostic Assessment of Reading (DAR) Fluency tools Standardized Assessments 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. Student subgroups not making Adequate Yearly Progress (AYP) in reading	The percentage of economically disadvantaged students making Adequate Yearly Progress will increase by 6%.
Reading Goal #5D:	

Reading Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
47% (114)	53% (121)

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	Only 47% the Economically Disadvantaged students are scoring at or above grade level on the Reading FCAT.	An after school reading support program will be held for students Monday-Thursday in NHS. Conduct quarterly fluency tests for students in reading.	Reading Coach Administration	Teachers will assess departmental Test Scores to see if student are progressing towards reading proficiency.	FCAT 2.0 Scores DAR Timed Readings

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Generation Standards Data Chats Quarterly Tests Departmental	9-12	Chrissy Pomper	Reading PLC-9-12	Departmental Meeting Monthly Meetings Quarterly Meetings	Evaluate student work and tests to make appropriate instructional strategies.	Reading Coach Reading Coach Administrators

Tests						
New Generation Standards						
Data Chats						
Reading Strands						
Quarterly Tests	9-12	Chrissy Pomper	Reading PLC-9-12	Departmental Meeting Monthly Meetings Quarterly Meetings	Evaluate student work and tests to make appropriate instructional strategies.	Reading Coach Reading Coach Administrators
Departmental Tests						
Reading Graphic organizers						
Reading FCAT 2.0	9-12	Chrissy Pomper	Reading PLC	Department Meetings	Evaluate student work quarterly	Administration
Literacy Team	9-12	Denise Reed	Literacy Team	Literacy-Quarterly Meetings	Evaluate Student Progress Monthly	Reading Coach Administration
Unwrapping the Benchmark	9-12	Chrissy Pomper	Next Generation Standards	Monthly Meetings to discuss student progress.	Establish quarterly school-wide reading Benchmark.	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Edge Reading Series	District Adopted Textbook Series	Previously Purchased	\$0.00
Scholastic Magazine	Reading resource for fine arts	SAC	\$360.00
			Subtotal: \$360.00
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
Instructional Focus Calendar Schoolwide	Academic goals for the school year. Reading Process-Main idea-Reading Comprehension Strategies	Cost Neutral	\$0.00
FCAT 2.0 Reading Retakes workshop	Teacher training for the FCAT 2.0 11th and 12th grade retake assessment	District Funded	\$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: \$360.00

Mathematics 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 achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Students scoring a level 3 will be transitioning into EOC exams for 2011-12. We will meet or exceed the state average percentage for this baseline-year exam.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
10th - 20% (140)	10th - 22%(141) We will meet or exceed the state average percentage for this baseline-year exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers unfamiliarity with the Next Generation Sunshine State Standards (NGSSS). Insufficient time for discussion of NGSSS.	The teachers will discuss NGSSS in their PLC during early release days. Teachers will attend PD opportunities provided by the district and/or Math department. Teachers will refine lessons to incorporate NGSSS. Teachers will align and implement NGSSS through the development of the instructional focus calendar.	Department Chair Administrator	Monitoring teacher assistance to department and PLC meetings. Development of departmental tests and quizzes from each subject area reflecting NGSSS. Development of common assessments from each subject area.	Lesson plans listing NGSS, standards listed on board in classroom. Common tests and quizzes reflecting NGSSS. PLC Meeting minutes.
2	Application of real world mathematics concepts in the classroom environment	Teacher will instruct students on how to apply mathematics skills to the real world through the use of technology and manipulatives	Math Department Chair Administrator	Monitoring teachers' use of technology and use of manipulatives. Review of lesson plans.	Lesson Plans CWT's
3	Limited amount of time for teacher collaboration to develop common tools.	Teachers will utilize time during Professional Learning Communities to develop common assessments (quizzes, tests, midterms and finals).	Math Department Chair, Administrator	Data outcomes from across the PLC	Common 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 achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Students scoring levels 4 and 5 will be transitioning into EOC exams for 2011-12. We will meet or exceed the state average percentage for this baseline-year exam.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
	72% (505)

70% (495)	We will meet or exceed the state average percentage for this baseline-year exam.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher achieving student apathy toward reaching higher goals for success in math.	Teachers will: 1. Hold students accountable for skill sets required for success by in class formative assessments.	Mathematics Department Chair, Administrator	Monitoring of weekly assessment results, and ongoing formative assessments.	EOC Algebra 1, EOC Geometry, BAT 1 & 2
2	Retention and maintenance of general math skills.	Teachers will: 1. Encourage level 4 and 5 students to conduct tutoring services for lower level students.	Mathematics Department Chair, Administrator	Monitoring participation of students in Math Honor Society and Math Team.	Rosters Sign-in sheets

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. Percentage of students making Learning Gains in mathematics	
Mathematics Goal #3:	The percentage of students making learning gains will increase by 2%.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
75% (561)	77% (573)

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	Identification of student needs for re-teaching of mathematics concepts.	Teachers will utilize common department-created math weekly mini-assessments to identify areas where re-teaching of subject matter is necessary	Math Department Chair Administrator Teachers	Evaluation of student test results Evaluation of individual student data from Virtual Counselor	mini-assessments EOC Alg 1 EOC Geometry Bat 1 and 2
2	Application of real world mathematics concepts in the classroom environment.	Teachers will help students apply mathematics skills to the real world through the use of technology and other manipulatives.	Math Department Chair Administrator	Monitoring teachers' use of technology and use of manipulatives. Review of lesson plans.	EOC Alg 1 EOC Geometry BAT 1 and 2
3	Limited time for teacher collaboration to develop common tools.	Teachers will use Everglades Geometry/Algebra 1 Resource book. Teachers will develop common assessment, tests, quizzes, midterms, final exams, through math PLC's.	Math Department Chair Administrator	Evaluation of outcomes from across the PLC groups	PLC minutes
4					

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

<p>4. Percentage of students in Lowest 25% making learning gains in mathematics</p> <p>Mathematics Goal #4:</p>	<p>The percentage of students in the lowest 25% making learning gains will increase by 2%.</p>
<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>
<p>71% (134)</p>	<p>73% (137)</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 time for one-on-one direct instructional assistance for students on mathematics concept.	Math department will sponsor a peer mentoring program where students scoring level 4 & 5 will be selected to conduct tutoring services as peer mentors.	Administrator Math Department Chair Individual Math Teachers	Tracking data through use of Virtual Counselor and district assessments. Monitoring progress through the use of in-class assessments	Sing-in sheets EOC Alg 1 EOC Geometry Course grade
2	Limited amount of time for teacher collaboration between ESE support teachers and general education teachers.	Integrate ESE support teachers and general education teachers in the PLC structure.	Math Department Chair ESE Chair Administration	Data outcomes from across the PLC	Common Assessments

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

<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5A:</p>	<p>The percentage of students making Adequate Yearly Progress in mathematics will increase by at least 1% in all ethnic subgroups.</p>
<p>Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	
<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>
<p>White 89% (427); Black 72% (47); Hispanic 86% (127); Asian 93% (40); American Indian 100% (2)</p>	<p>White 90% (432); Black 75% (49); Hispanic 87% (129); Asian 94% (41); American Indian 100% (2)</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	Teachers limited time to evaluate data at the beginning of the school year to help identify student subgroups not making AYP. Teachers' limited time for the proper identification of students who need intervention.	Administrator will conduct data chats with teachers to determine areas of learning opportunities for the various subgroups. Administrators will ask teachers to identify the students and their subgroups not making	Administrator	Development of student and subgroup data base. Data evaluation chats.	Virtual Counselor Data chats Eagle Eye

		AYP in their classes.			
2	Limited teacher understanding of data on subgroups and how to access the data.	Teachers will attend PD opportunities provided by district and/or school. Teachers will utilize time on early release days for data research on subgroups. Teachers will connect to and collect data from Virtual Counselor. Teachers will analyze data and identify students and subgroups.	Administrator Department Chair	Data evaluation chats	Department minutes Sign in sheets Data reports

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	The percentage of ELL students making Adequate Yearly Progress in mathematics will increase by 4%.
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance:*

2012 Expected Level of Performance:*

67% (10)

71%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited amount of time for teacher to discuss ELL math data with ESOL support facilitator.	Administrator will conduct data chats with teachers to discuss learning opportunities for this subgroup. Teachers will use time on early release days for data research to discuss ELL students' math performance.	Administration DepartmentChair	Evaluation of acquired ELL math data from data-warehouse for discuss with administration.	Data chats with Administrator in charge of Math. Sign in sheets
2	Increase by 5% students skills in understanding basic math concepts	Enroll 9th grade struggling students in pre algebra class with Math certified teacher	Math Teacher ESE support	Student learning gains in class, BAT tests, class tests.	Student work samples Student grades 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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	The percentage of SWD not making AYP will decrease by 4%.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance:*			2012 Expected Level of Performance:*		
61%(34)			65%(36)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited amount of time for teacher research accessing and understanding data on subgroups.	Teachers will attend PD opportunities provided by district and/or school. Teachers will utilize time on early release days for data research on subgroups. Teachers will connect to and collect data from Virtual Counselor. Teachers will analyze data and identify students and subgroups.	Administrator Department Chair	Evaluation of data during chats	Data chats
2	Limited amount of time for teacher collaboration between ESE support facilitators and math teachers.	Teachers will use virtual communication (CAB) to solicit aid and strategies from ESE support facilitators. ESE support facilitators will share effective strategies with math teachers. Teachers will use the Everglades Geometry/Algebra 1 Resource book.	Administrator, Math Dept. Chair, ESE Chair, ESE support facilitators.	Feedback received from teachers by department chairs	email Teacher reports

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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	The percentage of Economically Disadvantaged students making Adequate Yearly Progress in mathematics will increase by 3%.
Mathematics Goal #5D:	

Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance:*		2012 Expected Level of Performance:*	
Economically Disadvantaged: 78% (92)		Economically Disadvantaged: 81% (95)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of student needs for re-teaching of mathematics concepts.	Teachers will utilize common department-created math weekly mini-assessments to identify areas where re-	Math Department Chair Individual Math Teachers	Analysis of student results on mini-assessments	mini-assessments EOC Alg 1 EOC Geometry Bat 1 and 2

	teaching of subject matter is necessary		
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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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Assessments	9-12/All subjects	Individual PLC Leaders	PLC Groups	Early Release	Classroom Walkthroughs, Data Chats	Math Department Chair, Administration
Differentiated Instruction	9-12/All subjects	Individual PLC Leaders	PLC Groups	Early Release	Classroom Walkthroughs, Data Chats	Math Department Chair, Administration
Integration of Technology	9-12/All subjects	Individual PLC Leaders	PLC Groups	Early Release	Classroom Walkthroughs, Data Chats	Math Department Chair, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	In-house instructors	NA	\$0.00
Geometry EOC Exam	Workbooks to prepare students for EOC in Geometry	SAC	\$890.50
			Subtotal: \$890.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Technology	In-house instructors	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction-Math Concepts	In-house instructors	NA	\$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: \$890.50

End of **Mathematics Goals**

Science 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 achieving proficiency (FCAT Level 3) in

science		Students scoring a level 3 will be transitioning into EOC exams for 2011-12. We will meet or exceed the state average percentage for this baseline-year exam.			
Science Goal #1:					
2011 Current Level of Performance:*		2012 Expected Level of Performance:*			
42% (281)		Students scoring a level 3 will be transitioning into EOC exams for 2011-12. We will meet or exceed the state average percentage for this baseline-year exam.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to fully understand the New Generation Sunshine State Standards (NGSSS)	The need for teacher understanding of the NGSSS will be discussed in department meetings Science department will separate teachers by the subject area taught in order to discuss the NGSSS Teachers will attend PD opportunities provided by the district or science department	District Administrator Science Department Chair	Unwrapping of the NGSSS Subject area discussions of NGSSS Data Chats with Administrator	Department meeting minutes Subject-area chat minutes Examination of lesson plans
2	Difficulty of students in transferring learned/taught science concepts to real-world applications.	Teachers will use technology and meaningful projects/activities to link science skills to the real world: -use of computer carts for virtual labs/projects -performing hands-on lab investigations -assigning and monitoring science projects	Science Department Chair Administrator	Monitoring teachers' use of technology and department-wide science projects/activities/labs	CWT's Teachers' Lesson Plans
3	Additional instructional time needed to explore science concepts in depth.	Extended learning opportunities will be provided before and after school through: -teacher directed tutoring -peer tutoring provided by the Science National Honor Society (SNHS) -student involvement in SNHS, science clubs, science competitions	Science Department Chair Administrator	Tracking data between the 8th grade Science FCAT 2.0 and the 9th/10th grade Biology 1 EOC Exam, as well as monitoring progress in-class assessments	BAT I & II Biology 1 EOC Exam Formative Assessments
4	Teachers' unfamiliarity with the new biology standards and the new Biology 1 EOC Exam	Biology teachers will attend PD opportunities in unwrapping the new standards. Biology teachers will attend PD opportunities to familiarize themselves with the new test's content and format. District will provide PD assistance and opportunities.	District Administrator Science Department Chair	Unwrapping of the NGSSS Subject area discussions of NGSSS Data Chats with Administrator	Lesson plans Department discussion minutes CWT's focused on the "essential content" of the lesson
	Teachers' unfamiliarity with the new chemistry standards and the upcoming Chemistry 1 EOC Exam	Chemistry teachers will attend PD opportunities in unwrapping the new standards. Chemistry teachers will	District Administrator Science department Chair	Unwrapping of the NGSSS Subject area discussions of NGSSS Data Chats with	Lesson plans Department discussion minutes CWT's focused on

5	attend PD opportunities to familiarize themselves with the upcoming test's content and format. District will provide PD assistance and opportunities.	Administrator	the "essential content" of the lesson
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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 achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	Students scoring a level 4 or 5 will be transitioning into EOC exams for 2011-12. We will meet or exceed the state average percentage for this baseline-year exam.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
20% (134)	Transitioning into EOC Biology I Exam. We will meet or exceed the state average percentage for this baseline-year exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' unfamiliarity with the new biology standards and the new Biology 1 EOC Exam	Biology teachers will attend PD opportunities in unwrapping the new standards. Biology teachers will attend PD opportunities to familiarize themselves with the new test's content and format. District will provide PD assistance and opportunities.	District Administrator Science Department Chair	Unwrapping of the NGSSS Subject area discussions of NGSSS Data Chats with Administrator	Lesson plans Department discussion minutes CWT's focused on the "essential content" of the lesson
2	Teacher mastery of Webb's Cognitive Complexity and it's application on assessments	Teachers will attend PD opportunities for the understanding and application of Webb's CC components Teachers will share best practices on integrating new questioning techniques onto their assessments	Science Department Chair Administration PLC Chair	Increasing the use of higher order thinking/high complexity questioning on classroom assessments Sharing best practices Integrating Webb's Complexity components in every day lessons	mini-assessments Biology I EOC Exam PLC chats
3	Teachers' unfamiliarity with the new chemistry standards and the upcoming Chemistry 1 EOC Exam	Chemistry teachers will attend PD opportunities in unwrapping the new standards. Chemistry teachers will attend PD opportunities to familiarize themselves with the new test's content and format. District will provide PD assistance and opportunities.	District Administrator Science Department Chair	Unwrapping of the NGSSS Subject area discussions of NGSSS Data Chats with Administrator	Lesson plans Department discussion minutes CWT's focused on the "essential content" of the lesson

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb's Cognitive Complexity	9-12/All science subjects	PLC Leader	PLC	Early Release	Classroom Walkthroughs, Data Chats	Administration, Science Department Chair
Integration of technology through virtual labs	9-12/All science subjects	PLC Leader	PLC	Early Release	Classroom Walkthroughs, Data Chats	Administration, Science Department Chair
Science Strand Workshops	9-12/All science subjects	PLC Leader	PLC	Early Release	Data Chats	Department Chair
New Science Textbook Adoption training for teachers.	9-12/All science subjects	Science Department Chair PLC Leader	PLC	Early Release	Classroom Walkthroughs, Data Chats	Department Chair 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
Integration of Technology	Resources In-House	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Strand Workshop	In-House Instructors	N/A	\$0.00
Webb's Cognitive Complexity	In-House Instructors	N/A	\$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:	
<p>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</p> <p>Writing Goal #1:</p>	<p>The percentage of students scoring a 4 or higher in writing will increase by 1%.</p>

2011 Current Level of Performance:*			2012 Expected Level of Performance:*		
90%(649)			91% (656)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not effectively applying the six traits writing model when completing written essays.	Students will be provided with instructional activities that include each of the six trait writing model using current events, facts, and real-world experiences.	English DepartmentChair Administration	Monthly Writing Prompts Quarterly Departmental Writing Assessment	FCAT 2.0 Writing Results 6 Traits
2	Students continue to have difficulty in determining proper attribution when completing research papers.	All students taking English will be taught how to correctly use turnitin.com. All English teachers will instruct students on how to write academic papers with proper documentation using the MLA format.	English Department Chair All English Teachers	Research Papers Essay Prompts	Turnitin.com Teacher Reports
3	Students are deficient in relating new vocabulary to familiar words.	1. Teachers will enhance or increase student vocabulary and applicability to real life. a. Teachers will assign relevant vocabulary words b. Students will define terms c. Students will write sentences to apply the newly learned definitions	DepartmentChair Administrator	Asses teacher lesson plans Inspect student samples	CWT's Lesson Plans Vocabulary Template
4	Current American lifestyle fosters a lack of inactivity, inability to focus, to control stress and to maintain appropriate weight, and unhealthy eating habits.	1. Teachers will instruct students on how to research and write about different aspects of physical fitness. a. Search for articles using newspapers, magazines and computers. b. Students will write weekly articles	Department Chair Administrator	Asses teacher lesson plans Inspect Student samples	Article template Lesson Plans CWT's
5	Across all of the heterogenous grade levels in the Career Tech Department, many of the students struggle with open-ended written reponses due to insufficient background knowledge regarding current events, facts, and real-world experiences which prohibits them from being able to respond to higher order written reponses in a	Include writing as essential parts of all Career Tech assignments. Create projects that incorporate writing activities that focus on current events, facts,and real-world experiences.	DepartmentChair Administration	Teacher observation of student improvement based on various evaluation tools.	Teacher Observation of daily work Teacher Assessments Student Journals Student Projects Rubrics

sufficient manner.

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	N/A
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Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	The percentage of ELL students scoring a 4 or higher in writing will increase by 1%.
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
85% (17)	86% (18)

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	The school will need to obtain at least 99 % proficiency on the writing exam.	Students will get additional practice in writing expository prompts in an after school program.	Administration English Department Chair	Monthly Writing Prompts Quarterly Prompts	FCAT 2.0 Writing Results
2	Students will need to learn how to effectively use the six traits writing model.	Students will be provided with extended opportunities in writing through the National Honor Society Mon.-Thursday.	Administration English Department Chair	Monthly Writing Prompts	Quarterly Departmental Writing Assessment FCAT 2.0 Writing Results

					6 Traits
3	Students continue to have difficulty in determining proper attribution when completing research papers.	All students taking English will be taught how to correctly use turnitin.com. All English teachers will instruct students on how to write academic papers with proper documentation using the MLA format.	English Department Chair All English Teachers	Research Papers Essay Prompts	turnitin.com. Teacher Reports

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A		
Writing Goal #2C:				
Writing Goal #2C: Students with Disabilities (SWD)				
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A		
Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits Next Generation Sunshine State Standards preparation Strategies Graphic Organizers Expository/Persuasive Prompts Curriculum Alignment Reading Strategies	9-12 English	Donna Amelkin	English Department Reading Department	August-May 2011-2012 Early release Monthly departmental retreats	Writing prompts Instructional Focus Calendars Curriculum Maps	Administration Reading Coach/English /Reading Department Chairs Administration
Next Generation Reading Standards Comprehens.Assessments/ Writing PreparationStrategies Graphic Organizers Expository/Persuasive Prompts Curriculum Alignment Redaing Strategie	9-12 English	Donna Amelkin	English Department Reading Department	August-May 2011-2012 Early release Monthly Departmental Retreats	Writing prompts Instructional Focus Calendars Curriculum Maps	Administration Reading Coach/English /Reading Department Chairs Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Six Trait Writing Model	English-District Support Personnel	Cost Neutral	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Turnitin.com	Web-based software	SAC	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

In-house Instructional Activities	Best Practices	In-Kind Contributions Contractual Responsibilities	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of **Writing Goals**

Attendance Goal(s)

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

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

1. Attendance	
Attendance Goal #1:	The average daily attendance will increase by 1%.
2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*
92.5% (2938)	93.5% (2970)
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
51.3% (1,628)	48.7% (1547)
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
3% (94)	2.8% (89)

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	Communication and reinforcement of the district's and school's attendance policies, procedures and expectations.	Administrators will reinforce importance of daily attendance and how this affects grades via parent link, in-house television broadcasts and various orientations, including at parent meetings. Teachers will also reinforce attendance policies in reference to projects and daily assignments.	Assistant Principals	Increase in daily attendance	Daily Attendance Summary
2	Students that are habitually absent/tardy.	Habitually absent/tardy students will be referred when absentees equal 5 days out of class to the	Assistant Principals	Increase in attendance by students labeled as habitually absent.	Attendance rate of students labeled as habitually absentees.

		proper administrator for personal contact with parent or guardian.			
3	High rate of student absenteeism the day prior to holidays/long weekends.	Personal phone calls made by staff to homes in reference to attendance for all days at school	Assistant Principals Teachers Staff Members	No fluctuation between a 'normal' school day and days before holidays/long weekends.	Comparison using the Daily Attendance Summary

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Topic for teachers: Identification, process for reporting, and steps to take for the habitually absent student.	9-12	Assistant Principal	School-wide	Opening of Schools	Attendance rates and reporting by teachers.	Assistant Principals

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
Identification, process for reporting, and steps to take for the habitually absent student.	In-house	N/A	\$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:	Decrease overall number of suspended students by 3%.
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
1127	902
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
13.7% (435)	10.7% (340)
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
106	85
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
2.8% (88)	1.0% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not in compliance with rules and attendance policies and Code of conduct policies.	Behavioral program to reward students who are in compliance with school rules and attendance policies. Creating a reward system that is applicable to the various age groups.	Administration	Data collected through the discipline incident summary.	Overall rate of suspensions
2	Student acceptance that drug usage is negatively impacting their academic success and personal responsibility to change this trend.	Peer counselor mediation and instruction on alternatives to drug usage.	Peer Counselor Instructor Administration	Decrease in suspensions of students' using/possessing illegal drugs on campus.	Critical Incidents Report
3	Student acceptance that tobacco usage is negatively impacting their academic success and personal responsibility to change this trend.	Counselor driven program to assist students in not using tobacco products.	Administration Counselor	Decrease in suspensions of students' using/possessing tobacco products on campus.	Critical Incidents Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Peer Counseling involvement, Positive reinforcement strategies	All Grade Levels	Department Heads	School-wide	Early Release	Data Chats	Administrators

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
Peer Mediation Training for Students	In-House	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Peer Counselor Training Program	In-House	N/A	\$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:	
<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i></p>	Maintain dropout rate at zero and increase the graduation rate by 1%
2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*

0%	0%
2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*
94.6%	95.6%

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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (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

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 unduplicated.			To increase the percentage of parental involvement in the Parent Teacher Student Association (PTSA) by 5%.		
2011 Current Level of Parent Involvement:*			2012 Expected Level of Parent Involvement:*		
20%(400)			25% (500)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time is needed to adjust to the newly formed PTSA program for parents.	Maintain and increase PTSA involvement at the school through campaign	Assistant Principal in charge of community relations Principal Parent representative Teacher representative	Attendance increase as marked between the initial meeting and following meetings	Attendance Rate
2	Student apprehension of joining a "parent" organization	Student Government will run a campaign to get students involved in the newly formed organization	Assistant Principal over community relations Student Government Instructor	An increase from the first of the year to the last part of the year in the percentage of students joining the PTSA	Percentage of students registering
3	Attracting parents and stakeholders of diverse backgrounds to MSD SAC.	Develop partnerships with stakeholders from diverse backgrounds.	Administration SAC Co-Chairs	Increase attendance of parents and students from diverse ethnic backgrounds at SAC meetings	Increased school involvement from stakeholders from diverse backgrounds.

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Multicultural Education program created by students	All Grade Levels	Department Heads	PTSA, SAF and SAC	Monthly	Encourage new parents to the school to participate in the School Advisory Council by direct contact at Freshman orientation activities.	Administration
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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
Multicultural Program created by students	Student Government students presenting their views of student life from various cultures	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of **Parent Involvement Goal(s)**

Additional Goal(s)

Web Site Goal:

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

1. Web Site Goal Web Site Goal #1:	At least 80% of the teachers/departments will create and maintain an electronic account through TeacherWeb.com
2011 Current level:*	2012 Expected level:*
80% (111)	82% (114)

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	Some teachers are unfamiliar with technology and are reluctant to go all green.	Provide teacher with technology support. Develop departmental websites for students to access academic information.	Technology Specialist Media Specialist Administration	Visit and/or observe teacher websites by department.	Website maintenance

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher/Departments web sites	All grade levels and subject areas	Administration Department Chairs Media Specialist	All teachers	Opening of school Early Release monthly	Observation	Media specialist

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

TeacherWeb.com	Teacher/department web sites	SAC	\$2,560.00
			Subtotal: \$2,560.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,560.00

End of **Web Site** Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Edge Reading Series	District Adopted Textbook Series	Previously Purchased	\$0.00
Reading	Scholastic Magazine	Reading resource for fine arts	SAC	\$360.00
Mathematics	Differentiated Instruction	In-house instructors	NA	\$0.00
Mathematics	Geometry EOC Exam	Workbooks to prepare students for EOC in Geometry	SAC	\$890.50
Writing	Six Trait Writing Model	English-District Support Personnel	Cost Neutral	\$0.00
				Subtotal: \$1,250.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Integration of Technology	In-house instructors	NA	\$0.00
Science	Integration of Technology	Resources In-House	N/A	\$0.00
Writing	Turnitin.com	Web-based software	SAC	\$2,500.00
Web Site	TeacherWeb.com	Teacher/department web sites	SAC	\$2,560.00
				Subtotal: \$5,060.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional Focus Calendar Schoolwide	Academic goals for the school year. Reading Process-Main idea-Reading Comprehension Strategies	Cost Neutral	\$0.00
Reading	FCAT 2.0 Reading Retakes workshop	Teacher training for the FCAT 2.0 11th and 12th grade retake assessment	District Funded	\$0.00
Mathematics	Differentiated Instruction-Math Concepts	In-house instructors	NA	\$0.00
Science	Science Strand Workshop	In-House Instructors	N/A	\$0.00
Science	Webb's Cognitive Complexity	In-House Instructors	N/A	\$0.00
Writing	In-house Instructional Activities	Best Practices	In-Kind Contributions Contractual Responsibilities	\$0.00
Attendance	Identification, process for reporting, and steps to take for the habitually absent student.	In-house	N/A	\$0.00
Suspension	Peer Mediation Training for Students	In-House	N/A	\$0.00
Parent Involvement	Multicultural Program created by students	Student Government students presenting their views of student life from various cultures	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Peer Counselor Training Program	In-House	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,310.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene Correct II Prevent II Correct I Prevent I NA

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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.

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

Projected use of SAC Funds	Amount
Technology-Software/Hardware	\$2,500.00
Teacherweb	\$2,560.00
Scholastic Magazine-Fine Arts Department	\$360.00
ESE-Practice Materials/Supplemental	\$2,000.00
Biology-End of Course(EOC)Exam Practice Materials- 2 sets	\$1,600.00
Turnitin.com	\$2,500.00
Reading- FCAT 2.0 Practice Materials	\$1,500.00
Practice -Grammar Books	\$1,000.00
Geometry- End of Course(EOC)Exam Practice Materials	\$890.00

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

- * Academic Decisions will be made with input from the all stakeholders-parents, teachers, and administration.
- * Budgetary Purchases with SAC Funds regarding academic materials and equipment for reading, science, writing, fine arts, career education, and math.
- * SAC will help to establish School and Community Partnerships for the purpose of monetary and in-kind contributions that are needed to help the school implement its SIP.
- *SAC requests that a budget proposal be submitted by each academic department requesting SAC funds in an effort to increase the academic achievement and school involvement of student in the subgroups and general student population.
- *SAC Funds will only be allocated to budgetary requests that are in alignment with the SIP.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	90%	90%	63%	311	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	65%	75%			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?	54% (YES)	71% (YES)			125	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					586	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	90%	95%	55%	309	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	62%	83%			145	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?	47% (NO)	73% (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					584	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	88%	92%	59%	304	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%	78%			138	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?	48% (NO)	70% (YES)			118	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					570	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested