

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: G. HOLMES BRADDOCK SENIOR HIGH

District Name: Dade

Principal: Manuel S. Garcia

SAC Chair: Ron Ferguson

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/26/2012

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

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K-12 Public Schools
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Eddie D. Medina	<ul style="list-style-type: none"> • MS - Education Leadership – Nova University • BA – Physical Ed.n - FIU 	2	11	'12 '11 '10 '09 '08 School Grade A A A D AYP % 82% 79% 87% 74% AMO % X X X X High Standards RDG % 69% 68% 73% 17% High Standards Math % 65% 91% 70% 45% Lrng Gains- RDG % 67% 70% 71% 41% Lrng Gains- Math % 64% 76% 70% 74% Gains- RDG 25% % 69% 74% 76% 58% Gains- Math 25% % 62% 79% 65% 75% Gains- RDG 25% 69% 74% 76% 58% 46% Gains- Math 25% 62% 79% 65% 75% 64%
					'12 '11 '10 '09 '08 School Grade A C C C AYP % 79% 72% 85% 74%

Assis Principal	Alan Soriano	<ul style="list-style-type: none"> • BS – English Education, FIU • MS – Educational Leadership, FIU 	3	7	AMO % X X X X High Standards RDG % 47% 48% 45% 42% High Standards Math % 76% 79% 77% 70% Lrng Gains- RDG % 51% 51% 51% 53% Lrng Gains- Math % 74% 80% 75% 75% Gains- RDG 25% % 51% 44% 46% 53% Gains- Math 25% % 61% 71% 68% 72%
Principal	Manuel S. Garcia	<ul style="list-style-type: none"> • Educational Leadership • Social Sciences • AA – Miami Dade • BS - FIU • MS – Nova Southeastern 	10	15	'12 '11 '10 '09 '08 School Grade A C C C AYP 79% 72% 78% 82% AMO % X X X X High Standards RDG % 47% 48% 47% 42% High Standards Math % 76% 79% 76% 70% Lrng Gains- RDG % 51% 51% 53% 51% Lrng Gains- Math % 74% 80% 76% 75% Gains- RDG 25% % 51% 44% 49% 52% Gains- Math 25% % 61% 71% 66% 68%
Assis Principal	Leonore Ravelo	<ul style="list-style-type: none"> • MS – Educational Leadership • BA - Business Administration • French • Spanish 	3	10	'12 '11 '10 '09 '08 School Grade A C B C AYP % 79% 72% 79% 69% AMO % X X X X High Standards RDG % 47% 48% 48% 45% High Standards Math % 76% 79% 78% 74% Lrng Gains- RDG % 51% 51% 53% 52% Lrng Gains- Math % 74% 80% 77% 77% Gains- RDG 25% % 51% 44% 48% 47% Gains- Math 25% % 61% 71% 60% 69%
Assis Principal	David H. Brooks	<ul style="list-style-type: none"> • Ed.D. – Education – (Organizational Leadership) NSU • MSc. – Specific Learning Disabilities (ESE) NSU • B. A. - Political Science/ Economics York University, Toronto Canada • Certification – Educational Leadership FIU 	2	11	'12 '11 '10 '09 '08 School Grade A F AYP % 79% % % 85% AMO % X X X X High Standards RDG % 47% % % 18% High Standards Math % 76% % % 44% Lrng Gains- RDG % 51% % % 26% Lrng Gains- Math % 74% % % 71% Gains- RDG 25% % 51% % % 27% Gains- Math 25% % 61% % % 67% *From 2009-2011, administrator was on assignment at an un-graded school.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Mentoring and Instruction for New Teachers (M.I.N.T.):	Alan Soriano / Katherine Rodriguez	June 2013	
2	Provide professional development opportunities to teachers:	Alan Soriano / Katherine Rodriguez	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
12 (7.1%) - out of field 0 (0%) - less than effective	To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, we encourage teachers to attend test tutorial sessions taught by content experts in certification areas that is offered by the Office of Professional Development.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
168	3.6%(6)	5.4%(9)	45.8%(77)	45.2%(76)	47.6%(80)	92.9%(156)	6.0%(10)	6.0%(10)	18.5%(31)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Katherine Rodriguez	Jose Gutierrez	There is no Math MINT Mentor in building. Katherine Rodriguez is a Language Arts teacher working as Test Chair and is familiar with the EOC assessments, in addition has experience providing classroom management PD and therefore may provide Mr. Gutierrez with support.	-Classroom Management -Understanding EOCs -Designing effective lesson plans -Time Management -Effective parent communication strategies

Jesus Llano	Christian Leeson	Jesus Llano is the Science Department Chair and will be able to provide Mr. Leeson content area support.	-Teaching the Benchmarks -Classroom Management -Understanding EOCs -Designing effective lesson plans -Time Management -Effective parent communication strategies
Yvette Carrion	Ivette Heranandez	Yvette Carrion is the Reading Department Chair and will be able to provide Ms. Hernandez with content area support.	-Teaching the Benchmarks -Classroom Management -Understanding FCAT 2.0 -Designing effective lesson plans -Time Management -Effective parent communication strategies
John Martinez	Juan Fernandez	John Martinez has been an NJROTC instructor with 12 years of teaching experience and will be working hand-in-hand with Mr. Fernandez	-Teaching the Benchmarks -Classroom Management -Designing effective lesson plans -Time Management -Effective parent communication strategies

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs

of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (9-12)
- parent outreach activities (9-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (9-12)
- reading and supplementary instructional materials (9-12)
- cultural supplementary instructional materials (9-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (9-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal
- Assistant Principal for Curriculum
- Assistant Principals
- Student Services Chairperson
- Special Education Department Chairperson
- English Language Learners Department Chairperson
- Math Department Chairperson
- English Department Chairperson
- Social Studies Department Chairperson
- Science Department Chairperson
- Reading Department Chairperson

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

Describe how the school-based MTSS/RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does

it work with other school teams to organize/coordinate MTSS/RtI efforts?

The MTSS/RtI Leadership Team is an extension of the school's leadership team. The MTSS/RtI Leadership Team assists in gathering data and decision making with the School Improvement Plan (SIP). The team will meet on a bi-weekly basis to identify/discuss pertinent data and effective instructional strategies. The team will meet to identify professional development and resources necessary to meet student needs.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

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

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

The MTSS/RtI Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

MTSS Implementation

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

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim Assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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- Manuel Garcia, Principal
- Alan Soriano, Assistant Principal for Curriculum
- Yvette Carrion, Reading Department Chair
- Karen Herzog, Media Specialist
- Ronald Ferguson, Cambridge/IT Department Chair
- Mayra Cobia, Fine Arts Department Chair
- Peter Clouet, Technical Arts Department Chair
- Jesus Llano, Science Department Chair
- Beatriz Jorva, Social Studies Department Chair
- Manie Joyce, Business Tech Department Chair
- Casandra Lacayo, Language Arts Department Chair
- Ileana Llapur, Foreign Languages Department Chair
- Mary Monaco, Advanced Academics Department Chair
- Carmen Molina-Churchman, Student Services Department Chair
- America Rivera, Mathematics Department Chair
- Frank Rojas, Physical Education Department Chair
- Sylvia Velazquez, ELL Department Chair
- Roxanne Zwelling, SPED Department Chair
- Katherine Rodriguez, Testing Chairperson

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

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

At the initial meeting, a literacy concern is identified and an action plan for the school year is created to address this area of concern. Once a month the LLT meets to discuss and analyze the action plan's progress. In addition, other literacy initiatives/incentives are continuously conducted throughout the school year.

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

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

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and

implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. This school year's major initiative is to promote a school-wide vocabulary plan to enhance students' vocabulary. Furthermore, the LLT will address student motivation by promoting literacy incentives. For example, students will be encouraged to use Reading Plus during the summer and they will be rewarded with a field trip when they return in the Fall. Finally, the LLT will also conduct various events to promote literacy throughout the school year, such as the Black History Read-In.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/23/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Ideas, strategies and professional development on enhancing reading strategies will be continuously presented to all teachers through faculty meetings, department meetings, early release days and/or other professional development opportunities. Reading coach, teachers and district personnel will be sought to assist with such opportunities.

Implementation and the success of such strategies will be monitored by administration and school coaches during formal or informal observations.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The Student Services Department has developed numerous lessons with students, beginning in 9th grade, that assist them with the initial transition to high school, as well as providing the relevance between school, their courses and their future.

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?

The articulation process allows students to choose a program of study that assists with career planning and that is personally meaningful. First, an Electives Fair promotes course selections and introduces students to the plethora of courses offered at G. Holmes Braddock. As part of the Subject Selection Process, students then choose a Major Area of Interest (MAI), which represents a career pathway or an area which the student selects based on strengths and interest. Major Areas of Interest include Business & Information Technology, Communication, Education, Fashion Design, Fine Arts, Foreign Language, Health Science & Sports Medicine, Leadership Education, Music, Tech Arts, Social Science, and Theatre Arts & Dance. In addition, students have the opportunity to take advantage of career advisement using a computer based interest inventory, as well as, taking the ASVAB. By promoting Major Areas of Interest and career pathways, students will have a better understanding and appreciation of postsecondary opportunities, as well as follow a program of study that is personally meaningful.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The High School Feedback Report 's latest data shows that G. Holmes Braddock Senior High School students are scoring slightly below district averages in many categories; specifically, percentage of graduates completing a college prep curriculum, Braddock 57.7% / District 67.1%; enrolled in Algebra I before 9th Grade, Braddock 23.2% / District 33.0%; completed at least

one level 3 high school math course, Braddock 44.8% / District 51.1%; completed at least one level 3 high school science course, Braddock 42.8% / District 55.8%. A strategy to improve these statistics is to promote the Honors and Advanced Placement programs during articulation in order to acquire more potential students. In addition, offering more dual enrollment courses will also assist in increasing the number of students taking a college prep curriculum. The Advanced Placement and Dual Enrollment programs provide students with an opportunity to take college level courses. By completing the class and passing the corresponding exam, not only will students be provided with an opportunity to experience college level course work, but will be able to receive college credit for the course. We will continue to encourage students to part take and excel in AP and Dual Enrollment courses, and we will continue to further discuss such programs in order to continue improving upon them.

The High School Feedback Report also showed positive post secondary indicators for G. Holmes Braddock High School, scoring above district averages in some cases. For example, percentage of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010, Braddock 63.2% / District 55.3%; percentage of 2008 graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0, Braddock 82% / District 75.1%. This is highly attributed to the CAP Program. To continue these positive trends, the CAP program will aid students by preparing them for acceptance into postsecondary institutions. Throughout the school year, students will be given the opportunity to meet with college representatives from throughout the nation. College preparation will begin to be addressed in 9th grade and student services will help give students in a direction that guides students' strengths and interests. Furthermore, students will be informed about financial assistance opportunities as well as available scholarships.

In order to continue improving in the post secondary transition, G. Holmes Braddock will continue to better prepare students for postsecondary opportunities by maximizing the use of all available resources.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.	The results of the 2011-2012 Reading FCAT test indicate that 26% (413) of students achieved level 3 proficiency.
Reading Goal #1a:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6 percentage points to 32% (512).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (413)	32% (512)

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 area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text/Research Process. Students lack the necessary research skills necessary to synthesize, analyze, and evaluate information.	Students will practice locating and verifying details, critically analyzing text in a variety of subject areas, and synthesizing details to draw correct conclusions. Instructional strategies will include: reciprocal teaching and question and answer relationships.	MTSS/RtI Team	Ongoing classroom assessments focusing on students' ability to synthesize, analyze, and evaluate grade level text in a variety of subject areas.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text/Research Process. Students lack the necessary research skills necessary to synthesize, analyze, and evaluate information.	1.1. Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Instructional strategies will include: reciprocal teaching and question and answer relationships.	1.1. MTSS/RtI Team	1.1. Ongoing classroom assessments focusing on students' ability to synthesize, analyze, and evaluate grade level text.	1.1. Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
3	1.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 2, Reading Application. Students demonstrated difficulty identifying main idea and author's purpose in grade level text.	1.2. Students will practice making inferences, drawing conclusion, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points.	1.2. MTSS/RtI Team	1.2. Ongoing classroom assessments focusing on students' ability to identify main idea and author's purpose when reading grade level text.	1.2. Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment

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

The results of the 2011-2012 Florida Alternate Assessment

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	indicate that 24% (4) of students achieved levels 4, 5, and 6.
Reading Goal #1b:	Our goal for the 2012-2013 school year is to increase the number of students achieving levels 4, 5, and 6 by 5 percentage points to 29% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (4)	29% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	For FAA students, retaining background knowledge is challenging, as is determining the essential message in a text in order to identify cause/effect relationships.	Students will make purposeful responses to pictures paired with words, make predictions and use graphic organizers. Identify differences and similarities in stories. Correctly retell the sequence of events.	MTSS/RtI Team	Conduct Teacher Data Chats to assess effectiveness of teaching strategies Ongoing classroom assessments. Progress checks	Formative: Baseline and Interim Assessments Summative: 2013 Florida Alternate Assessment
2	For FAA students, retaining background knowledge is challenging, as is determining the essential message in a text in order to identify cause/effect relationships.	Students will make purposeful responses to pictures paired with words, make predictions and use graphic organizers. Identify differences and similarities in stories. Correctly retell the sequence of events.	MTSS/RtI Team	Conduct Teacher Data Chats to assess effectiveness of teaching strategies Ongoing classroom assessments. Progress checks	Formative: Baseline and Interim Assessments Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	The results of the 2011-2012 Reading FCAT test indicate that 23% (375) of students achieved level 3 proficiency.
Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 3 percentage points to 26% (416).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (375)	26% (416)

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	In order to enrich student performance in Informational Text/Research Process, students will utilize the necessary critical thinking skills needed to analyze and interpret	Students will practice exploring shades of meaning to better identify nuances. Instructional strategies will include exposing students to a wide variety of texts in order	MTSS/RtI Team	Ongoing classroom assessments focusing on students' ability to analyze and interpret information.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment

	information.	to practice interpreting various forms of text.			
2	2.1. In order to enrich student performance in Informational Text/Research Process, students will utilize the necessary critical thinking skills needed to analyze and interpret information.	2.1. Students will practice exploring shades of meaning to better identify nuances. Instructional strategies will include exposing students to a wide variety of texts in order to practice interpreting various forms of text	2.1. MTSS/RtI Team	2.1. Ongoing classroom assessments focusing on students' ability to analyze and interpret information.	2.1. Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 24% (4) of students achieved level 7 or above in reading Our goal for the 2012-2013 school year is to increase levels 7 or above student proficiency by 3 percentage points to 27% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (4)	27% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	While level 7-9 students have mastered generalized specific academic skills, an anticipated barrier may include having all students identify a variety of text structures and describe how they impact meaning in the text.	Teach text marking and incorporating graphic organizers on a regular basis.	MTSS/RtI Team	Ongoing classroom assessments focusing on students' ability to analyze and interpret information.	Formative: Baseline and Interim Assessments Summative: 2013 Florida Alternate Assessment
2	While level 7-9 students have mastered generalized specific academic skills, an anticipated barrier may include having all students identify a variety of text structures and describe how they impact meaning in the text.	Teach text marking and incorporating graphic organizers on a regular basis.	MTSS/RtI Team	Ongoing classroom assessments focusing on students' ability to analyze and interpret information	Formative: Baseline and Interim Assessments Summative: 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 Reading FCAT test indicate that 66% (945) of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 71% (1017).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (945)	71% (1017)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application.</p> <p>The loss of Reading coaches will hinder the school from targeting as many tier 2 students as we were able to target the previous school year. Reading Level 2 students who historically score low on the Reading FCAT will continue to be placed in both English and Intensive Reading, but additional support will be difficult due to lack of Reading Coaches.</p>	<p>Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points.</p> <p>For the 2012-2013 school year, all students reading at a level 2 will be placed in both a Language Arts course as well as an Intensive Reading Level 2 course in order to provide that group the additional intervention that is needed to improve that population's learning gains.</p>	MTSS/RtI Team	The progress of level 2 readers will be monitored using Intensive Reading assessments such as FAIR testing and FCAT Explorer.	<p>Formative: Baseline and Interim Assessments</p> <p>Summative: 2013 FCAT Assessment</p>
2	<p>3.1.The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application.</p> <p>The loss of Reading coaches will hinder the school from targeting as many tier 2 students as we were able to target the previous school year. Reading Level 2 students who historically score low on the Reading FCAT will continue to be placed in both English and Intensive Reading, but additional support will be difficult due to lack of Reading Coaches.</p>	<p>3.1. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points.</p> <p>For the 2012-2013 school year, all students reading at a level 2 will be placed in both a Language Arts course as well as an Intensive Reading Level 2 course in order to provide that group the additional intervention that is needed to improve that population's learning gains.</p>	3.1. MTSS/RtI Team	3.1. The progress of level 2 readers will be monitored using Intensive Reading assessments such as FAIR testing and FCAT Explorer.	<p>3.1. Formative: Baseline and Interim Assessments</p> <p>Summative: 2013 FCAT Assessment</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>The results of the 2011-2012 Florida Alternate Assessment indicate that 60% (9) of students made learning gains in reading.</p> <p>Our goal for the 2012-2013 school year is to increase students achieving learning gains in reading by 10 percentage points to 70% (11).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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60% (9)	70% (11)
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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	Most FAA students lack the ability to complete assignments outside of school, thus limiting their potential for growth.	Enhance classroom instruction by incorporating a variety of strategies that target each student's weaknesses and enhance their strengths	MTSS/RtI Team	The progress of level 2 readers will be monitored using Intensive Reading assessments such as FAIR testing and FCAT Explorer.	Formative: Baseline and Interim Assessments Summative: 2013 Florida Alternate Assessment
2	Most FAA students lack the ability to complete assignments outside of school, thus limiting their potential for growth.	Enhance classroom instruction by incorporating a variety of strategies that target each student's weaknesses and enhance their strengths	MTSS/RtI Team	The progress of level 2 readers will be monitored using Intensive Reading assessments such as FAIR testing and FCAT Explorer.	Formative: Baseline and Interim Assessments Summative: 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 Reading FCAT test indicate that 72% (278) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 77% (297).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (278)	77% (297)

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 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. This increase was attributed to the support of the Reading coach during the 2011-2012 school year. This year the school is down to one Reading coach, so being it will be difficult to be able to provide the same support with only one Reading Coach	Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. In addition, a pullout program will be implemented targeted and students will be encouraged to attend after school tutoring and will further.	MTSS/RtI Team	Review assessment data to ensure that students are making progress and adjust instructions as needed. Obtain feedback from teachers during department and course-alike meetings on the effectiveness of the tutoring and pull out activities.	Formative: FAIR, Baseline and Interim Assessments 2Summative: 2013 FCAT Assessment
	4.1. The 2012 administration	4.1. Students will practice	4.1. MTSS/RtI Team	4.1. Review assessment data to ensure that students	4.1. Formative: FAIR, Baseline and

2	of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. This increase was attributed to the support of the Reading coach during the 2011-2012 school year. This year the school is down to one Reading coach, so being it will be difficult to be able to provide the same support with only one Reading Coach	making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. In addition, a pullout program will be implemented targeted and students will be encouraged to attend after school tutoring and will further	are making progress and adjust instructions as needed. Obtain feedback from teachers during department and course-alike meetings on the effectiveness of the tutoring and pull out activities.	Interim Assessments 2Summative: 2013 FCAT Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2016 is to reduce the achievement gap by 50% in the next six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 Reading FCAT test indicate that 50% (739) of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by nine percentage points to 59% (872).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	59%

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 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement in interventions has been an obstacle with this population	Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points.	MTSS Team	MTSS/RtI Team will meet to monitor student progress.	Formative: FAIR, Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	5B.1. The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application.	5B.1. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional	5B.1. MTSS Team	5B.1. MTSS/RtI Team will meet to monitor student progress.	5B.1. Formative: FAIR, Baseline and Interim Assessments Summative: 2013

Appropriate and timely placement in interventions has been an obstacle with this population	strategies will include the use of graphic organizers to help students identify patterns and main points.		FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 Reading FCAT test indicate that 21% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by seven percentage points to 28%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been an obstacle.	to utilizing the assistance of the HLAP, students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. Utilizing CELLA testing data, students will be placed in appropriate interventions, which include before and after school tutoring, within the first weeks of school and progress will be monitored	MTSS Team	MTSS Team will meet to monitor student progress.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	5C.1. The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been an obstacle.	5C.1. In addition to utilizing the assistance of the HLAP, students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. Utilizing CELLA testing data, students will be placed in appropriate interventions, which include before and after school tutoring, within the first weeks of school	5C.1. MTSS Team	5C.1. MTSS Team will meet to monitor student progress.	5C.1. Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 Reading FCAT test indicated that 37% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by six percentage points to 43%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	43%

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	2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been an obstacle.	In addition to noting deficiency in students' IEPs, students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. Students will be placed in appropriate after school tutoring and pull-out interventions within the first weeks of school and progress will be monitored. In addition, teachers will be utilizing research-based reading strategies to further enhance instruction.	MTSS Team	MTSS Team will meet to monitor student progress.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	5D.1. The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been an obstacle	5D.1. In addition to noting deficiency in students' IEPs, students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. Students will be placed in appropriate after school tutoring and pull-out	5D.1. MTSS Team	5D.1. MTSS Team will meet to monitor student progress.	5D.1. Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment

	interventions within the first weeks of school and progress will be monitored. In addition, teachers will be utilizing research-based reading strategies to further enhance instruction.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 Reading FCAT test indicated that 52% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by five percentage points to 57%
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	57%

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	2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been an obstacle.	Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. In addition, student progress will be monitored and data will be utilized to place students in appropriate interventions, which include after school tutoring and pull-out interventions with the assistance of the Reading Coaches. In addition, teachers will be utilizing new research-based practices to enhance Reading instruction	MTSS Team	MTSS Team will meet to monitor student progress.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	5E.1. The 2012 administration of the FCAT Reading Test noted that students were deficient in Category 2 - Reading Application. Appropriate and timely placement of students in interventions has been an obstacle.	5E.1. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Instructional strategies will include the use of graphic organizers to help students identify patterns and main points. In addition, student	5E.1. MTSS Team	5E.1. MTSS Team will meet to monitor student progress.	5E.1. Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment

	progress will be monitored and data will be utilized to place students in appropriate interventions, which include after school tutoring and pull-out interventions with the assistance of the Reading Coaches. In addition, teachers will be utilizing new research-based practices to enhance Reading instruction.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendars and Understanding the Research Based Reading Plan.	9-12	Reading Department Chair and Language Arts Dept Chair	Language Arts and Reading Instructors	August 16, 2012 December 13, 2012	Lesson Plans and Classroom Observations	Principal, Assistant Principal for Curriculum, Reading Department Chair and Language Arts Chair
In-school professional development opportunities to address reading strategies used to enhance instruction in Reading and Language Arts Classes (i.e. Teacher Training on the Implementation of Jamestown Navigator Reading Program/Hampton Brown Edge/ USA Today, Effective Implementation of Inclusion Strategies, Vocabulary Instruction Across the Curriculum	9-12	Reading Department Chair and Language Arts Dept Chair	Language Arts and Reading Instructors	August 16, 2012 December 13, 2012	Administrators will perform teacher observations and walkthrough to ensure implementation of strategies learned through professional development opportunities.	Principal and Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School FCAT Tutoring	Teacher directed tutoring in small groups	ESSAC	\$2,450.00
			Subtotal: \$2,450.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,450.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of the 2011-2012 CELLA test indicate that 44%(156) of students in the English Language Learners (ELL) subgroup achieved proficiency in Listening/Speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
44% (156)					
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	1.1. The 2012 administration of the CELLA Test noted that students were deficient in the Listening category. Appropriate and timely placement of students in interventions has been an obstacle.	1.1. In addition to utilizing the assistance of the HLAP, students will use the Language Experience approach and also teachers will enhance modeling and teacher lead groups. Utilizing CELLA testing data, students will be placed in appropriate	1.1. ESOL Department Chair	1.1. MTSS team will meet with ESOL Department Chair to discuss and monitor progress.	1.1. Formative: Baseline and Interim Assessments Summative: 2013 CELLA Assessment

	interventions, which include before and after school tutoring, within the first weeks of school and progress will be monitored.		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA test indicate that 24%(84) of students in the English Language Learners (ELL) subgroup achieved proficiency in Reading.
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2012 Current Percent of Students Proficient in reading:

24% (84)

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	2.1. The 2012 administration of the CELLA Test noted that students were deficient in reading comprehension. Appropriate and timely placement of students in interventions has been an obstacle.	2.1. In addition to utilizing the assistance of the H LAP, students will utilize Venn diagrams, the use of cognates, and reciprocal teaching. Utilizing CELLA testing data, students will be placed in appropriate interventions, which include before and after school tutoring, within the first weeks of school and progress will be monitored.	2.1. ESOL Department Chair	2.1. MTSS team will meet with ESOL Department Chair to discuss and monitor progress.	2.1. Formative: Baseline and Interim Assessments Summative: 2013 CELLA Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA test indicate that 30% (107) of students in the English Language Learners (ELL) subgroup achieved proficiency in Writing.
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2012 Current Percent of Students Proficient in writing:

30% (107)

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
	3.1. The 2013 administration of the CELLA Test	3.1. In addition to utilizing the assistance of the	3.1 ESOL Department Chair	3.1. MTSS team will meet with ESOL Department	3.1. Formative: Baseline and

1	<p>noted that students were deficient in writing.</p> <p>Appropriate and timely placement of students in interventions has been an obstacle.</p>	<p>HLAP, students will utilize graphic organizers, rubrics, and writing samples to enhance writing instruction.</p> <p>Utilizing CELLA testing data, students will be placed in appropriate interventions, which include before and after school tutoring, within the first weeks of school and progress will be monitored.</p>	<p>Chair to discuss and monitor progress.</p>	<p>Interim Assessments</p> <p>Summative: 2013 CELLA Assessment</p>
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CELLA Budget:

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

Middle School 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	-
2012 Current Level of Performance:	2013 Expected Level of Performance:
-	-

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	-
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	N/A
2012 Current Level of Performance:	2013 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	N/A
2012 Current Level of Performance:	2013 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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black,	
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Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	-
2012 Current Level of Performance:	2013 Expected Level of Performance:
-	-

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	-
2012 Current Level of Performance:	2013 Expected Level of Performance:
-	-

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the Florida Alternate Assessment show that 18% (3) scored at levels 4, 5, or 6 in mathematics. Our goal for the 2012-2013 school year is to increase proficiency to 23% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (3)	23% (4)

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	1.1. Students are challenged when faced with finding the correct operation to solve real-world problems and when using resources,	1.1. Teachers will increase the use of visual aids and manipulatives, in the classroom when instructing the students on solving real-world	1.1. Mathematics Dept. Chair and SPED Dept. Chair	1.1. MTSS/RtI Team will meet with Dept. Chairs to discuss progress	1.1. District Baseline & Interim Assessments. 2013 Alternate Assessment

such as calculators, to verify accuracy of problem solutions.	problems.		
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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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the Florida Alternate Assessment show that 35% (6) scored at level 7 or above in mathematics. Our goal for the 2012-2013 school year is to increase proficiency to 38% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	38% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The higher performing students are challenged when faced with finding the correct operation to solve real-world problems and when required to compare/contrast problems.	2.1. Teachers will increase the use of visual aids and manipulatives, including computer software, in the classroom when instructing the students on solving real-world problems.	2.1. Mathematics Dept Chair and SPED Dept Chair	2.1. MTSS teams will meet with Dept. Chairs to discuss progress	2.1. District Baseline & Interim Assessments. 2013 Alternate Assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the Florida Alternate Assessment show that 77% (12) demonstrated learning gains in mathematics. Our goal for the 2012-2013 school year is to increase learning gains to 82% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (12)	82% (13)

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	3.1. Students are challenged when faced with finding the correct operation to solve real-world problems and when using resources, such as calculators, to verify accuracy of problem solutions.	3.1. Teachers will increase the use of visual aids and manipulatives, in the classroom when instructing the students on solving real-world problems.	3.1. Mathematics Department Chair and SPED Department Chair	3.1. MTSS teams will meet with Dept. Chairs to discuss progress	3.1. District Baseline & Interim Assessments. 2013 Alternate Assessment

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 Algebra I EOC tests show that 32% (173) of students scored in the middle and upper third. Our goal for the 2012-2013 school year is to increase proficiency to 38% (205).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (173)	38% (205)

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	1.1. Students lack conceptual understanding of mathematics and its connection to real life situations. Algebra Body of Knowledge, Standard 3- students need more practice using systems of equations to solve real world problems.	1.1. Provide teachers with training in developing meaning through mathematical problem solving in a real world context. In order to address the deficiency in Standard 3, students will increase practice in using systems of equations to solve rationals, quadratics, and radicals.	1.1. Mathematics Dept Chair	1.1. MTSS/RTI Team will meet with Dept. Chair to discuss progress	1.1. District Baseline & Interim Assessments. 2013 Algebra 1 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra 1 EOCs show that 6% (33) of students achieved a level 4 or 5. Our goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency by 2 percentage points to 8% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (33)	8% (43)

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
	2.1. Students lack the skills needed to solve non-	2.1. Develop and implement inquiry based activities to	2.1. Mathematics Dept Chair	2.1. MTSS/RTI Team will meet with Dept. Chair to	2.1. District Baseline & Interim

1	<p>routine and open-ended real world problems.</p> <p>Algebra Body of Knowledge, Standard 3- students need more practice using quadratic equations to solve real world problems.</p>	<p>maintain or increase understanding of skills through hands-on experiences with course level appropriate concepts.</p> <p>In order to enrich student performance in Standard 3, students will increase practice in using systems of equations to solve rationals, quadratics, and radicals.</p>		<p>discuss progress</p>	<p>Assessments.</p> <p>2013 Algebra 1 EOC</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal #				
		<p>The results of the 2011-2012 Mathematics Baseline indicate that 37% of students demonstrated proficiency.</p> <p>3A : For the 2011-2012 school year, our AMO increased to 42%</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	<p>The results of the 2012 Algebra 1 EOC show that 64% of students in the African American subgroup achieved proficiency (6 students).</p> <p>Our goal for the 2012-2013 school year is to increase proficiency by of students in this subgroup by 6 percentage points to 70% (7).</p>
Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3B.1. Students lack the skills needed to solve non-routine and open-ended real world problems.</p> <p>Algebra Body of Knowledge, Standard 3- students need more practice using quadratic equations to solve real world problems.</p>	<p>3B.1. Develop and implement inquiry based activities to maintain or increase understanding of skills through hands-on experiences with course level appropriate concepts.</p> <p>In order to enrich student performance in Standard 3, students will increase practice in using systems of equations to solve rationals, quadratics, and radicals.</p>	3B.1. Mathematics Dept Chair	3B.1. MTSS/RTI Team will meet with Dept. Chair to discuss progress	<p>3B.1. District Baseline & Interim Assessments.</p> <p>2013 Algebra 1 EOC</p>

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

of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The results of the 2012 Algebra 1 EOC show that 34% of students in the ELL subgroup achieved proficiency (29 students). Our goal for the 2012-2013 school year is to increase proficiency of students in this subgroup by 9 percentage points to 43% (37)
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(29)	43%(37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills needed to solve non-routine and open-ended real world problems. Algebra Body of Knowledge, Standard 3- students need more practice using quadratic equations to solve real world problems.	Develop and implement inquiry based activities to maintain or increase understanding of skills through hands-on experiences with course level appropriate concepts. In order to enrich student performance in Standard 3, students will increase practice in using systems of equations to solve rationals, quadratics, and radicals.	Mathematics Dept Chair	MTSS/RtI Team will meet with Dept. Chair to discuss progress	District Baseline & Interim Assessments. 2013 Algebra 1 EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The results of the 2012 Algebra 1 EOC show that 30% of students in the SWD subgroup achieved proficiency (31 students). Our goal for the 2012-2013 school year is to increase proficiency of students in this subgroup by 10 percentage points to 40% (41)
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (31)	40% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills needed to solve non-routine and open-ended real world problems. Algebra Body of Knowledge, Standard 3- students need more practice using quadratic equations to solve real world problems.	Develop and implement inquiry based activities to maintain or increase understanding of skills through hands-on experiences with course level appropriate concepts. In order to enrich student performance in	Mathematics Dept Chair	MTSS/RtI Team will meet with Dept. Chair to discuss progress	District Baseline & Interim Assessments. 2013 Algebra 1 EOC

	Standard 3, students will increase practice in using systems of equations to solve rationals, quadratics, and radicals.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra 1 EOC tests show that 48% (211) of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency of students in the Economically Disadvantaged (ED) subgroup by four percentage points to 52% (229).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	52%

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	3E.1. Tutoring as well as small group and pull-out instruction has not been implemented with consistency. Algebra Body of Knowledge, Standard 3- students need more practice using systems of equations to solve real world problems.	3E.1. Provide pull-out interventions as well as before and after school tutoring opportunities that correlate instruction to deficiencies. In order to address the deficiency in Standard 3, students will increase practice in using systems of equations to solve rationals, quadratics, and radicals.	3E.1. Mathematics Dept Chair	3E.1. MTSS teams will meet with Dept. Chair to discuss progress	3E.1. District Baseline & Interim Assessments. 2013 Algebra 1 EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2011-2012 Geometry EOC Baseline tests show that 30% (219) of students scored in the middle and upper third. Our goal for the 2012-2013 school year is to increase proficiency on the Geometry EOC by 3% to 33% (243).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (219)	33% (243)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1.</p> <p>Students lack conceptual understanding of mathematics and its connection to real life situations.</p> <p>Geometry Body of Knowledge, Standard 1- students need more practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p>	<p>1.1.</p> <p>Provide teachers with training in developing meaning through mathematical problem solving in a real world context.</p> <p>In order to address the deficiency in Standard 1, students will increase practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p>	<p>1.1.</p> <p>Mathematics Dept Chair</p>	<p>1.1.</p> <p>MTSS/RtI Team will meet with Dept. Chair to discuss progress</p>	<p>1.1.</p> <p>District Baseline & Interim Assessments.</p> <p>2013 Geometry EOC</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	The results of the 2012 Geometry EOC show that 23% (167) of students scored in the middle and upper third.
Geometry Goal #2:	Our goal for the 2012-2013 school year is to increase proficiency on the Geometry EOC to 24% (177).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (167)	24% (177)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1.</p> <p>Students lack the skills needed to solve non-routine and open-ended real world problems.</p> <p>Geometry Body of Knowledge, Standard 1- students need more practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p>	<p>2.1.</p> <p>Develop and implement inquiry based activities to maintain or increase understanding of skills through hands-on experiences with course level appropriate concepts.</p> <p>In order to enrich student performance in Standard 1, students will increase practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.</p>	<p>2.1.</p> <p>Mathematics Dept Chair</p>	<p>2.1.</p> <p>MTSS/RtI Team will meet with Dept. Chair to discuss progress</p>	<p>2.1.</p> <p>District Baseline & Interim Assessments.</p> <p>2013 Geometry EOC</p>

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by	<p>Geometry Goal #</p> <p>The results of the 2011-12 Mathematics Baseline indicate that 42% of students demonstrated proficiency.</p>
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50%.	3A : Our goal for the 2012-2013 school year is to increase our				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	58	63	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.
Geometry Goal # 3B:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.
Geometry Goal # 3C:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.
Geometry Goal # 3D:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal # 3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graphing Calculators	9-12	Math Department Chair	Algebra and Geometry teachers	09/6/12; 10/4/12; 11/8/12; 12/6/12; 01/10/13; 02/7/13; 03/7/13; 04/11/13; 05/9/13	Course-alike planning meetings	Administrators
Florida Achieves! Gizmos	9-12	Math Department Chair	Algebra and Geometry teachers	09/6/12; 10/4/12; 11/8/12; 12/6/12; 01/10/13; 02/7/13; 03/7/13; 04/11/13; 05/9/13	FCAT Explorer and Gizmos reports	Administrators
NGSSS	9-12	Math Department	Math teachers	09/6/12; 10/4/12; 11/8/12; 12/6/12; 01/10/13; 02/7/13;	Course-alike planning	Administrators

		Chair		03/7/13; 04/11/13; 05/9/13	meetings	
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School ALG I, GEOMETRY, MATH FCAT RETAKE Tutoring	Teacher directed tutoring in small groups	EESAC	\$2,450.00
			Subtotal: \$2,450.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,450.00

End of Mathematics Goals

Elementary and Middle School 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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.					
Science Goal # 1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
-			-		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.					
Science Goal #2a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
-			-		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.					
Science Goal #2b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					

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

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology Baseline Assessment indicate that 28% (222) of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency to 31% (247).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (222)	31% (247)

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 area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text/Research Process. Students lack the necessary research skills necessary to synthesize, analyze, and evaluate information.	Students will practice locating and verifying details, critically analyzing text in a variety of subject areas, and synthesizing details to draw correct conclusions. Instructional strategies will include: reciprocal teaching and question and answer relationships.	MTSS/Rtl Team	Ongoing classroom assessments focusing on students' ability to synthesize, analyze, and evaluate grade level text in a variety of subject areas.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	1.1. Students demonstrated most deficiencies in Reporting Category 2 – Classification, Hereditary, and Evolution. Students particularly lack the ability to distinguish characteristics of the domains and kingdoms of living organisms.	1.1. Instructional strategies will include increasing student exposure to theories of Classification, Hereditary, and Evolutionary concepts through Gizmos, hands-on activities, and essential labs.	1.1. MTSS/Rtl Team	1.1. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy. Observation of lab work, lesson plans and student work folders	1.1. District Biology Baseline and Interim Assessment results. Results from 2013 Biology EOC.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology Baseline Assessment indicate that 27% (214) of students scored above proficiency (upper third). The expected level of performance for 2012-2013 is 29% (225) above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

27% (214)			29% (225)		
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	2.1. In order to enrich student performance in Reporting Category 2 – Classification, Hereditary, and Evolution, instructors will increase the exposure of Classification, Hereditary and Evolutionary concepts	2.1. Honors and Honors Gifted students in particular should have additional experience in Genetic mapping, human genome, and other types of investigations relating classroom learning to uses of the science in real world applications outside the classroom. Additional emphasis will be placed in targeted classes where these students are scheduled.	2.1. Science Dept Chair	2.1. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy. Observation of lab work, lesson plans and student work folders	2.1. District Biology Baseline and Interim Assessment results. Results from 2013 Biology EOC.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best practices labs in various science subject areas by and for science department members	9-12	Science Chair and Science teachers	Science teachers	August 16, 2012	Administrators	Principal, Assistant Principal and/or Science Department Chair.
Group analysis of district baseline and interim assessments, and school assessments	9-12	Science Chair and teachers	Science teachers	November 6, 2012	Administrators	Principal, Assistant Principal and/or Science Department Chair.
District Professional Development for Biology	9-12	Science Chair and teachers	Science teachers	November 6, 2012 February 1s, 2013	Administrators	Principal, Assistant Principal and/or Science Department Chair.

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:	The results of the 2011-2012 FCAT Writing test indicate that 83% (636) of students achieved 3.0 or above. Our goal for the 2012-2013 school year is to increase proficiency to 84% (649).
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (636)	84% (649)

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	1a.1. The area to maintain as noted on the FCAT Writing Test was elaboration and support. Students lack the ability to incorporate specific details and elaboration into their writing.	1a.1. During writing instruction students will practice using supporting details and providing facts and opinions that include anecdotes, real life examples, statistics, and concrete examples in order to develop elaboration. In addition, a pull-out program through elective courses will be utilized to tutor the	1a.1. Language Arts Chair	1a.1. MTSS/RtI Team will meet with Dept. Chair to discuss and monitor progress.	1a.1. District Baseline & Interim Assessments. 2013 FCAT Writing Test

	lowest level writers who need additional instruction.		
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Holistic Scoring Workshop	9th and 10th grade Language Arts teachers	Katherine Rodriguez & Casandra Lacayo	English, SPED, & ESOL Instructors	August 16, 2012 January 18, 2013	Teachers will meet after administration of the writing pre-test to review effectiveness of PD	Language Arts Dept Chair will gather data collected from the writing pre-test and present it to the Principal
Implementing the Writing Plan and Writing Instruction Techniques	9th and 10th grade Language Arts teachers	Katherine Rodriguez & Casandra Lacayo	English, SPED, & ESOL Instructors	August 16, 2012 January 18, 2013	Teachers will meet occasionally to monitor student progress and the effectiveness of the writing instruction.	Language Arts Dept Chair will gather student scores for the writing pre and post test in order to monitor progress throughout the school year.
FCAT Writes Crunch Time Preparation	9th and 10th grade Language Arts teachers	Katherine Rodriguez	English, SPED, & ESOL Instructors	January 18, 2013	Teachers will meet to discuss final crunch time strategies and to discuss particular deficiencies that need to be addressed before State exam.	APC and Language Arts Dept. Chair.

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. Students scoring at or above Achievement Levels 4 and 5 in Civics.	
Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 US History Fall Baseline Assessment demonstrated that 0% of students were proficient. Our goal for the 2012-2013 school year is to increase proficiency on the US History EOC to 10% (56).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10% (56)

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 area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text/Research Process. Students lack the necessary research skills necessary to synthesize, analyze, and evaluate information.	Students will practice locating and verifying details, critically analyzing text in a variety of subject areas, and synthesizing details to draw correct conclusions. Instructional strategies will include: reciprocal teaching and question and answer relationships.	MTSS/RtI Team	Ongoing classroom assessments focusing on students' ability to synthesize, analyze, and evaluate grade level text in a variety of subject areas.	Formative: Baseline and Interim Assessments Summative: 2013 FCAT Assessment
2	1.1. Students lack basic understanding of United States History due to the fact that they do not get specific content area instruction until 11th grade. In 10th grade, students are not required to take a social science, in 9th grade the curriculum calls for World History. Middle school Civics courses are the only courses prior to US History that students obtain some United States History instruction and those course are taken at the middle school level	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. In addition, Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.	1.1. Social Studies Dept. Chair	1.1. MTSS/RtI team will meet with Dept. Chair to monitor progress	1.1. District Baseline and Interim Assessments. 2013 US History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 US History Fall Baseline Assessment demonstrated that 0% of students scored in the upper third. Our goal for the 2012-2013 school year is to increase proficiency in the upper third on the US History EOC to 10% (56).
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%						10% (56)
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	2.1. Students lack basic understanding of United States History due to the fact that they do not get specific content area instruction until 11th grade. In 10th grade, students are not required to take a social science, in 9th grade the curriculum calls for World History. Middle school Civics courses are the only courses prior to US History that students obtain some United States History instruction and those course are taken at the middle school level	2.1. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues.	2.1. Social Studies Dept. Chair	2.1. MTSS/RtI team will meet with Dept. Chair to monitor progress	2.1. District Baseline and Interim Assessments. 2013 US History EOC	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Preparing students for the US History EOC	11th grade U.S. History	Dr. Beatriz Jorva	11th grade U.S. History teachers	September 10, 2012; October 1, 2012; January 14, 2013; March 4, 2013	Progress monitoring, including data chats, of Baseline & Interim Assessments	Administrators

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The goal at Braddock Senior High is to increase our rate of attendance to 95.39%, by addressing the schools attendance procedures and minimizing truancy. In addition, our goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.89% (3147)	95.39% (3163)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1139	1082
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
924	878

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	1.1. Attendance data revealed that the attendance rate increased from 2011 to 2012 from 94.89% to 95.39%. Nevertheless, the school's overall attendance rate needs improvement. In particular, there is a targeted group of	1.1. Identify students with a history of poor attendance and establish a school wide plan to monitor and provide assistance as necessary to these targeted groups.	1.1. Assistant Principal & Student Services	1.1. Monthly updates on school wide attendance bulletin.	1.1. Formative: COGNOS and ISIS reports Summative: District data

students who are consistently absent or tardy due to the earlier start time.				
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effectively addressing attendance and excessive tardiness goals	9-12	Administration and Student Services Chair	Counselors	August 16, 2012	District Attendance Reports	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	At Braddock Senior High the goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1422	1280
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
742	668
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
251	226
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
184	166

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	1.1 The school's overall suspension rate needs improvement. In particular, there is a targeted group of students who consistently defy the school's code of conduct and policies.	1.1. Meet with targeted students to discuss the school's established progression plan and to address student needs, specifically providing counseling and guidance after students have been suspended in efforts to reduce repeat behavior.	1.1. Administrative Team	1.1. Monitor attendance and suspension reports on a quarterly basis.	1.1. Formative: COGNOS and ISIS reports Summative: District data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effectively addressing disciplinary disruptions	9-12	Administration and Student Services Chair	Counselors	August 16, 2012	District Suspension Reports	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	At Braddock Senior High, the goal for the 2012-2013 school year is to decrease the dropout rate from 2.68% (89) to 2.55% (84) and to increase the graduation rate by from 81.5% (715) to 83.5% (816).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.68% (89)	2.55% (84)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
81.5% (715)	83.5% (816)

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
	1.1. The school's 1 dropout rate needs improvement. In particular, the ELL and	1.1. Identify and meet with ELL and at-risk students and their parents to discuss	1.1. Administrative Team	1.1. Monitor quarterly grades and attendance of at-risk group.	1.1. Formative: ISIS reports and in-house conference logs

1	the at-risk students are the those mainly who mainly drop out due to the increasing number of assessments that are being required for graduation.	graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs. Utilize ISIS "At Risk Report" to identify and provide intervention to students at risk of dropping out			Summative: District data
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Planning for Drop-Out Prevention	9-12	Administration and Student Services Chair	Counselors	August 16, 2012 January 18, 2013	Student Credit Reports	Administrators

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-2012 school year, parent participation in school wide activities was 10% (320). Our goal for the 2012-2013 school year is to increase parent participation by 15% (450).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (320)	15% (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	1.1. Lack of participation in school wide activities by parents and of an active PTSA.	1.1. Advise parents/guardian of the services available to students by providing meetings after school hours providing outside resources as well as refreshments. Invest more time in recruiting parental involvement for the PTSA.	1.1. EESAC, School Administration	1.1. Review sign-in/log sheets to determine the number of SPED parents/guardian attending school meetings/activities or community events.	1.1. Sign-in sheets
2	1.2. Lack of participation in school wide activities by parents of English Language Learners (ELL) students.	1.2. Advise parents/guardian of the services available to ELL students by providing a meeting after school hours providing outside resources as well as refreshments.	1.2. ELL and SPED Department Chairs, ELL ans SPED Teacher, Counselor, EESAC School Administration	1.2. Review sign-in/log sheets to determine the number of ELL parents/guardian attending school meetings/activities or community activities.	1.2. Sign-in sheets
3	1.3. Parents have limited knowledge and understanding of the school curricula/ testing procedures	1.3. A PTSA meeting will be held at night and/or Saturday morning to provide needed information.	1.3. Teacher, Counselor, Testing Chairperson, EESAC, School Administration	1.3. Review sign-in/log sheets to determine the number of parents/guardian attending school meetings/activities or community activities.	1.3. Sign-in sheets

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

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

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

Student Data	9-12	School Administration and Test Chairperson	All teachers	August 2012 December 2012	Review sign-in/log sheets for parents attending meetings/activities.	School Administration, CIS
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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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		For the 2012-13 school year, 13% (426) of students are enrolled in dual enrollment STEM courses for college credit. Our goal for the 2013-2014 school year is to increase enrollment by 5 percentage points to 18% (539).			
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	1.1. Due to budgetary constraints and class size amendment, we are limited to the capacity of enrollment in our college credit courses.	1.1. Increase rigor and expectations of non-college credit courses in order to increase demand in college credit courses and shift more students in that direction.	1.1. MTSS/RtI Team	1.1. MTSS team will conduct data chats and evaluate data in order to assist instructors with increasing rigor	1.1. District Baseline and Interim Assessments. 2013 AP exams, Cambridge Exams, and EOCs.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing STEM Capabilities	9-12	APC	Science, Math, Technology Instructors	August 16, 2012 January 18, 2012	Data Chats	Administrators
District PD for CAPE	9-12	Office of PD	CAPE teachers	November 6, 2012 February 1, 2012	Data Chats	Administrators

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		For the 2011-2012 school year, student achievement in Career and Professional Education (CAPE) academies was 61% (167). Our goal for the 2012-2013 school year is to increase student achievement in Career and Professional Education (CAPE) academies by 10% (192).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. Students not prepared for certification exam in timely manner.	1.1. CTE teachers integrate industry certification preparation strategies at every level of program courses. Provide opportunity for CTE teachers to attend training of how to read and use data for differentiated instruction for industry certification preparation. (FCAT, FAIR or student LEXILE reading levels.) CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.	1.1. Dept. Chair and APC	1.1. Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests	1.1. 2013 Certification exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Strategies for Increasing the Certification Exams Passing Rate	9-12	APC & Dept. Chair	CAPE teachers	August 2012	Data Chats	Administration

CTE Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After School FCAT Tutoring	Teacher directed tutoring in small groups	ESSAC	\$2,450.00
Mathematics	After School ALG I, GEOMETRY, MATH FCAT RETAKE Tutoring	Teacher directed tutoring in small groups	EESAC	\$2,450.00
				Subtotal: \$4,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
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Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT READING TUTORING	\$2,450.00
FCAT /EOC MATH TUTORING	\$2,450.00

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

1. Develop and monitor the implementation of the School Improvement Plan.
2. Meet the second Wednesday of every month to ensure the goals set forth in the School Improvement are being met and decide on necessary actions that need to be taken in order to meet goals that are not being met.
3. Meet to decide on the allocation monies to fund programs that will assist in meeting the goals set forth in the School Improvement Plan.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District G. HOLMES BRADDOCK SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	76%	85%	44%	252	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	51%	74%			125	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?	51% (YES)	61% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					489	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District G. HOLMES BRADDOCK SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	79%	88%	35%	250	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	51%	80%			131	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?	44% (NO)	71% (YES)			115	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					506	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested