

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI SUNSET SENIOR HIGH SCHOOL

District Name: Dade

Principal: Dr. Lucia Cox

SAC Chair: Irene Lirakis

Superintendent: Alberto M. Carvalho

Date of School Board Approval: October 12, 2012

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Alina M. Caballero	MATH, ESOL, ED LEADERSHIP	9.58	10	'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 45 44 46 44 41 High Standards Math 52 75 74 73 72 Lrng Gains-Rdg. 62 47 54 55 54 Lrng Gains-Math 58 72 77 75 80 Gains-Rdg-25% 64 47 53 62 60 Gains-Math-25% 59 60 65 65 79
Assis Principal	Melissa G. Garcia	ELEM ED, ED LEADERSHIP	8.08	12	'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 45 44 46 44 41 High Standards Math 52 75 74 73 72 Lrng Gains-Rdg. 62 47 54 30 54 Lrng Gains-Math 58 72 77 75 80 Gains-Rdg-25% 64 47 65 62 60 Gains-Math-25% 59 60 65 65 79
		VARYING EX, PSYCHOLOGY,			'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 45 44 46 44 41

Principal	Dr. Lucia Cox	ESOL, SCHOOL PRINCIPAL, ED LEADERSHIP	6.08	14	High Standards Math 52 75 74 73 72 Lrng Gains-Rdg. 62 47 54 55 54 Lrng Gains-Math 58 72 77 75 80 Gains-Rdg-25% 64 47 53 62 60 Gains-Math-25% 59 60 65 65 79
Assis Principal	Clinton E. Bales	Driver Education, Physical Education, Ed. Leadership	1	9	'12 '11 '10 '09 '08 School A B A A AMO N N N High Standards Rdg. 66 62 63 64 64 High Standards Math 74 81 84 86 84 Lrng Gains-Rdg. 66 61 59 60 64 Lrng Gains-Math 68 79 79 81 82 Gains-Rdg-25% 64 50 44 52 53 Gains-Math-25% 58 63 65 67 71
Assis Principal	Leron Cook	Driver Education, Technology Education, Ed. Leadership	1	12	'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 44 46 44 44 High Standards Math 75 74 73 72 Lrng Gains-Rdg. 47 54 30 56 Lrng Gains-Math 72 77 75 78 Gains-Rdg-25% 47 65 62 55 Gains-Math-25% 60 65 65 75

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Gladys I. Martinez	Varying Exceptionality, Special Learning Disability, Reading	14	7	'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 45 44 46 44 41 High Standards Math 52 75 74 73 72 Lrng Gains-Rdg. 62 47 54 30 54 Lrng Gains-Math 58 72 77 75 80 Gains-Rdg-25% 64 47 65 62 60 Gains-Math-25% 59 60 65 65 79
Science	GRAFTON O. AMBROSE	BIOLOGY, EARTH/SPA S	2	2	'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 45 44 46 44 41 High Standards Math 52 75 74 73 72 Lrng Gains-Rdg. 62 47 54 30 54 Lrng Gains-Math 58 72 77 75 80 Gains-Rdg-25% 64 47 65 62 60 Gains-Math-25% 59 60 65 65 79
Math	Sally J. Sanchez	Math	23	1	'12 '11 '10 '09 '08 School C C B B AMO N N N High Standards Rdg. 45 44 46 44 41 High Standards Math 52 75 74 73 72 Lrng Gains-Rdg. 62 47 54 30 54 Lrng Gains-Math 58 72 77 75 80 Gains-Rdg-25% 64 47 65 62 60 Gains-Math-25% 59 60 65 65 79

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	New and Beginning Teacher Mentoring	Leadership Team; Various Highly Qualified Teachers	Ongoing	
2	Team Building Activities	Activities Director	Ongoing	
3	National Board Support and Mentoring	National Board Certified Teachers	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7	Encourage teachers to take the subject area test when applicable. Provide professional development and peer mentoring.

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
114	6.1%(7)	11.4%(13)	44.7%(51)	37.7%(43)	36.0%(41)	61.4%(70)	8.8%(10)	5.3%(6)	12.3%(14)

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
Rebecca Gonzalez	Joseph Petisco	SPED Department Chair; MINT Trained, NBCT	Ongoing
Elissa Guillo	Bryan Arriete	Science Department Chair	Ongoing
Raquel Jelenszky	Isbelia Duran	Language Arts Department Chair	Ongoing

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

The MTSS Leadership Team will be composed of the following members:

Principal/Assistant Principals: The Principal and Assistant Principals will provide a common vision for the use of data-based decision-making, and ensure that the implementation of the MTSS is successful. They will also conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Department Chairpersons: The Department Chairpersons will analyze data, provide material to teachers for core instruction, provide student data collection and provide professional development for their teachers on how to analyze data and implement strategies to support data.

Department Chairpersons: The Department Chairpersons will analyze data, provide material to teachers for core instruction, provide student data collection and provide professional development for their teachers on how to analyze data and implement strategies to support data.

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

The MTSS Leadership Team will meet monthly to review implementation of the School Improvement Plan (SIP), as well as to analyze data and make adjustments to Instructional Focus Calendars. 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?

The MTSS Leadership Team has been an integral part of the development of the SIP. The team met with the Educational Excellence School Advisory Committee for input of the development of the SIP. Expectations were set for instruction, and processes and procedures were aligned. The team will be responsible for the implementation of the plan, as well as for any adjustments needed to be made throughout the school year.

MTSS Implementation

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

Baseline data: Florida Assessment for Instruction in Reading (FAIR), Progress Monitoring (PMRN), Hampton Brown Edge, Jamestown Navigator, Florida Comprehensive Assessment Test (FCAT 2.0),
Midyear: FAIR, District Interim Assessments
End of the Year: FCAT, FAIR, Algebra 1 End of Course (EOC) Test, Geometry (EOC) Test, Biology (EOC) Test, US History (EOC)
Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

Staff training on MTSS will take place during the summer and during the teacher planning days at the beginning of the school year. Throughout the year, MTSS team members will disseminate information to the staff through departmental faculty meetings, as well as during professional development days.
The Leadership Team will monitor and adjust progress of MTSS interventions.
The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
The Leadership Team will provide levels of support and interventions to students based on data.

Describe the plan to support MTSS.

The MTSS Leadership Team will regularly meet with the Leadership Team and staff to discuss data, instructional strategies and ensure all of the set forth plans are being implemented and monitored.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is comprised of the following individuals:
Dr. Cox (Principal)
Ms. Caballero (Assistant Principal of Curriculum)
Mr. Bales (Assistant Principal)
Mr. Cook (Assistant Principal)
Ms. Garcia (Assistant Principal)
Mr. Kozlowski (UTD Representative)
Ms. Lirakis (ESSAC Chair)
Ms. Martinez (SS Dept. Head)
Ms. Guillo (Science Dept. Head)
Ms. Jelenszky (LA Dept. Head)
Mr. Lanway (Math Dept. Head)
Mr. Cedeno (ELL Dept. Head)
Ms. Rebecca Gonzalez (SPED Dept. Head)
Ms. Martinez (Reading Coach/Facilitator)

Ms. Munoz (Test Chair)

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

The LLT is led by the Reading Coach who meets on a monthly basis to inform key stakeholders of the current trends, assessments, and issues related to reading at the school and the district.

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

The major initiative of the LLT this year will be to use the school-wide data to focus instruction in areas of need. In addition, the LLT will strive to implement writing across the curriculum, creating a school-wide rubric for all teachers to use as a guide.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The process that will ensure that reading strategies are taught by every content area in the school will include:

1. Teachers in all content areas will be encourage to participate in district professional developments related to best research-based reading practices.
2. Schedule regular meetings with DATA team to drive all literacy instruction and monitor student progress;
3. Create a consistent focus on direct classroom teaching of critical reading skills through building Literacy Across the Curriculum Professional Learning Communities.
4. Build adolescent literacy awareness through professional development opportunities, providing teachers instructional strategies that will target struggling readers
5. Literacy coaches will assist teachers in developing techniques to elevate the reading achievement of all students.

*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 school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future by encouraging interdisciplinary lessons, and expanding lessons that are cross-curricular. Students are presented with lessons that have value and relevance to real life scenarios. The work they produce must include personal experiences, background knowledge, and concrete examples from the real world. They show increased motivation to learn and retain the lessons as opposed to covering sections of a literary work.

All math courses exhibit real-world relevance when teaching topics. The correlation between the math content course and our various academies provides a newly formed venue for the incorporation of other disciplines with math instruction.

In support of Secondary School Reform, Miami Sunset completes the articulation, transition and orientation of all students to ensure that their needs, preferences and aptitudes are represented in their choice of academy.

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?

Since Sunset received a federal grant seven years ago, which was part of the Secondary School Reform (SSR) movement, it has transformed from a traditional to an academy high school. The Design Team participated in professional development and continues to educate the faculty and staff on the "Academy" model. Miami Sunset is now a wall-to-wall academy school with nine career Academies. We have just been approved to open a new Medical Magnet for the 2012-13 school year. We currently offer four National Academy Foundation (NAF) Academies: Engineering, Finance, Information Technology and Hospitality and Tourism. Miami Sunset will be attending the National Academy Foundation Conference this summer to continue developing and growing. Miami Sunset also has the following academies: Advanced Global Studies (AGS), Education, Law and Public Service and Visual and Performing Arts.

Eleventh and twelfth can select a work related program in which they take a Career Exploration course and get credits for having a job, as On the Job Training (OJT).

The selection of one of nine academies demonstrates the students' preference for meaningful career planning. The cross curriculum

instruction allows for the connection between course-work and application.

Each of the nine Academies consists of four elective courses.

- AGS includes the Advanced Academics and World Languages strands (Italian, Spanish FL and Spanish for Spanish Speakers).
- Biomedical has been converted to a Medical Magnet includes the Pre-med, Applied Science and Sports Medicine.
- Education includes the Early Childhood Education and Teacher Assisting strands.
- Engineering only includes the Engineering strand.
- Finance only includes the Finance strand.
- Hospitality and Tourism includes the Culinary Arts and Hospitality and Tourism strands.
- Information & Media Technology includes the Journalism, Networking, Computer Programming, CISCO and TV Production strands.
- Law and Public Service includes the Criminal Justice, JROTC, and Legal Studies strands.
- Visual & Performing Arts includes the Dance, Drama, Music, Photography, Drawing & Painting strands.

Each student will select an Academy to be completed outside the core and required curriculum, offering him/her an opportunity to explore in depth an area of interest. In addition, students have FOUR other elective courses through which they can explore a variety of areas. Honors and Advanced Placement Courses are offered in all the core courses as well as in the Academy classes.

Current 8th graders were invited to an Academy Day field trip to view a video, listen to students and Academy Leaders, and get flyers and brochures outlining the Academies and courses at Miami Sunset. Parents were invited to an Academy Fair, where the Medical Magnet was launched. Additionally, students set up an Academy Fair during lunch for our current student to inform them of what each academy was doing and their accomplishments.

Current 9th and 10th grade students attended group presentations in the auditorium. Counselors conducted subject selection at each middle school and for each grade level during the Spring of 2012. During subject selection, students were given the opportunity to select or change their academy this year. Parents' signatures are required on the Subject Selection Sheets as well as the Academy Change Form. Counselors monitored students' e-PEP (online Personal Education Planner) where they selected coursework for the next school year based on their interest, academic abilities, parental input, and potential college/career paths.

Additionally, students are encouraged to make the most out of technology by enrolling in Florida Virtual School (FLVS) in order to advance or make up credits.

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](#)

1. Counselors meet with students three times a year to ensure adequate progress and placement in academic classes.
2. Counselors meet with students to review GPA, graduation requirements, five point rule, honors and AP class requirements, and Academy classes.
3. Field trips and guest speakers offer students opportunities to explore postsecondary options.
4. Academy days are held for incoming 9th grade students and parents to showcase Miami Sunset's academy offerings.
5. A College Fair is held annually featuring colleges for all 11th and 12th grade students.
6. Summer internships are made available to students for further experience and exploration of postsecondary opportunities.
7. Counselors perform credit checks for seniors twice per year and meet with students, teachers, and parents as needed.
8. Students are registered for Adult Education classes as needed to recover credits.
9. Students are given the option to register in FLVS to advance or make up credits.
10. Promoting the Dual Enrollment Program with Miami Dade Community College- allows students to earn college and postsecondary credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
11. Promoting enrollment in Advanced Placement courses – Miami Sunset offers 18 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.
12. Based on the data from the 2010 High School Feedback Report 79.7% of the graduates scored at level 3 or above on the Math 10th grade FCAT Assessment.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 24 % students achieved Level 3 proficiency. Our goal for the 2012- 2013 school year is to increase Level 3 student proficiency by 11 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (275)	35% (397)

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 of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.	1a.1. The following instructional strategies will be utilized to support Reporting Category 4, Informational Text/Research Process: Teachers will increase the exposure to nonfiction pieces using a variety of strategies such as: reciprocal teaching, instruction on organizing, synthesizing, analyzing information using manuals, brochures, pamphlets, and web pages. Specific instruction on Reference and research to locate, interpret and organize information will be targeted. Teachers will help students recognize the characteristics of reliable and valid information.	1a.1. Literacy Leadership Team (LLT), Multi-Tiered System of Supporters (MTSS)	1a.1. Results of the baseline assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1a.1. Formative: CAP-Computer Assisted Program reports generated from FCAT Explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013 FCAT 2.0 Reading 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment in Reading Test indicate that 25 % of the students achieved Level 4, 5, and 6 proficiency. Our goal for the 2012- 2013 school year is for each individual students to show growth.
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
1	The areas of deficiency are students' reading levels and comprehension and vocabulary abilities and knowledge.	Teachers will implement a variety of strategies that will provide students with practice in identifying details from passages and determining the Main Idea. Students will use graphic organizers that will require them to practice analyzing Author's Perspectives, choice of words, and techniques.	MTSS	Results from the Florida Alternate Assessment practice materials and monthly/quarterly assessments.	Formative: Individualized assessments and computerized assessments Summative: Results from the 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. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 18 % students scored above proficiency Our goal for the 2012- 2013 school year is to increase student performance Levels 4 and 5 student proficiency by 5 percentage points to 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (205)	23% (261)

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 an analysis of the 2012 FCAT Reading scores, an identified area of deficiency among students scoring in proficiency levels 4-5 is Category 2, Reading Application	Teachers will develop a plan to emphasize instruction that focuses on having students practice finding author's purpose, perspective, and bias. Students will be exposed to grade-level appropriate texts that include identifiable author's purpose for writing. Students will be provided practice in making inferences and drawing conclusions within and across texts. Students will focus on what the author perspective and be able to identify the tone and mood. Teachers will provide practice in identifying topics and themes within and across texts.	MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	Formative: CAP-Computer Assisted Program reports generated from FCAT explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013 FCAT Reading 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 2012 Florida Alternate Assessment in Reading Test indicate that 75 % of the students achieved Level 7 or above proficiency. Our goal for the 2012- 2013 school year is for each individual students to show growth.
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
1	The areas of deficiency are students' reading levels and comprehension and vocabulary abilities and knowledge.	Teachers will implement a variety of strategies that will provide students with practice in identifying details from passages and determining the Main Idea. Students will use graphic organizers that will require them to practice analyzing Author's Perspectives, choice of words, and techniques.	MTSS	Results from the Florida Alternate Assessment practice materials and monthly/quarterly assessments.	Formative: Individualized assessments and computerized assessments Summative: Results from the 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 2012 FCAT 2.0 Reading Test indicate that 62 % students made learning gains. Our goal for the 2012- 2013 school year is to increase students learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (617)	67% (666)

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 an analysis of the 2012 FCAT Reading scores, the percentage of students making learning gains in reading identified area of deficiency among students scoring in proficiency levels 4-5 is Category 1, Vocabulary	Teachers will develop an instructional focus plan that incorporates strategies for deriving word meanings and word relationships from context, as well as integrate the use of concept maps and word walls as useful instructional practices. More instruction will be given on the meanings of	LLT, MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	Formative: CAP-Computer Assisted Program reports generated from FCAT explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013

	words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students will use sentence and word context to determine meaning.		FCAT Reading 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment in Reading Test indicate that 100% of the students achieved made Learning Gains in Reading Our goal for the 2012- 2013 school year is for each individual students to show growth.
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
1	The areas of deficiency are students' reading levels and comprehension and vocabulary abilities and knowledge.	Teachers will implement a variety of strategies that will provide students with practice in identifying details from passages and determining the Main Idea. Students will use graphic organizers that will require them to practice analyzing Author's Perspectives, choice of words, and techniques.	MTSS	Results from the Florida Alternate Assessment practice materials and monthly/quarterly assessments.	Formative: Individualized assessments and computerized assessments Summative: Results from the 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 2012 FCAT Reading Test indicate that 64 % students in the lowest 25% made learning gains. Our goal for the 2012- 2013 school year is to increase students in the lowest 25% to increase learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (178)	69% (192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students within this category demonstrate a deficiency in all basic areas of reading. Therefore, requiring strategic instruction in the following strands: Vocabulary, Literary Analysis, Informational Text, and special emphasis in category 2-Reading Application.	Teachers will implement reading strategies that relate to real world experiences, incorporate background knowledge and offer hands-on experiences and include activities that intensify instruction on making inferences, drawing conclusions, using text as support for answers, using text features, using graphic organizers, and summarizing text.. Provide cooperative and group learning activities to increase critical analysis of text. Instruction should be enhanced through the implementation of a print rich classroom environment such as word walls, task cards, diagrams, and FCAT 2.0 key words.	LLT, MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	Formative: CAP-Computer Assisted Program reports generated from FCAT explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013 FCAT Reading 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 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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 2012 FCAT Reading Test indicate that 45 % students in the White subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency in the White subgroup by 24 percentage points to 69%. The results of the 2012 FCAT Reading Test indicate that 25 % of students in the Black subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency in the Black subgroup by 34 percentage points to 48%. Additionally, 45% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012- 2013 school year is to increase student proficiency in the Hispanic subgroup by 13 percentage points to 58%. Additionally, 40% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	White: 69%(80)

White: 45%(52)	Black: 48%(29)
Black: 25%(15)	Hispanic: 58%(542)
Hispanic: 45%(421)	Asian: 65%(11)
Asian: 63%(11)	American Indian: N/A
American Indian: 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
1	<p>Students within the White and Hispanic subgroups demonstrate a deficiency in the area of Reading Application, thus, requiring strategic instruction on the following: identifying text structure, author's purpose, and main idea.</p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p>Monitor student progress using data monthly. Within the first grading period, the following interventions will be implemented for Tier 2 students:</p> <ol style="list-style-type: none"> 1. small reading groups based on dashboard data, FAIR and Reading Plus Data. 2. small group instruction using the Hampton Brown Edge series and JRN at the appropriate level will be implemented 3. Specialized data chats 4. Implementation of word walls and reciprocal teaching will be provided. 	LLT, MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	<p>Formative: CAP-Computer Assisted Program reports generated from FCAT explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments.</p> <p>Summative: Results from 2013 FCAT Reading 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 26 % of English Language Learner (ELL) students achieved proficiency. Our goal for the 2012- 2013 school year is to increase proficiency for ELL students by 10 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(32)	36%(44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students within this subgroup demonstrate a deficiency in all basic areas of reading: fluency, comprehension,	Small group instruction through developmental class will be supported by Hampton Brown Edge. Students requiring	LLT, MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make	Formative: CAP-Computer Assisted Program reports generated from FCAT explorer,

1	vocabulary, oral language, phonics, and phonemic awareness. The results of the FCAT 2.0 reflect a deficiency in Reporting Category 2 (Reading Application) and 3 (Literacy Analysis).	additional or unique language needs will meet with a translator or tutor in addition to the HLAP teacher, to enhance their language ability and vocabulary. Provide opportunities for all ELL students to actively participate in the school's reading plan. Accommodations for participation in all reading assessments will be provided. Utilize Achieve 3000 with all ELL students to enhance their reading comprehension. Teachers will use strategies like: framed summary sentences, herringbone graphic organizers, outlining, and questioning the author.	adjustments to instruction as needed.	Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013 FCAT Reading 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 20 % of Students With Disabilities (SWD) achieved proficiency. Our goal for the 2012- 2013 school year is to increase proficiency for SWD by 18 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(32)	38%(61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students within this subgroup demonstrate a deficiency in all basic areas of reading: fluency, comprehension, vocabulary, oral language, phonics, and phonemic awareness, thus, requiring strategic instruction on all 4 Reporting Categories with an emphasis in Reporting Category 2: Reading Application, Main Idea, Plot & Purpose, Cause & Effect, Compare & Contrast, and Text Structure.	Enroll SWD in consultative or co-teaching model inclusion classes. SPED teachers will provide strategies, best practices and specific objectives to meet the needs of the students. SWD will be monitored and assessed as part of the school wide reading plan using Edusoft data. SWD will be enrolled in Intensive Reading classes and teachers will comply with the IEP accommodation. In addition, students will work on Reading Plus and/or JRN at least a minimum of 90 minutes a week.	LLT, MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. SPED program specialist will monitor appropriateness of placement. SPED teachers will review data to assess progress and make adjustments to instruction.	Formative: CAP-Computer Assisted Program reports generated from FCAT explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013 FCAT Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 40 % of Economically Disadvantaged students achieved proficiency. Our goal for the 2012- 2013 school year is to increase proficiency for Economically Disadvantaged students by 15 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(322)	55%(443)

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 within this subgroup demonstrate a deficiency in all basic areas of reading: fluency, comprehension, vocabulary, oral language, phonics, and phonemic awareness, thus, requiring strategic instruction on all 4 Reporting Categories with an emphasis in Reporting Category 4: Informational Text/ Research Process. Students lack exposure to nonfiction reading material and grade level reading materials.	The following instructional strategies will be utilized to support Reporting Category 4, Informational Text/Research Process: Teachers will increase the exposure to nonfiction pieces using a variety of strategies such as; reciprocal teaching, instruction on organizing, synthesizing, analyzing information using manuals, brochures, pamphlets, and web pages. Specific instruction on Reference and research to locate, interpret and organize information will be targeted. Teachers will help students recognize the characteristics of reliable and valid information. Students will also be instructed on how to participate in Beyond the Bell activities through MDCPS Student Portal. Student will have leveled reading libraries available in each classroom.	LLT, MTSS	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	Formative: CAP-Computer Assisted Program reports generated from FCAT explorer, Jamestown Reading Navigator, FAIR and Reading Plus. Bi-weekly assessments. Summative: Results from 2013 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	9-12	District LA Supervisors	Reading, SPED Teachers, P.E Teachers, and LA	Fall 2012	PD Follow-up Assignment, Usage reports	Reading Coach, Admin. Team

			Teachers			
Language Arts Best Practices based on Category 1-4 on the Reading FCAT 2.0	9-10, Language Arts, Reading	Master LA and Reading Teachers	Reading, SPED Teachers, P.E Teachers, and LA Teachers	November 6, 2012 February 1, 2012	Student achievement on Interim Assessments	Reading Coach, Admin. Team
Quarterly Data Analysis Clinics (FAIR, Edusoft,)	9-10, Language Arts, Reading	District LA Supervisor	Reading, LA Teachers	October 25, 2012 January 17, 2013	Data Reports	Reading Coach Admin. Team
USA TODAY	11-12/ Reading	District LA Supervisors	Reading Teachers	Fall 2012	PD Follow-up Assignment	Reading Coach Admin. Team
FAIR Training	9-12, Reading	Reading Coaches	Reading Coaches	October 17, 2012	FAIR Reports	Reading Coach Admin. Team
Hampton Brown Edge	9-10	District, LA Supervisors	Reading Teachers	Fall 2012	PD Follow-up Assignment	Reading Coach, Admin. Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Paper Headphones	Reproducing "Best Practices" materials Computer Programs	SBBS SBBS and/or Reading Account	\$400.00
			Subtotal: \$400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy Professional Developments	Substitute	SBBS	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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. CELLA Goal # 1:	Students will show substantial gains between testing windows.
2012 Current Percent of Students Proficient in listening/speaking:	

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	Students are uncomfortable and unwilling to speak in English.	Teacher will model for student and encourage student to participate on a continual basis, increasing the opportunities for students to listen and speak in English through diverse activities.	ESOL Department Chair, Administration	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Assessments will be teacher made.	Formative: Bi-weekly assessments Summative: 2013 CELLA Administration

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:

Students will be able to improve reading skills between testing windows.

2012 Current Percent of Students Proficient in reading:

19%

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	Scores from the 2012 CELLA administration show that students are low overall in reading skills.	Small group instruction through developmental class will be supported by Hampton Brown Edge. Students requiring additional or unique language needs will meet with a translator or tutor in addition to the HLAP teacher, to enhance their language ability and vocabulary. Provide opportunities for all ELL students to actively participate in the school's reading plan. Accommodations for participation in all reading assessments will be provided. Utilize Achieve 3000 with all ELL students to enhance their reading comprehension. Teachers will use strategies like: framed summary sentences, herringbone graphic organizers, outlining, and questioning the author.	ESOL Department Chair, Administration	Results of the bi-weekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	Formative: Bi-weekly assessments Summative: Results of the 2013 CELLA Administration

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Students writing abilities will show improvement compared to results on the 2012 CELLA Administration.

2012 Current Percent of Students Proficient in writing:

22%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students show a lack of vocabulary and poor writing skills.	Implement the use of writing strategies to include various modes of writing including expository, persuasive, descriptive and narrative using Quick Writes.	ESOL Department Chair, Administration	Review of writing prompts/results followed by redirection of writing initiative if necessary.	Formative: Quick Writes; monthly writing assessments Summative: Results of the 2013 CELLA Administration

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
2.1	Additional Computers for ESOL Lab	School Based Budget	\$4,000.00
			Subtotal: \$4,000.00
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: \$4,000.00

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:	Algebra 1: The 2011-2012 goal is to increase the Algebra 1 EOC 6 percentage points from 42% to 48%. Geometry: The results on the Baseline Mathematics Test indicate the 0% achieved proficiency. The 2011-2012 goal is to raise the percent proficient by 10 percentage points from 0% to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Algebra 1: 42% (233) Geometry: 0% (0)	Algebra 1: 48% (265) Geometry: 10% (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
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:

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	Algebra 1: The 2011-2012 goal is to increase student proficiency by 6 percentage points from 42% to 48%.
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Level 4 in mathematics.				
Mathematics Goal #2a:		Geometry: Based on the results of the Baseline Assessments, are our goal is to increase student proficiency by 10 percentage points from 0% to 10%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Algebra 1: 42% (233)		Algebra 1: 48% (265)		
Geometry: 0% (0)		Geometry: 10% (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
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:				
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:		na		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
na		na		

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	na
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

Problem-Solving Process to Increase Student Achievement

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

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

Middle School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>Algebra 1: Our goal for the 2011-2012 school year is to increase the percentage of Hispanic students achieving proficiency by 3 percentage points from 71% to 74% .</p> <p>Geometry: Our goal for the 2011-2012 school year is to increase the level of proficiency by 40 percentage points from 0% to 40%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>Algebra 1: Hispanic: 71% (342)</p> <p>Geometry: Hispanic: 0% (0)</p>	<p>Algebra 1: Hispanic: 74% (356)</p> <p>Geometry: Hispanic: 40% (93)</p>

Problem-Solving Process to Increase Student Achievement

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>n/a</p>
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:	na
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Our goal for the 2011-2012 school year is to increase the percentage of Economically Disadvantaged (ED) students making learning gains by 4 percentage points from 65% to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Algebra 1: ED: 65% (237) Geometry: ED: 0% (0)	Algebra 1: ED: 69% (251) Geometry: ED: 40% (93)

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				

* 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 FAA 2012 Assessment indicates that all students scored proficient and 75% are at Levels 4,5, and 6. Our goal is to maintain 100% proficiency and increase individual learning gains.
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
1	Students have difficulty with retention of basic computational skills; they have inadequate knowledge of math vocabulary and comprehension.	Use of access points for instruction as reference to modify grade level instruction and use of FAA practice materials to differentiate instruction in small groups. Use of technology programs to expose students to new concepts.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the FAA 2012 Assessments indicate that 25% of the students scored Level 7 or above. Our goal for the 2012-2013 school year is to increase the percent of student in Level 7 or above to 50%.
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
1	Students think concretely and have difficulty with critical and abstract thinking skills.	Manipulatives and technology programs will be incorporated in the lessons to challenge the students to think critically and improve their abstract reasoning.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.	The results of the FAA 2012 Assessments indicate all students scored proficient. Our goal for the 2012-2013
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Mathematics Goal #3:	school year is to maintain proficiency and increase individual learning gains by 25%.
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
1	Students have difficulty with retention of basic computational skills; they have inadequate knowledge of math vocabulary and comprehension.	Use of access points for instruction and use of FAA practice materials; Use of technology programs.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 38% (145) of the students scored at level 3. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency at level 3 by 38% (146).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (145)	38% (146)

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. According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was reporting category 3- Rationals, Radicals, Quadratics, and Discrete Math	1.1. Provide additional practice in solving and graphing quadratic equations, both with and without technology using purchased "Algebra Game" which incorporates a variety of graphing levels. Develop guidelines for students to use writing daily to identify learned concepts and eliminate misconceptions Begin each class with Daily Strategic Reviews in line with the EOC test	MTSS	During departmental meetings, results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 8% (29) of the students scored at levels 4-5 Our goal for the 2012-2013 school year is to maintain the percentage of students in levels 4-5 by 8% (31)
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (31)	8% (31)

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	According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was reporting category 3- Rationals, Radicals, Quadratics, and Discrete Math	Provide additional practice in solving and graphing quadratic equations, using the Cognitive Tutor program and the "Algebra Game" which incorporates all levels of graphing practice. Use daily writing exercises to identify weaknesses and misconceptions. Focus Daily Strategic Reviews on Algebra EOC concepts. Develop and apply challenging problems related to Discrete Math and Radical concepts.	MTSS	During departmental meetings, results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	41	47	53	59	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
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 Algebra. Algebra 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 Algebra. Algebra 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 Algebra.	
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Algebra 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 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 2012 Geometry EOC assessment indicate that 31% (178) students scored at level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at level 3 by 3 percentage points to 34% (199)
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (178)	34% (199)

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	According to the results of the 2012 Geometry EOC assessment the greatest difficulty for students was reporting categories Three-Dimensional Geometry and Trigonometry and Discrete Math	Provide students with models both digital and tangible to enable them to visualize and draw cross-sections of the structures and a range of geometric solids using net models.	MTSS	During department meetings, results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Geometry EOC 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:

2. Students scoring at or above Achievement Levels	
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4 and 5 in Geometry. Geometry Goal #2:	Our goal for the 2012-2013 school year is to increase the number of students in the upper third (levels 4-5) from 19% (109) to 20% (118)
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (109)	20% (118)

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	53	59	

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.	
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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				

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
In-service collaboration	Algebra 1 & Geometry	Math Leader	Algebra 1 & Geometry Teachers	October 25, 2012 & December 13, 2012	Algebra 1 & Geometry Teachers' EOC prep	Department Chair
In-service collaboration	Algebra 1 & Geometry	Math Leader	Algebra 1, Geometry, & Algebra 2 Teachers	May 2, 2013	Algebra 1 & Geometry "Crunch Time" collaboration	Department Chair
In-service collaboration	Algebra 1 & Geometry	Math Leader	Algebra 1 & Geometry Teachers	January 17, 2013	Algebra 1 & Geometry Teachers' EOC prep	Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Preparation for Algebra 2 EOC 2013 Practice handouts	Practice materials for EOC paper	Sunset Sunset	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive Participation Trigonometric & math operations	Document Camera Solar Scientific Calculators (Casio FX-260)	EESAC Sunset	\$3,560.00
			Subtotal: \$3,560.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,560.00

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	The results of the 2012 FAA Assessments indicate that
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Level 3 in science. Science Goal #1a:	100% of the students were proficient and 50% scored Levels 4, 5, and 6. Our goal for the 2012-2013 school year is to maintain proficiency (100%) and increase individual learning gains.
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
1	Students have difficulties with analytical thinking, as well as with science vocabulary and reading comprehension.	Students will be able to use science manipulatives, lab activities, and will be able to make connections with real life experiences. There will also be use of Access Points for instruction.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 FAA Assessments indicate that 50% of the students scored Level 7 or above. Our goal for the 2012-2013 is to increase the percent of students in Level 7 or above to 75%.
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
1	Students are concrete thinkers and have difficulties with analytical thinking, as well as with science vocabulary and reading comprehension.	In order to provide a challenging expStudents will be able to use science manipulatives, lab activities, and will be able to make connections with real life experiences. There will also be use of Access Points for instruction.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Baseline Assessments indicate that 0% of students are achieving above proficiency. Our goal for the 2011-2012 school year is to increase the number of students achieving above proficiency by 10 percentage points, to 10%.
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
0%(1)		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
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:

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:		The results of the 2012 FAA Assessments indicate that 100% of the students were proficient and 50% scored Levels 4, 5, and 6. Our goal for the 2012-2013 school year is to maintain proficiency (100%) and increase individual learning gains.		
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
1	Students have difficulties with analytical thinking, as well as with science vocabulary and reading comprehension.	Students will be able to use science manipulatives, lab activities, and will be able to make connections with real life experiences. There will also be use of Access Points for instruction.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The results of the 2012 FAA Assessments indicate that 50% of the students scored Level 7 or above. Our goal for the 2012-2013 is to increase the percent of students in Level 7 or above to 75%.
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
1	Students are concrete thinkers and have difficulties with analytical thinking, as well as with science vocabulary and reading comprehension.	In order to provide a challenging expStudents will be able to use science manipulatives, lab activities, and will be able to make connections with real life experiences. There will also be use of Access Points for instruction.	SPED Program Specialist; SPED Department Chair	Review quarterly assessments based on student individual needs.	Formative: Monthly individual assessments Summative: Results of the 2013 FAA

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC assessment indicate that 31% (174) students scored in the middle third of the three levels. Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the middle third by 4 percentage points to 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:

31%			35%		
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 reporting category that the students experienced the most difficulty with was Organisms, Populations, and Ecosystems.	Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. Additional emphasis on writing predictions, hypothesis, and conclusions will be incorporated as well as math and language arts benchmarks pertinent to the EOC.	MTSS	Lessons in science classes will include laboratory skills that emphasize the writing in science inquiry	Formative evaluation will include evaluation of interactive notebooks and bi-weekly assessments. Summative evaluation will be the EOC Biology

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 EOC assessment indicate that 21% (119) students scored in the upper third of the three levels. Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third by 2 percentage points to 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	23%

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 reporting category that the students experienced the most difficulty with was Organisms, Populations, and Ecosystems.	Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning in Life Science using technology, STEM applications, projects, and activities.	MTSS	Science teachers will share content of professional development session by presentation during departmental meetings and will conduct in-house professional development session (s) for faculty.	Formative evaluation will include classroom discussions and bi-weekly assessments. Summative evaluation will be the EOC Biology

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Accountability Summer Academy	Biology	TBA	Science Teacher	8/6/2012- 8/9/2012	Presentation of information	Department chair
Biology 1 EOC Item Content Review	Biology	TBA	Science Teacher	10/22/2012- 10/26 /2012	Presentation of information	Department chair
Biology 1 Content and Pacing	Biology	TBA	Science Teachers	6/18/2012- 6/21/2012	Presentation of information	Department chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Standardize writing in Laboratory	2 Cases of color copy paper (Gold)		\$290.00
			Subtotal: \$290.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Assist in technology and inquiry-based learning Assist in technology and inquiry-based learning	2 Promethean boards Multimedia Science Lessons for interactive Whiteboards (Carolina)		\$2,630.00
			Subtotal: \$2,630.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional learning community	Temporary duty		\$900.00
			Subtotal: \$900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,820.00

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:	Based on the data of the 2011-2012 FCAT Writing, 82% of students are considered proficient writers.
2012 Current Level of Performance:	2013 Expected Level of Performance:

82% (505)			84% (516)		
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>Students lack the necessary skills to incorporate the use of figurative language and literary devices needed for appropriate writing modes .</p> <p>Students lack the necessary word choice of a sophisticated writer and must transition from dependency on template writing in order to demonstrate greater expression of voice.</p>	Implement the use of writing strategies across the curriculum to include various modes of writing, including expository, persuasive, descriptive and narrative. Monitor the growth of the students' writing ability and use of voice by administering a pre, mid, and post writing exams for expository and persuasive writing.	MTSS	Collaboratively and individually review data of student scores and devise lessons supporting students' needs. Review of writing prompts/results by teachers followed by redirection of writing initiative if necessary	Monitoring of teacher instruction and student product. Formative; students' scores of monthly writing assessments. District writing pre/post test. Use of summative FCAT Writing Scores.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 FAA Assessment indicates that 100% of the students scored level 4 or above.
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
1	Students lack the necessary word choice of a sophisticated writer and must transition from dependency on template writing to demonstrate greater expression of voice.	Monitor the growth of the students' writing ability and use of voice by administering a pre, mid, and post writing exams for expository and persuasive writing.	MTSS	Review of writing prompts/results by teachers followed by redirection of writing initiative if necessary.	Formative; Students' scores of montly writing assessments. District Writing Pre/Post test. Use of Summative FCAT Writing Scores.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary Development for Writing	Language Arts 9-12	Language Arts Chair	Selected Language Arts	January 17, 2013	Teachers devise lesson with updated strategies and collaborate within grade level.	MTSS
Best Practices for Writing Instruction	Language Arts 9-12	Language Arts Chair	Selected Language Arts and Social Studies Teachers	October 25, 2012 & December 13, 2012	Teachers submit updated plans utilizing new strategies.	MTSS

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1	LCD projectors, Smart Boards, Media Smart CD's		\$6,000.00
			Subtotal: \$6,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1	Temporary Duty Day for Instructor, paper, and supplementary materials for PD		\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,600.00

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:	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	0%(0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the sufficient background knowledge on US History to correctly define and identify key terms, people, places, and events.	Emphasizes content-specific vocabulary.	MTTS	Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.	Formative Evaluation: Edusoft Assessments Summative Evaluation: EOC U.S. History
2	Students lack the necessary skills required to correctly analyze visual information.	Emphasizes problem solving and inquiry-based learning.	MTSS	Provide opportunities for students to examine opposing points of view on a variety of issues.	Formative Evaluations: Edusoft Exams Summative Evaluation: EOC U. S. History

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:	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%(0)		0%(0)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require extension of learning from acquisition to application, assimilation, and adaptation.	Provides opportunities for students to write to inform and to persuade.	MTSS	Provide activities that allow students to interpret primary and secondary sources of information.	Formative Evaluations: Edusoft Exams Summative Evaluation: EOC U. S. History
2	Students require extension of learning from acquisition to application, assimilation, and adaptation.	Provides opportunities for students to write to inform and to persuade.	MTSS	Provide opportunities for students to examine opposing points of view on a variety of issues.	Formative Evaluations: Edusoft Exams Summative Evaluation: EOC U. S. History

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
ASCD Research Based Professional Development	9-12	Dept Chair	PLC – Social Studies	10/25/12	Use of strategies by teachers	Dept Chair/Administrative Team
Discovery Learning	9-12	District/School based personnel, i.e. Dept Chair	PLC – Social Studies	2/1/13	Use of Labs by PLC, strategies by teachers	Dept Chair/Administrative Team
Edusoft Training	9-12	District/School based personnel	PLC – Social Studies	11/6/12	Use of labs by PLC, data analysis	Dept Chair/Administrative Team

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Emphasizes problem solving and inquiry-based learning	Robin Fogarty Integrated Curricula	School-Based	\$500.00
Provides opportunities for students to write to inform and to persuade	Power Writing for Social Studies	School-Based	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Using Discovery Learning	Use of Multi-Media in the classroom	School-Based	\$500.00

			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Integrated differentiated instruction; Improving student learning; Checking for understanding; Visual tools for constructing knowledge; How to assess high order thinking	Using research based models for instruction, dispensing techniques to teachers to implement in the classroom	School-Based	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
MISC. Departmental Needs	White Boards, Paper, Misc. Office supplies (staples, pens, paper clips, etc.)	School-Based	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,500.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Our goal for this year is to increase attendance to 93.54 % by decreasing the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 1 percentage point.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92.54%(2255)		93.54%(2280)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
1254		1191			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
1141		1084			
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	Accurate records for parent contact are difficult to maintain. Parents change phone numbers but fail to update their information at school.	Identify students with 3 or more unexcused absences and conduct attendance meetings bi-weekly which include students, administration and guidance counselors. The school will utilize	Administration, Social Worker	Bi-weekly review of Truancy Referral Report and Daily Attendance Bulletin.	Attendance Bulletin, Truancy Referral Report

		the social worker to conduct more home visits to gather accurate information and meet with parents to discuss their child's attendance.		
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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
Grade Level Orientations	9-12	Administrator, Activities Director, Guidance Counselor	Students, Parents/Guardians	August 27-30, 2012	Attendance Logs, Attendance Bulletin	Administration, Activities Director

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
1.1	Copy Paper, Orientation Folders	School Based Budget	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of 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	Our goal for the 2012-2013 school year is to decrease
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Suspension Goal #1:	the total number of suspensions by 2%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1310	1179
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
641	577
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
368	331
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
227	204

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with the Student Code of Conduct. Community issues are being brought into the school setting.	Parent and Student Orientations by grade level to review the Student Code of Conduct will be provided in the month of August. Re-direction meetings will also be provided to all students in January 2013. This will serve as a refresher to review the Student Code of Conduct.	Administration, Activities Director	Monitor monthly COGNOS report for student suspension rate	Monthly COGNOS Suspension Reports

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
The Student Code of Conduct	9-12	Leadership Team, Activities Director	School-Wide	August 27-30, 2013	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct	Administrative Team

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
1.1	Copy Paper	School Based Budget	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of 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>	Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.5 percentage points and to increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.49% (12)	0.47% (11)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
78.7% (542)	80.7% (556)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students get easily discouraged when they fall behind in credit,	Implement monthly credit checks on deficient seniors and	MTSS leadership Team.	Collection of data on seniors who have not met graduation	Monitor monthly reports

1	thus causing some of them to drop out of high school.	monitor monthly through MTSS meetings. Students will be encouraged to take FLVS for credit recovery, as well as attend the Adult Education Program.		requirements	
2	Students are unfamiliar with the many opportunities for scholarships they have available to them.	Students will meet with their respective guidance counselors to check status of scholarships, Bright Future or Gold Seal. An email distribution list will be created for all seniors so that they can receive information on scholarship opportunities that are available.	Student Services Department Chair	Review student contact logs	Administration review of communication log
3	Parents are unfamiliar with the resources that are available through the District that discuss grades, attendance and graduation requirements.	Implement parent contact at the beginning of each semester with senior students as needed. Offer parent workshop to discuss the importance of monitoring the parent portal.	Student Services Department Chair	Review Parent telephone logs	Administration review of communication log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9-12	Guidance Counselor	School-Wide	August 27-30, 2012	Monitor sign in sheets	Monitor sign in sheets Student Services Department Chair; Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			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>	Our goal for the 2011-2012 school year is to increase the percentage of parents participating in school wide activities by three percentage points, as compared to attendance log from from the 2010-11 school year.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
40%	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	Lack of parental support during school sponsored activities or meetings due to parents working long or irregular hours.	Offer parent meetings at various times throughout the day.	Administrative Team, Activities Director	Review sign in sheets/logs to determine the number of parents attending meetings.	Sign in Sheets/logs

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
Orientation to review Code of Student Conduct, Attendance and Curriculum	9-12	Administration, Activities Director	School-Wide	August 2012	Review Sign in sheets/logs to determine the number of parents attending	Administrative Team

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
1.1	Handouts and Booklets	School Based Budget	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:		Since this is the inauguration of the program the goal of the 2012-2013 school year is to coordinate interrelated topics among Science, Technology, Engineering and Math so that the multidiscipline concepts are explained, analyzed, and assessed to show their interrelation in real life applications. Our goal is to have 10% participation in the STEM project, which is our culminating activity.			
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 coordination of instructional concepts for all four STEM groups to articulate and analyze objectives.	Provide students with on-going lessons which incorporate like concepts and use Gizmo as an interdisciplinary resource.	Administrators, Math and Science Department Chairs	During department meetings results of biweekly assessments involving both math and science topics will be reviewed to ensure progress and adjust curriculum focus as needed. Establish an on-going checklist to monitor students' progress.	Our goal is to have 30% passing rate. Formative: Biweekly assessments and data reports Summative: Results from the 2013 Algebra, Geometry, and Biology EOC assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD for Math, Engineering, Technology, and Science collaboration	9th and 10th	Math and science Leaders	9th and 10th Science, Technology, Engineering, and Math teachers	October 25, 2012, December 13, 2012, January 17, 2013, May 2, 2013	Biweekly assessments and EOC results	Administrators, Science and Math Department Chairs

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
Interactive Participation	Document Camera	Document Camera EESAC	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM preparation TD	In-service TD	Sunset	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,300.00

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:		51% of Miami Sunset's CTE students attempting an industry certification will achieve a passing score in all CTE program areas offered at Miami Sunset (culinary, engineering, finance, hospitality and information technology).			
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
	Some certification exams require software that may conflict with our network operations	Update computers, servers, switches and add additional specific site licenses for each	Lead Teachers, Network Infrastructure and system support	Monitor renovations to equipment, confirm constant software updates to ensure	CTE students able to take and pass industry certification

1	and bandwidth speed	designated CTE program	technician, specific academy administrators.	quality connections and make certain early heat tickets are issued to safeguard that equipment is operating at maximum levels.	exams in each of the CTE program areas offered.
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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
Specific CTE program area Industry Certifications	Secondary	Instructional Supervisors and Educational Specialist	Miami Sunset CTE Program area teachers	Opt Days : August 14-15, 2012	Passing scores on CTE Program area industry certifications	Instructional Supervisors, Educational Specialist, CTE Administrator, Lead Teachers

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
2 day intense Industry Certification course	Each teacher receive \$100.00 stipend per day	NAF Academy Budget	\$1,600.00
			Subtotal: \$1,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

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
Mathematics	Preparation for Algebra 2 EOC 2013 Practice handouts	Practice materials for EOC paper	Sunset Sunset	\$2,000.00
Science	Standardize writing in Laboratory	2 Cases of color copy paper (Gold)		\$290.00
U.S. History	Emphasizes problem solving and inquiry-based learning	Robin Fogarty Integrated Curricula	School-Based	\$500.00
U.S. History	Provides opportunities for students to write to inform and to persuade	Power Writing for Social Studies	School-Based	\$500.00
				Subtotal: \$3,290.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Paper Headphones	Reproducing "Best Practices" materials Computer Programs	SBBS SBBS and/or Reading Account	\$400.00
CELLA	2.1	Additional Computers for ESOL Lab	School Based Budget	\$4,000.00
Mathematics	Interactive Participation Trigonometric & math operations	Document Camera Solar Scientific Calculators (Casio FX-260)	EESAC Sunset	\$3,560.00
Science	Assist in technology and inquiry-based learning Assist in technology and inquiry-based learning	2 Promethean boards Multimedia Science Lessons for interactive Whiteboards (Carolina)		\$2,630.00
Writing	Goal 1	LCD projectors, Smart Boards, Media Smart CD's		\$6,000.00
U.S. History	Using Discovery Learning	Use of Multi-Media in the classroom	School-Based	\$500.00
STEM	Interactive Participation	Document Camera	Document Camera EESAC	\$700.00
				Subtotal: \$17,790.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Strategy Professional Developments	Substitute	SBBS	\$600.00
Science	Professional learning community	Temporary duty		\$900.00
Writing	Goal 1	Temporary Duty Day for Instructor, paper, and supplementary materials for PD		\$600.00
U.S. History	Integrated differentiated instruction; Improving student learning; Checking for understanding; Visual tools for constructing knowledge; How to assess high order thinking	Using research based models for instruction, dispensing techniques to teachers to implement in the classroom	School-Based	\$500.00
Attendance	1.1	Copy Paper, Orientation Folders	School Based Budget	\$1,500.00
Suspension	1.1	Copy Paper	School Based Budget	\$1,500.00
Parent Involvement	1.1	Handouts and Booklets	School Based Budget	\$500.00
STEM	STEM preparation TD	In-service TD	Sunset	\$600.00
CTE	2 day intense Industry Certification course	Each teacher receive \$100.00 stipend per day	NAF Academy Budget	\$1,600.00
				Subtotal: \$8,300.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
U.S. History	MISC. Departmental Needs	White Boards, Paper, Misc. Office supplies (staples, pens, paper clips, etc.)	School-Based	\$500.00
				Subtotal: \$500.00
				Grand Total: \$29,880.00

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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase LCD projectors or other technology needs to enhance curriculum	\$5,800.00
Student incentives/tutoring to improve achievement on FCAT and End of Course Exams	\$5,000.00

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

The School Advisory Council at Miami Sunset Senior High meets on an average of once a month and works collaboratively to meet the goals of the School Improvement Plan. The progress made towards each goal is discussed, and the persons responsible for the fidelity and implementation and delivery of the instructional strategies, report results to the School Advisory Council. The School Advisory Council encourages parent participation. The council disburses incentive funds as required by state statute and also listens to community concerns about education.

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 MIAMI SUNSET SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	75%	75%	30%	224	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	47%	72%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	60% (YES)			107	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					460	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI SUNSET SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	74%	85%	25%	230	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	77%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	65% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					489	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested