FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI SENIOR HIGH SCHOOL

District Name: Dade

Principal: Benny Valdes

SAC Chair: Albert Kunze III

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

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
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
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	FELIX ZABALA	Degree: Educational Specialist in Educational Leadership Certifications/ Endorsements: English, ESOL, Ed Leadership	1	15	''11 '10 '09 '08 School Grade B C C C High Standards Rdg. 34 58 54 52 High Standards Math 64 86 84 81 Lrng Gains-Rdg. 50 57 44 55 Lrng Gains-Math 70 80 76 78 Gains-Rdg-25% 59 73 52 48 Gains-Math-25% 66 73 68 72
Assis Principal	AMRITA PRAKASH	Degree: B.S. Elem Education, M.A Educational Leadership, M.Ed. Educational Leadership Certifications/ Endorsements: Elem Ed, English, Media Specialist, Midd Grades Integ Curr, Ed Leadership	1	3	'12 '11 '10 '09 '08 School Grade B A A NA High Standards Rdg. 34 81 81 NA High Standards Math 64 76 78 NA Lrng Gains-Rdg. 50 72 39 NA Lrng Gains-Math 70 68 66 NA Gains-Rdg-25% 59 68 76 NA Gains-Math-25% 66 68 58 NA
		Degree: Masters			'11 '10 '09 '08 '07

Assis Principal	MADELINE MENDEZ	in Educational Leadership Certifications/ Endorsements: HISTORY, SOCIAL SCIENCE, ED LEADERSHIP	7	10	School Grade * C C C F AYP N N N N N High Standards Rdg. 34 32 30 28 16 High Standards Math 64 67 62 61 34 Lrng Gains-Rdg. 50 51 50 50 41 Lrng Gains-Math 70 78 75 81 59 Gains-Rdg-25% 59 55 57 60 56 Gains-Math-25% 66 79 73 85 65
Assis Principal	BERNARD O. EDWARDS	Degree: Masters in Educational Leadership Certifications/ Endorsements: JR ROTC, BUS ED, PHYS ED, ED LEADERSHIP, MARKETING	4	7	'11 '10 '09 '08 '07 School Grade * C F F D AYP N N N N N High Standards Rdg. 34 32 12 14 10 High Standards Math 64 67 38 41 32 Lrng Gains-Rdg. 50 51 45 35 51 Lrng Gains-Math 70 78 64 71 73 Gains-Rdg-25% 59 55 61 36 82 Gains-Math-25% 66 79 71 79 89
Principal	BENNY VALDES	Degree: Masters in Educational Leadership, Certifications: Phys Ed/Ed Leadership	11	11	'11 '10 '09 '08 '07 School Grade * B C C C High Standards Rdg. 34 32 30 28 High Standards Math 64 67 62 61 Lrng Gains-Rdg. 50 51 50 50 Lrng Gains-Math 70 78 75 81 Gains-Rdg-25% 59 55 57 60 Gains-Math-25% 66 79 73 85

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	ODALYS L. MCKINLEY	Degree: Educational Specialist in Reading Certifications/ Endorsements: READING, ESOL, GIFTED, EMTL HNDCP	5	5	'11 '10 '09 '08 '07 School Grade * C C * * AYP N N N * * High Standards Rdg. 34 32 30 * * High Standards Math 64 67 62 * * Lrng Gains-Rdg. 50 51 50 * * Lrng Gains-Math 70 78 75 * * Gains-Rdg-25% 59 55 57 * * Gains-Math-25% 66 79 73 * * * Working for District as Curriculum Support Specialist (CSS)
Reading	Patricia Gamble	Degree: Educational Specialist in Reading Certifications/ Endorsements: ENGLISH, GUIDANCE, READING	23	2	'11 '10 '09 '08 '07 School Grade * C C C D AYP N N N N N High Standards Rdg. 34 32 30 28 23 High Standards Math 64 67 62 61 53 Lrng Gains-Rdg. 50 51 50 50 46 Lrng Gains-Math 70 78 75 81 68 Gains-Rdg-25% 59 55 57 60 60 Gains-Math-25% 66 79 73 85 69

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	Ensure that teachers are enrolled in courses necessary for certification.	Principal, Assistant Principals, PD Liaison	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	

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
139	0.7%(1)	13.7%(19)	38.1%(53)	47.5%(66)	44.6%(62)	100.0% (139)	8.6%(12)	7.2%(10)	21.6%(30)

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
NA	NA	NA	NA

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

Miami High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, community education, Florida Virtual School, Saturday school, and summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Miami Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, Saturday school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Miami High receives funds to support the Educational Alternative Outreach program. Services are coordinated with District

Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide: tutorial programs (K-12), parent outreach activities (K-12), professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers(K-12), reading and supplementary instructional materials(K-12), and purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community. The school is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provided training for school registrar on the procedures for enrolling homeless students and for the school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

As part of Health Connect in Our Schools(HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds. HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Housing Programs

N/A

Head Start

N/A

Adult Education

Full service adult education programs are located on the school site and operate from 2:30 p.m. to 10:00 p.m. Monday through Thursday. Miami High Community School offers completion courses to all eligible Miami High students in the evening based on counselor recommendation. Courses may be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

Miami High promotes Career Pathways and Programs of Study to its students in order to provide a better understanding and appreciation of the postsecondary opportunities available to them assist in creating a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

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

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Title I Statement: Miami High will involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's Parent Resource Center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Miami High will increase parental involvement through developing our schools' Title I annual meeting and other documents necessary in order to comply with dissemination and reporting requirements. Miami High will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc. with flexible times to accommodate our parents and build their capacity for involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal, Reading Coach, Language Arts Department Chair, Mathematics Coach, SWD Program Specialist, Student Services Department Chair, ELL Department Chair, Classroom teacher(s), and additional members as needed.

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

The Leadership team will monitor academic and behavior data evaluating progress by addressing the following questions: What will all students learn? How will we determine if the students have learned? How will we respond when students have not learned? And how will we respond when students have learned or already know?
• The team will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
• The team will hold regular meetings.
• The team will maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
• The team will support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
• The team will provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
The team will assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
• The team will monitor the fidelity of the delivery of instruction and intervention.
• The team will provide levels of support and interventions to students based on data.

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.

Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources, drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

Managed data will include academic and behavioral components such as: FAIR assessments, Interim assessments, EDUSOFT, FCAT, student grades, Student Case Management System referrals, detentions, suspensions/expulsions, and attendance.

Describe the plan to train staff on MTSS.

The school site will continue to train administrators in the MTSS/RtI problem solving method and data analysis process, provide staff support to further understand basic MTSS/RTI principles and procedures, and provide a network of ongoing support for stakeholders.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Benny Valdes/Principal, Amrita J. Prakash/Assistant Principal of Curriculum, Bernard Edwards/Assistant Principal, Madeline Mendez/Assistant Principal, Felix Zabala/Assistant Principal, Odalys McKinley/Reading Coach, Patricia Gamble/Reading Coach, Vicky Puentes/Language Arts Department Chair, Aurora Couzo/ELL Department Chair, Caridad Benavides/Business Department Chair, Maria Barrial/Student Services Department Chair, Juan Chaine/ESE Department Chair, Erick Hueck/Science Coach, Tania Seale/Social Studies Department Chair, Maria Llovet/Mathematics Department Chair, Eduardo Ortiz/Foreign Language Department Chair, Albert Kunze/Fine Arts Department Chair.

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

The Literacy Leadership Team meets as part of Department Chair meetings on a monthly basis. The Assistant Principal for Curriculum and the Reading Coach lead the topics to be discussed. Topics include but are not limited to: sharing reading data from the FAIR, FCAT Retake, Jamestown; discussion of school-wide literacy initiatives and policies are made.

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

The Literacy Leadership Team will create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Decisions for reading across the curriculum are developed and discussed through the Literacy Leadership Team. The school site has adopted several initiatives to infuse reading strategies and focus on benchmarks. The Root of the Week, where different roots of words are used in context, in vocabulary, and in sentences is studied on a weekly basis. Foreign words and mythological phrases are also emailed to teachers on a weekly basis and infused in classroom discussions. FCAT Explorer is used for 30 minutes twice a week in all ninth grade transition classes. “Reading Rocks” is a 10 minute uninterrupted reading block initiated in Language Arts and used in Social Studies, Foreign Languages, and ELL classrooms whereby students read silently or aloud at the start of every period. In addition, the school has adopted 10 CRISS strategies that are infused throughout all grade levels and disciplines. These strategies are : Herringbone, Power Notes, Selective Underlining, Marginal Notes, Two-Column Notes, Question Answer Relationships (QAR’s), and Generating Interaction Between Schemata and Text (GIST). Professional development sessions are provided by the Reading Coach at monthly faculty meetings and early release days. In addition, a Reading Focus Calendar is used throughout the year in all ninth and tenth grade classes. The administration monitors the implementation of reading strategies through daily classroom walkthroughs.

*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?

Students begin meeting with grade level counselors starting their freshman year and plan their four-year course of study and post-secondary plan. Plans are based on student interest and available course offerings. The following programs are available at the school-site: law and teaching magnets, automotive mechanics, cosmetology, television production, medical technology, culinary studies, industrial technology, photography, and applied arts. In addition, the school-site has a plethora of Advanced Placement and Virtual School courses, and Dual Enrollment opportunities. In addition, the school offers internship opportunities in most of the specialized programs. At the school, every student graduates with a plan.

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?

Through a freshman transition class, students work with their teachers and guidance counselors to create a Career Portfolio based on an interest inventory. Students construct a four-year plan that includes courses necessary to meet the graduation requirement as well as courses based on student preferences. Upperclassmen become prepared for post-secondary plans through CAP visits, SAT/ACT preparation courses, PSAT administration, college tours, and college fairs. The Student Services Department visits classrooms prior to students subject selections and after subject selections and individually discuss courses selected. The Curriculum Bulletin is thorough, user friendly and is available in electronic and hard copy formats at: http://mhs.dadeschools.net/. The school website includes an instructional video to facilitate the process. In addition, each major course of study participates in a lunch fair to promote their specific programs.

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

• Early intervention of incoming seniors missing credits and close monitoring to ensure seniors enroll in Adult Education courses or Virtual School to complete credits.
• Maintain a live database to include all components of the graduation requirements.
• Administer the CPT to all Seniors.
• Offer ACT/SAT verbal and mathematical preparation courses.
• Host biannual college fairs.
• Host in and out of county college visits.

• Have 100% of Seniors apply to college.
• Conduct classroom presentations sponsored by the CAP advisor and grade level counselor to inform students of graduation requirements, scholarship opportunities, and admissions requirements.
• Offer Saturday and after-school tutoring in multiple subjects and a corresponding incentive plan.
• Offer two in-house Dual Enrollment courses.
• Encourage students to enroll in Advanced Placement courses in Language Arts, Mathematics, and Science courses.
• An official testing center for the ACT.

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 20% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of students in Level 3 by 9 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (273)	29% (394)

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 Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.	1a.1. The following instructional strategies will be utilized to support Reporting Category 4: Locating and verifying details, critically analyzing and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Having students build stronger arguments to support their answers and the exploration of shades of meaning to better identify nuances. Increase student exposure to informational, non-fiction, and expository text, in addition to recognizing and analyzing text complexity.	Literacy Leadership Team	1a.1. Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.	1a.1. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	1a.2. An area of deficiency also noted on the 2012 administration of the Grade 10 FCAT 2.0 Reading Test was in Reporting Category 2: Reading Application	1a.2. The following instructional strategies will be utilized to support Reporting Category 2: Identifying details from the passage to determine main idea, plot, and purpose. Use of graphic organizers to understand how patterns support the main idea, character development and author's purpose. Analyze the author's perspective, choice of words, style, and technique to understand how these	Literacy Leadership Team	1a.2. Review of data produce by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed	1a.2. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

		elements influence the meaning of text.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading Test indicate that 15% of students achieved scores 4-6 proficiency. Our goal for the 2012-2013 school year is to increase the number of students in scoring at 4-6 by 5 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2)	20% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The area of deficiency as noted on the 2012 FAA score report is that 46% of students are at a Reading Performance Level of 3 or below, which is considered the emergent level	1b.1. Train teachers to effectively implement Access Points. Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols. The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	1b.1. The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies.	1b.1. Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.	1b.1. Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 14% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school-year is to increase the number of students in Levels 4 and 5 by 3 percentage points to 17%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (184)	17% (231)

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	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was in the Reporting Category 4- Informational text/Research Process	2.1. Provide a variety of student based instructional strategies and activities that include literature based instruction to include novels and College preparation research projects.	2a.1. The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies.	2a.1. Review of data produced by Interims to ensure progress is being made, and adjust intervention as needed.	2a.1.2a.1. Formative: Interims, project rubric, and teacher made assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment Summative: Results from 2012 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 FAA Reading Test indicate that 38% of students scoring above 7 in reading. Our goal for the 2012-2013 school-year is to increase the number of students scoring at or above 7 in reading by 3 percentage points to 41%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	41% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FAA score report is that 46% of students are at a Reading Performance Level of 3 or below, which is considered the emergent level	Train teachers to effectively implement Access Points. Students should be guided to read fiction, nonfiction and informational text to identify the differences. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. To improve comprehension, reading	2b.1. The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies	2b.1. Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.	2b.1. Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA Reading Assessment

		selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 64% of students made learning gains . Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (764)	69% (824)

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	3a.1. The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process	3a.1. The following instructional strategies will be utilized to support Reporting Category 4: Locating and verifying details, critically analyzing and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Having students build stronger arguments to support their answers and the exploration of shades of meaning to better identify nuances. Increase student exposure to informational, non-fiction, and expository text, in addition to recognizing and analyzing text complexity. Training and Implementation of the Text Complexity, Common Core Standards, Items Specifications and Category Benchmark Breakdowns.	3a.1. The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies.	3a.1. Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.	3a.2. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment
	3a.2. An area of deficiency	3a.2. Provide a variety of	3a.2. The Literacy	3a.1. Review of data produced by Interims and	3a.2. Formative:

2	also noted on the 2012 administration of the FCAT 2.0 Reading Test was in Reporting Category 2: Reading Application	student based instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Provide teachers with CRISS and vocabulary development training to be implemented in the classroom. Training and Implementation of the Text Complexity, Common Core Standards, Items Specifications and Category Benchmark Breakdowns.	Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies.	programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed. 3a.2. Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis, to ensure progress is being made and adjust instruction as needed.	FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading 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 reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 69% in the Lowest 25% Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 74%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (227)	74% (243)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was in the Reporting Category 4- Informational text/Research Process	44a.1. Provide a variety of student based instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, question and answer. Participation in Pull-out groups throughout the week for 45 minute intervals. Participation in after school tutoring, up to two times a week. Participation in Saturday school tutoring. The use of Reading plus a computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. Training and Implementation of the Text Complexity, Common Core Standards, Items Specifications and Category Benchmark Breakdowns.	4a.1. The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies.	4a.1. Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.	4a.1. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves, Reading Plus, and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

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 # 5A : Our goal from 2011-2017 is to reduce the percent of non proficient students by 50%			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	67	

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,	The results of the 2012 FCAT Reading Test indicate that

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	36% of the Hispanic Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroups making learning gains by 12 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 36% (464)	Hispanic: 48% (618)

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	Hispanic: The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary	5A.1. Provide students which need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Activities to include identification of context clues root of the week, multiple meaning words, idioms, foreign words, and use of focus calendar. Provide teachers with CRISS training to be implemented in the classroom. Training and Implementation of the Items Specifications and Category Benchmark Breakdowns.	5B.1. The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies	5B.1. Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.	5B.1. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 14% of the ELL Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroups making learning gains by 15 percentage points to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 14% (45)	ELL: 29% (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
	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary	5C.1. Provide students with a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and	5C.1. The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of	5C.1. Review of data produced by Interims and programs such as Achieve 3000, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made	5C.1. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and

1		antonyms. Emphasis on deriving word meaning and word relationships from context.	the identified strategies.	and adjust instruction as needed.	Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment Summative: Results from 2012 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 19% of the SWD Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD Subgroups making learning gains by12 percentage points to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (27)	33% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary	5D.1. Provide students with a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasis on deriving word meaning and word relationships from context.	5D .1.The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies.	5D.1. Review of data produced by Interims and programs such as Achieve 3000, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.	5D.1. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 35% of the ED Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ED Subgroups making learning gains by13 percentage points to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (426)	48% (584)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reporting Category 1: Vocabulary	5E.1. Provide students with a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasis on deriving word meaning and word relationships from context.	5E.1. The Literacy Leadership team along with administrators will be responsible for monitoring the implementation of the identified strategies.	5E.1. Review of data produced by Interims and programs such as Achieve 3000, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.	5E.1. Formative: FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 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
Common Core Standards	9-12	PD Facilitator	School-wide	10-23, 25-12, 11-6-12	Classroom Visits, Lesson Plans	Administration, Department Chairs
Vocabulary	9-12	PD Facilitator	School-wide	8-28-12, ongoing	Classroom visits, student work, displays, lesson plans	Administration, Department Chairs
Text Complexity	9-12	PD Facilitator	School-wide, Departmental	11-6-12, 11-20-12	Classroom visits, lesson plans	Administration, Department Chairs
Item Specs	9-12	PD Facilitator	Lang. Arts/Reading Departments	9-25-12	Classroom visits, lesson plans	Administration, Department Chairs
CRISS Training	9-12	CRISS Trainer	School-wide	10/11/12-2012	Classroom visits, student work, lesson plans	Administration, Department Chairs
Data Analysis	9-12	PD Facilitator	Departmental	10, 2012	Classroom visits, student work, lesson plans	Administration, Department Chairs
AP Teaching Techniques	9-10	PD Facilitator	Departmental	10,2012	Classroom visits, student work, lesson plans	Administration, Department Chairs

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Membean	Vocabulary program	Title 1, SBBS	$13,000.00
CRISS	Teacher training	SBBS	$2,000.00
			Subtotal: $15,000.00
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: $15,000.00

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:	The results of the 2011-2012 CELLA Listening / Speaking Test indicate that 34% of students achieved proficiency. Our goal is to increase student proficiency by 1%.
2012 Current Percent of Students Proficient in listening/speaking:	
34%(193)	

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 anticipated barrier for the ELL population is the limited after school exposure to Listening/ Speaking enrichment activities.	Through modeling teachers will demonstrate to their students how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. Incorporate and teach the strategy of Brainstorming as a way to value prior knowledge and experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information.	RTI ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs	In-class Assessments developed by teacher or from classroom resources CELLA Results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2011-2012 CELLA Reading Test indicate that 21% of students achieved proficiency. Our goal is to increase student proficiency by 1%			
2012 Current Percent of Students Proficient in reading:					
21%(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
1	The anticipated barrier for the ELL population is the limited after school exposure to reading enrichment activities.	Incorporate the use of Task Cards in the classroom. – CRRP task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students. Incorporate and teach the strategy of highlighting text. Students are shown the importance of highlighting text that is relevant in order to go back and reread again as necessary. Incorporate and teach the importance of effective summarizing as an important study strategy. It is quite difficult for students, it requires them to categorize details, eliminate insignificant information, generalize information and use clear, concise language to communicate the essence of the information. With practice, students can summarize to support their reading and learning.	RtI ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs	In-class Assessments developed by teacher or from classroom resources CELLA Results
	The anticipated barrier for the ELL population is the limited after school exposure to reading enrichment activities.	Incorporate the use of Task Cards in the classroom. – CRRP task cards may be used as visual aids that assist teachers in demonstrating to	RtI ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation	In-class Assessments developed by teacher or from classroom resources

2		students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students. Incorporate and teach the strategy of highlighting text. Students are shown the importance of highlighting text that is relevant in order to go back and reread again as necessary. Incorporate and teach the importance of effective summarizing as an important study strategy. It is quite difficult for students, it requires them to categorize details, eliminate insignificant information, generalize information and use clear, concise language to communicate the essence of the information. With practice, students can summarize to support their reading and learning.		of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs	CELLA Results

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 Writing Test indicate that 19% of students achieved proficiency. Our goal is to increase student proficiency by 1%
2012 Current Percent of Students Proficient in writing:	
19%(105)	

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
	The anticipated barrier for the ELL population is the limited after school exposure to writing enrichment activities	. Incorporate and teach the writing process.– Students write in these steps: planning, drafting, revising, editing, and publishing, as well as, sharing and responding t writing. Incorporate spelling strategies as a way for students to focus on the conventions of the	RtI ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are	In-class Assessments developed by teacher or from classroom resources CELLA Results

1		written language. Incorporate the use of writing samples. Students will generate narratives, expository, persuasive or reference papers that can be scored on content or language components as a written sample. These writing samples could help us determine which writing process student needs direct instruction in.		differentiated to meet students' needs	

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2011-2012 Florida Alternative Assessment indicate that 15% of students achieved Level 4, 5, 6 in mathematics. Our goal for the 2012-2013 school year is to increase Levels 4, 5, and 6 in mathematics by 5 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2)	20% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FAA score report is that 46% of students are at a Math Performance Level of 3 or below, which is considered the emergent level	Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI).	The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies	Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed	Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA 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:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	The results of the 2011-2012 Florida Alternative Assessment indicate that 38% of students scoring at or above level 7 in mathematics.

Mathematics Goal #2:	Our goal for the 2012-2013 school year is to increase the number of students scoring at or above level 7 in mathematics by 3 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	41% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FAA score report is that 46% of students are at a Math Performance Level of 3 or below, which is considered the emergent level	Train teachers to effectively implement Access Points. Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Use guided discussion to engage students in real life math problems. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies	Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed	Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA 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:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
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				

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 36% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(212).	37%(216)

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	Algebra: According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials.	Algebra : Develop school alike learning site mathematics course-teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: Provide all students with more practice in using the Zero Product Property Provide students with more practice in using graphing to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems	Administrators, Department Chair, Math Coach	Algebra: Review ongoing classroom assignments and assessments that target application on the skills taught and adjust instruction as needed.	Formative: Student authentic work, monthly department made Edusoft benchmark assessments Summative: Results from the 2013 EOC Algebra 1 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 2011-2012 Algebra 1 EOC Assessment indicate that 5% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency at 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(32)	5%(29)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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 2- Polynomials.	Algebra : Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: Provide all students with more practice in simplifying monomials and polynomials using the Law of Integral Exponents. Provide students with more practice in adding, subtracting, multiplying, factoring, and dividing polynomials.	Administrators, Department Chair, Math Coach	Review and monitor the NGSSS work to receive feedback on student skill attainment and adjust instruction as needed	Formative: monthly end of unit department made benchmark assessments Summative: 2013 Algebra 1 EOC Mathematics 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 # 3A : Our goal from 2011-2017 is to reduce the percent of non proficient students by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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:	The results of the 2012 Algebra I EOC Assessment indicate that 49% of Hispanic students achieved proficiency. Our goal for the 2012-2013 school year is to increase Hispanic student proficiency by 6 percentage points to 54%
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (271)	54% (299)

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	Algebra: According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 1- Functions.	Algebra: Provide instruction at the beginning of each class period to review NG Sunshine State Standards benchmarks. Integrate bell ringers that practice and reinforce problems dealing with functions.	Department Chair, math coach, math teachers	Math teacher will monitor and adjust New Generations Sunshine State Standards benchmarks to provide adequate review of benchmarks needing remediation.	Formative: Student authentic work: monthly department made benchmark assessments based on Edusoft tests. Summative:

					Results from the 2013 Algebra 1 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 subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The results of the 2012 Algebra I EOC indicate that 36% of ELL students achieved proficiency. Our goal for the 2012-2013 school year is to increase ELL student proficiency by 3 percentage points to 39%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (49) .	39% (53)

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	Algebra: According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 1- Functions.	Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: o Develop mathematical vocabulary for all students	Department Chair, math coach, math teachers	Ongoing classroom assignments and assessments that targets application of skills taught and adjust instruction as needed.	Formative: Student authentic work: monthly department made benchmark assessments based on Edusoft tests. Summative: 2013 Algebra 1 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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The results of the 2012 Algebra I EOC Assessment indicate that 29% of SWD students achieved proficiency. Our goal for the 2012-2013 school year is to increase SWD student proficiency by 4 percentage points To 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (19)	32% (21)

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
	Algebra: According to the results of the 2012 Algebra EOC assessment, the area of greatest	Algebra 1: Identify low performing students and align instruction to group's	Department Chair math teachers	Algebra: Ongoing classroom assignments and assessments that	Formative: Student authentic work: monthly

1	difficulty for students was Reporting Category 1- Functions.	needs through 60 minutes tutoring sessions during after school hours		targets application of skills taught	department made benchmark assessments based on Edusoft tests. Summative: 2013 EOC Algebra 1 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:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra I EOC Assessment indicate that 49% of ED students achieved proficiency. Our goal for the 2012-2013 school year is to increase ED student proficiency by 1 percentage points to 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (260)	50% (265)

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	Algebra: According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 1- Functions.	Teachers will engage in Data Chats and Test Talks with department Chair, administration, and students.	Administrators, Department Chair, Math Coach, math teachers	Math teacher will monitor and adjust Sunshine State Standards benchmarks to provide adequate review of benchmarks needing remediation	Formative: Student authentic work: monthly department made benchmark assessments based on Edusoft tests. Summative: Results from the 2013 EOC Algebra 1 Assessment.

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 30% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(231)	34%(262)

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	Geometry: According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Trigonometry and Discrete Mathematics.	Geometry: Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills through the use of Carnegie Learning's Geometry.	Administrators, Department Chair, Math Coach.	Geometry: Review Carnegie Learning's Geometry reports generated to ensure the group is making adequate progress.	1. Formative: Carnegie Learning's Geometry reports Summative: Results from the 2013 EOC Geometry 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 Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Assessment indicate that 13% of students achieved Level 4, and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4, and 5 students proficiency by 2 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(101)	15%(114)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Geometry: According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Trigonometry and Discrete Mathematics.	Geometry: Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills in the area of trigonometry by providing students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).	Administrators, Department Chair, Math Coach	Review and monitor the NGSSS work to receive feedback on student skill attainment.	Formative: Monthly department made benchmark assessments Summative: 2013 EOC Geometry Mathematics 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%.		Geometry Goal # 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The results of the 2012 Algebra I EOC Assessment indicate that 29% of SWD students achieved proficiency. Our goal for the 2012-2013 school year is to increase SWD student proficiency by 4 percentage points To 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (260)	32% (21)

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Test Talks for Teachers	Math / 9-12	Math coach	9-12 math teachers	August 17, 2012	Grade level planning sessions	Principal Assistant Principal Math Coach Math Department head
Vocabulary Building Skills in the math classroom	Grade 9-12/ALG 1 – Calculus	Math coach	9-12 math teachers	Sept.11, 2012	Vocabulary worksheets/activities	Principal Assistant Principal Math Coach Math Department Head
						Principal Assistant

Technology in the math classroom	Grade 9-10/ALG 1 Geometry	Math teachers	Grade 9-10 / Algebra 1 Geometry	Sept. 17, 2012	Informal math coach walk-throughs	Principal Math Coach Math Department Head

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills in the area of two-dimensional Geometry through the use of Discovering Geometry's Investigations work	Ti-30XS calculators	Title 1	$750.00
			Subtotal: $750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Maintain level 3+ proficiency	LCD light bulb replacement	Title I	$2,000.00
			Subtotal: $2,000.00
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: $2,750.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The results of the 2011-2012 Florida Alternate Assessment indicate that 38% of students scoring at levels, 4, 5, 6. Our goal for the 2012-2013 to increase the percentage of students scoring at levels 4-6 by 5 percentage points to 43%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	43% (6)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FAA score report is that 62% of students are at a Science Performance Level of 3 or below, which is considered the emergent level	Train teachers to effectively implement Access Points. Students need objects/ pictures for exploration and identification of key scientific concepts. Instruction must be hands on so students can manipulate and explore actions and outcomes. Students must have continuous review/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrative Team SPED Department Chair The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies	Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.	Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA Science 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The results of the 2011-2012 Florida Alternate assessment indicate that 0% of students scoring at level 7. Our goal for the 2012-2013 to increase the percentage of students scoring at levels 4-6 by 0 percentage points to 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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	The area of deficiency as noted on the 2012 FAA score report is that 62% of students are at a Science Performance Level of 3 or below, which is considered the emergent level	Train teachers to effectively implement Access Points. Students need text and pictures for exploration and identification of key scientific concepts. Students need to observe real time activities to determine outcomes. Students must have continuous review/practice when learning science	The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies	Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.	Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA Science

		concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).			Assessment

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 23% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(150)	27%(179)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the Biology EOC Assessment is the Classification, Hereditary, and Evolution content area. The ability for students to comprehend key biology vocabulary and their reading comprehension within the content area.	Instruction in high school courses will adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. In addition, teachers will review the Biology Item Specifications. Develop Professional Learning Community of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning in life science. Utilize diagrams, bell ringers, animations, and charts that describe the Classification, Hereditary, and Evolution content area and have students practice those benchmarks through hands-on laboratories activities, Gizmos, FCAT Explorer, Discovery Education, and whole group instruction.	Administrators and Department Head.	Teams will review the results of data assessments to monitor student progress as well as check lab journals/logs.	Formative: District Baseline, Fall, and Winter Interim Assessments and Edusoft teacher-made chapter/unit tests Summative: 2013 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology Baseline Assessment indicate that 16% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(104)	17%(116)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of concern going into 2012-2013 is the Classification, Hereditary, and Evolution content area. The ability for students to apply higher order thinking skills in solving problems and acquiring new biological knowledge	Provide a variety of hands-on inquiry based learning opportunities for students to analyze Genetic variation in order to draw appropriate conclusions, apply key instructional concepts and to compare genetic engineering and changes in our human genome and genetic make-up in today's science profession. This will allow students to apply learned concepts to real world problems stemming from genetics and human genes mapping, cloning, etc. In addition, teachers will review the Biology Item Specifications. Provide instructional strategies for promoting rigor in the classroom through laboratory investigations. Provide opportunities for students to participate in enrichment activities like Saturday school, Fairchild Challenge, and science honor society.	Administrators and Department Head.	Teams will review the results of data assessment to monitor student progress as well as check lab journals/logs.	Formative: District Baseline, Fall, and Winter Interim Assessments and Edusoft teacher-made chapter/unit tests Summative: 2013 Biology EOC

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating the Biology Item Specifications	9th and 10th Biology	Department Chairperson	Biology Teachers	August 2012	Lesson Plans, Student Folders, Classroom Walkthrough logs and Student Portfolios	Assistant Principal for Curriculum Department Chairperson
Implementation of the recommended District hands–on	9th and 10th grade/all Subjects	Department Chairperson	All Science Teachers	October 2012	Lesson Plans, Student Folders, Classroom Walkthrough logs and Student Portfolios	Assistant Principal for Curriculum Department Chairperson
Science Data Talks for teachers	9th and 10th Biology	Department Chairperson	Biology Teachers	September 2012	Subject area meetings	Assistant Principal for Curriculum Department Chairperson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of biology concepts through the use of PENDA	PENDA Online STEM Resource 1 year subscription	Title 1	$6,195.00
Ensuring EOC success	Tutoring after school hours	Title I	$1,000.00
			Subtotal: $7,195.00
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: $7,195.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicate that of 79% of students scored at a level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at the master level 4 by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(533)	81%(547)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted by the data found on the 2012 FCAT Writes Assessment is in the area of the writing process; planning, drafting and effectively editing and revising.	1a.1.During monthly writing workshops through the Language Arts/ELL classes and mini-in-classroom seminars held by the teacher; students will work on the elements of vocabulary building, grammar skills and strengthening writer's voice all through infusing the elements of creative writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson/ Writing Coach	Administration and evaluation of monthly writing prompts based on the different modes of discourse (narrative, persuasive, argumentative) and the elements of effective writing. Evaluation and revision of student work found in student writing folders/portfolio through peer discussion and teacher/student data chats.	Formative: Students' data scores on monthly writing assessments through Language Arts classes, monthly school wide assessments, and District Pre/Post Writing Assessments. Summative: 2012-2013 FCAT Writing Assessment
2	The areas of deficiency as noted by the data found on the 2012 FCAT Writes Assessment is in the was Writing Application; specifically in the area of persuasive writing and its components such as establishing a position, presenting clear and relevant data and providing support and effective arguments through the use of persuasive appeals.	During monthly writing workshops through the Language Arts classes, students will be exposed to the modeling of good writing through the use of released essays, instruction of the elements of effective writing(focus, organization, support and conventions) and exposure to the different modes of discourse(narrative, persuasive, argumentative, etc.)	Assistant Principal for Curriculum, Language Arts Department Chairperson/Writing Coach	1.2. Administration and evaluation of monthly writing prompts based on the different modes of discourse (narrative, persuasive, argumentative) and the elements of effective writing. Evaluation and revision of student work found in student writing folders/portfolio through peer discussion and teacher/student data chats.	Formative: Students' data scores on monthly writing assessments through Language Arts classes, monthly school wide assessments, and District Pre/Post Writing Assessments. Summative: 2012-2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	Writing Goal #1b: The results of the 2011-2012 FCAT Writing Test indicate that 79% of students scored level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 4 or higher to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (533)	81% (547)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted by the data found on the 2012 FCAT Writes Assessment is in the area of the writing process; planning, drafting and effectively editing and revising.	During monthly writing workshops through the Language Arts/ELL classes and mini-in-classroom seminars held by the teacher; students will work on the elements of vocabulary building, and strengthening writer's voice all through infusing the elements of creative writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson/Writing Coach	Administration and evaluation of monthly writing prompts based on the different modes of discourse (narrative, persuasive, argumentative) and the elements of effective writing. Evaluation and revision of student work found in student writing folders/portfolio through peer discussion and teacher/student data chats.	Formative: Students' data scores on monthly writing assessments through Language Arts classes, monthly school wide assessments, and District Pre/Post Writing Assessments. Summative: 2012-2013 FCAT Writing 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
Workshop: Teaching the writing process from planning to revision.	Grades 9-10 Including : ELL and SPED	Language Arts Department Chairperson	9th and 10th grade Language Arts teachers to include ELL and SPED teachers.	September 2012	Language Arts Department Chairperson will meet with each of the grade level teams after each session to discuss student progress and effectiveness of instruction through the evaluation of student writing folders.	Language Arts Department Chairperson, 9th and 10th grade Language Arts teachers and ELL and SPED Language Arts teachers.
Workshop: Providing opportunities for writing in all subject areas.	All Content Faculty	Language Arts Department Chairperson	Faculty: All contents	September 2012	Administrative walkthroughs and evaluation of writing in student folders.	Administrative Team
Workshop:The Difference between Expository and Persuasive Writing Techniques	Grades 9-10 Including : ELL and SPED	Language Arts Department Chairperson	9th and 10th grade Language Arts teachers to include ELL and SPED teachers.	October/November 2012	Language Arts Department Chairperson will meet with each of the grade level teams after each session to discuss student progress and effectiveness of instruction through the evaluation of student writing folders.	Language Arts Department Chairperson, 9th and 10th grade Language Arts teachers and ELL and SPED Language Arts teachers.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Infusing the Different Modes of Discourse in the Language Arts Class	Writing sample material and strategies	Substitute Funding	$2,700.00
The Elements of Effective Writing : The Writing Process and Using Model Papers	Writing sample material and strategies	Substitute Funding	$450.00
			Subtotal: $3,150.00
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: $3,150.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012-2013 U.S. History Baseline indicate that 0% of the students scored at level 3 in U.S. History. Our goal for the 2012-2013 school year is to increase the number of students scoring at level 3 by 10 percentage points to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0).	10% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited understanding and content knowledge of U. S. History from the period of Reconstruction to the present time.	Utilize District-published pacing guides and lesson plans with assessments aligned to tested End-of-Course Exam Benchmarks to maximize opportunities for students to master assessed content. Additionally, teachers will review and apply	APC Department Chair	Data analysis of assessments, comparing benchmarks to evaluation to ensure progress is being made 1.2. Data analysis of vocabulary-related assignments as well as of assessments,	Teacher-made chapter/unit assessments District-made assessments Interim assessments Summative

1		the U.S. History Item Specifications in their instruction. Provide a variety of activities which help students develop an understanding of the content-specific vocabulary taught in U.S. History. . Provide U.S. History teachers with CRISS and vocabulary development training to be implemented in the classroom. Provide a variety of opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations in their study of U.S. History.		comparing benchmarks to evaluations to ensure progress is being made. 1.3 Students will complete assignments that assess mastery of skills. Grades will determine effectiveness.	2013 U.S. History EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012-2013 U.S. History Baseline indicate that 0% of the students scored at level 4 and 5 in U.S. History. Our goal for the 2012-2013 school year is to increase the number of students scoring at level 4 and 5 by 10 percentage points to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0).	10% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in the use of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period.	Provide a variety of strategies and activities that allow students to interpret and analyze primary and secondary sources of information in their study of U.S. History. 2.2. Provide opportunities for students to research specific events and personalities in history, using both print and non-print resources. 2.3	APC Department Chair	2.1. Students will apply various strategies to analyze and interpret primary and secondary sources that assess mastery of the skills. Grades will determine effectiveness. 2.2. Students will complete research assignments. Grades will determine effectiveness. 2.3 Students will participate in and	Teacher-made chapter/unit assessments District-made assessments Interim assessments Summative 2013 U.S. History EOC

		Provide opportunities for students to participate in a variety of project-based learning activities in their study of U.S. History.		complete various projects in U.S. History. Grades and participation will determine effectiveness.	

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
Review of Item Specifications for U.S. History EOC	11-U.S. History	Dept. Chair	All U.S. History teachers	September 17, 2012	Classroom observations and student work folders. Department SLC meetings to monitor implementation of strategies.	Department Chair
Strategies to Analyze and Interpret Primary/Secondary Sources	11-U.S. History	Dept. Chair	All U.S. History teachers	October 26, 2012	Classroom observations and student work folders. Department SLC meetings to monitor implementation of strategies.	Department Chair
Vocabulary Development in U.S. History/CRISS Strategies	11-U.S. History	Dept. Chair/CRISS Trainer	All U.S. History teachers	September 26, 2012	Classroom observations and student work folders. Department SLC meetings to monitor implementation of strategies.	Department Chair

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interpreting Maps, Charts, etc.	Maps /Other Visuals	Title 1	$2,000.00
Interpreting Primary/Secondary Sources	Collection of Printed Primary/Secondary Sources---Supplementary Materials	Title 1	$2,000.00
			Subtotal: $4,000.00
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: $4,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 94.41 % by minimizing absences due to illnesses and truancy, and to create a climate in our school where stakeholders feel welcome and appreciated, The goal for this year is to decrease the number of students with excessive absences and tardiness (10 or more) by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.41% (2640)	94.41% (2668)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1373	1304
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
970	922

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	Truancy decreased by .55% from the previous year due mainly to interventions and strategies implemented during the school year.	Identify and refer students who develop a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	1.1. Principal, Assistant Principals, City of Miami Truancy Officer	1.1. Analyze and monitor COGNOS reports, ISIS attendance reports, and the truancy weekly logs. Weekly updates by the TCST to the administration and bi-weekly meetings and adjustments.	1.1. TCST logs and attendance rosters.
2	1.2. Temporary movement and relocation due to construction.	1.2. Create incentive programs; allow additional time between class changes, increase security presence.	1.2. Administration and the Security Team.	1.2. Hall and Tardy Sweeps are conducted weekly. The amount of students in the halls, caught during hall sweeps, off campus, and the subsequent attendance rates are monitored on a monthly basis.	1.2. Daily attendance rate.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9-12	Assistant Principal	All teachers	Early Release	Quarterly monitoring of attendance and tardy logs.	Assistant Principal
COGNOS	9-12	Principal	Assistant Principals and Counselors	Afterschool	Quarterly monitoring of attendance reports.	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentive Program	Ipods	EESAC	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to REDUCE the suspension rates by 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
695	626

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
491	442
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
93	84
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
77	69

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 total number of indoor suspensions increased from the 2010- 2011 school year to the 2011-2012 school year.	Utilize the Code of Student Conduct to ensure a variety of interventions are utilized. Utilize Saturday School and afterschool detentions as an Alternative to Suspension.	1.1. Leadership Team	1.1. Monthly quarterly reports and suspension data with referral codes.	1.1. Number of referral issued and parent contact logs.
2	The total number of outdoor suspension decreased from the 2010-2011 school-year to the 2011-2012 school-year.	1.2. Utilize Saturday School and afterschool detentions as an Alternative to Suspension. 1.3. Create an incentive program to support positive behaviors and good citizenship.	1.2. Leadership Team	1.2. Reduction of indoor and outdoor suspension rates.	1.2. Sign in sheets and 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
Alternatives to Suspension	9-12	Assistant Principal	School-Wide	Faculty Meetings and Senior Staff Meetings	Review ASP logs and conduct classroom walkthroughs to provide support and ensure compliance.	Administration

Grade book Attendance Procedures	9-12	Assistant Principal	Teachers	Faculty Meetings	Decreased tardiness and increased attendance rates.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Good Citizenship Incentive Program	Fieldtrips and Fun Days	Title I, PTSA, EESAC	$6,000.00
			Subtotal: $6,000.00
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: $6,000.00

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: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.10 percentage points and to increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.12% (60)	2.01% (57)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
67.3% (518)	69.3% (603)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	At-risk students are not enrolling in alternative programs	1.1. Maintain a database, identify and meet with at-risk students to discuss graduation options, credit recovery programs and ensure enrollment in recommended programs.	1.1. Principal Assistant Principals Counselors	1.1. Monitor withdrawal codes and enrollment logs in Adult Education courses.	1.1. Enrollment logs.
2	Students lack the motivation to become active participants in their education and fail to see the relevance of established graduation requirements.	1.2. Require a Senior Parent Night and subsequent At-risk Nights to ensure parents and students are apprised of their current graduation status and the resources available to them. Counselors will meet with Seniors on a quarterly basis to distribute credit histories, recommend interventions and course recovery options.	1.2. Administrative Team Student Services	1.2. Quarterly maintenance of the Senior database.	1.2. On-time graduation rate
3	The faculty must continue to utilize strategies to assist potential graduates.	1.3. Recalculate GPA's, semesterize courses, forgive courses, enter TRACE, schedule intervention meetings, and monitor course recovery programs.	1.3. Administration Student Services Teachers CAP Registrar	1.3 Increased rate of graduation requirements.	1.3 Senior database.

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 Credit Procedures	9-12	Assistant Principal	Teachers	Faculty Meetings	No-Credit Lists at the end of the semester and annual courses.	Assistant Principal

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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
Graduation ready students	Incentives	EESAC, PTSA, Dade Partners	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A - Title I school, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A- Title I school, see PIP	N/A- Title I school, see PIP

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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines.

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 proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses.	Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete	Administrators and Science department chairperson	Administrators and department chairpersons will monitor tracking system of student expectation and performance	Student enrollment in upper level STEM courses for the 2012-2013school year.

		science courses delineated by the Student Progression Plan.			

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
AP Subject – Area Conference (locally)	ALL	College Board	AP Teachers	October 2012	Classroom Visitation and AP teacher meetings	Assistant Principal for Curriculum

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	70% of CTE students attempting an industry certification will achieve a passing score, and complete any other certification requirements such as work experience hours
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery	Promote the effective use of high order questions and rigorous activities in the CTE classrooms. Provide active modeling/support and coaching in the use of higher order questioning and response techniques throughout the curriculum.	Assistant Principal,	Administrators and department chairpersons will monitor tracking system of student expectation and performance.	Student passing rate of industry certification exams.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE Instructional Strategies	9-12	PD Liaison	All CTE Instructors	Monthly	Observations, walkthroughs	Leaderhsip Team
Teacher Industry Certification	9-12	PD Liaison	CTE Department	Aug-July Weekly	Observations, Walkthrough	Leadership Team
Lesson Studies	9-12	PD Liaison	CTE Department	Aug- June Bi-Weekly	Observations, Walkthrough	Leadership Team

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Membean	Vocabulary program	Title 1, SBBS	$13,000.00
Reading	CRISS	Teacher training	SBBS	$2,000.00
Mathematics	Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills in the area of two-dimensional Geometry through the use of Discovering Geometry's Investigations work	Ti-30XS calculators	Title 1	$750.00
Science	Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of biology concepts through the use of PENDA	PENDA Online STEM Resource 1 year subscription	Title 1	$6,195.00
Science	Ensuring EOC success	Tutoring after school hours	Title I	$1,000.00
Writing	Infusing the Different Modes of Discourse in the Language Arts Class	Writing sample material and strategies	Substitute Funding	$2,700.00
Writing	The Elements of Effective Writing : The Writing Process and Using Model Papers	Writing sample material and strategies	Substitute Funding	$450.00
U.S. History	Interpreting Maps, Charts, etc.	Maps /Other Visuals	Title 1	$2,000.00
U.S. History	Interpreting Primary/Secondary Sources	Collection of Printed Primary/Secondary Sources--- Supplementary Materials	Title 1	$2,000.00
Attendance	Incentive Program	Ipods	EESAC	$1,000.00
Suspension	Good Citizenship Incentive Program	Fieldtrips and Fun Days	Title I, PTSA, EESAC	$6,000.00
				Subtotal: $37,095.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Maintain level 3+ proficiency	LCD light bulb replacement	Title I	$2,000.00
				Subtotal: $2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Graduation ready students	Incentives	EESAC, PTSA, Dade Partners	$1,000.00
				Subtotal: $1,000.00
				Grand Total: $40,095.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

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
Student incentive programs for purposes of attendance, citizenship, and honor roll.Fieldtrips and instructional resources.	$7,000.00

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

The School Advisory Council (EESAC) will participate in activities that focus on student achievement for the upcoming school year. The school Advisory Committee will assist in developing the School Improvement Plan, monitor the implementation of the SIP through ongoing data analysis and provide resources and support to implement interventions.

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 SENIOR HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	34%	64%	80%	34%	212	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	50%	70%			120	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?	59% (YES)	66% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
MIAMI SENIOR HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	67%	88%	29%	216	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	78%			129	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?	55% (YES)	79% (YES)			134	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					479	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested