

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: HIALEAH GARDENS SENIOR HIGH SCHOOL

District Name: Dade

Principal: Louis J. Algaze

SAC Chair: Niurka Davis

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Principal	Louis J. Algaze	Chemistry, Biology, School Principal	5	15	'12 '11 '10 '09 '08 School Grade X B C B N/A X N N N N High Standards Rdg. X 42 41 38 N/A High Standards Math X 80 77 74 N/A Lrng Gains-Rdg. X 49 48 59 N/A
Assis Principal	Andy Granados	Emtl Hndcp, Mg Social Sci, Ed Leadership	3	14	'12 '11 '10 '09 '08 School Grade X B C B C X N N N N High Standards Rdg. X 42 41 38 36 High Standards Math X 80 77 35 35 Lrng Gains-Rdg. X 49 48 54 51 Lrng Gains-Math X 80 76 59 60 Gains-Rdg-25% X 47 46 75 70 Gains-Math-25% X 79 71 64 68
Assis Principal	Lesa D. Slocum	Elem Ed, Ed Leadership	2	8	'12 '11 '10 '09 '08 School Grade X B C C F X N N N N High Standards Rdg. X 42 41 53 13 High Standards Math X 80 77 62 38 Lrng Gains-Rdg. X 49 48 64 38 Lrng Gains-Math X 80 76 57 72 Gains-Rdg-25% X 47 46 59 55

					Gains-Math-25% X 79 71 63 78
Assis Principal	Robin Bocclair	BUS ED, OCCUP SPEC, ED LEADERSHIP, MARKETING	2	2	'12 '11 '10 '09 '08 School Grade X B C B X N N N High Standards Rdg. X 42 41 38 High Standards Math X 80 77 74 Lrng Gains-Rdg. X 49 48 33 Lrng Gains-Math X 80 76 57 Gains-Rdg-25% X 47 71 65 Gains-Math-25% X 79 71 84
Assis Principal	Lee Krueger	Chemistry, Ed Leadership	1	8	'12 '11 '10 '09 '08 School Grade X C C C C X N N N N High Standards Rdg. X 47 45 37 32 High Standards Math X 78 75 68 60 Lrng Gains-Rdg. X 52 29 53 45 Lrng Gains-Math X 72 76 76 68 Gains-Rdg-25% X 58 56 54 49 Gains-Math-25% X 58 65 70 60

## 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 Coach	Vanessa Valle	Reading, English	4		'12 '11 '10 '09 '08 School Grade X B C B D X N N N N High Standards Rdg. X 42 41 38 29 High Standards Math X 80 77 74 54 Lrng Gains-Rdg. X 49 48 59 52 Lrng Gains-Math X 80 76 83 72 Gains-Rdg-25% X 47 46 65 61 Gains-Math-25% X 79 71 84 71
Reading Coach	Claudia Estrada	French, ELL, English	3		'12 '11 '10 '09 '08 School Grade X B C X X X N N X X High Standards Rdg. X 42 41 X X High Standards Math X 80 77 X X Lrng Gains-Rdg. X 49 48 X X Lrng Gains-Math X 80 76 X X Gains-Rdg-25% X 47 46 X X Gains-Math-25% X 79 71 X X

## 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	Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead Academy Teacher	Principal, Assistant Principal, Department Chair, Lead Academy Teacher	June 8, 2012	
2	Partnering new teachers with veteran teachers	Assistant Principal	June 8, 2012	
3	Soliciting referrals from current employees	Principal	N/A	
4	Offer teachers leadership opportunities	Principal	June 8, 2012	

## 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
6	Teachers are paired with Department Chairpersons and Highly Effective/NBCT for assistance with in class instruction, model lessons and subject area certification.

### 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
125	6.4%(8)	32.8%(41)	40.0%(50)	20.8%(26)	45.6%(57)	69.6%(87)	4.0%(5)	2.4%(3)	20.0%(25)

### 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
Dannette Hernandez	Xochitil Yanez	Ms. Yanez is a teacher with less than three years of teaching experience. She is paired with Mrs. Hernandez, a Highly Qualified Mathematics Teacher and the Mathematics Department Chair.	The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
Zachery Nehme	Daniel Castro	Mr. Castro is a teacher with less than three years of teaching experience. He is paired with Mr. Nehme, a Highly Qualified Science Teacher and the Science Department Chair.	The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

##### Title I, Part A

Hialeah Gardens High School provides to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary 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; assists 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 CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

##### Title I, Part C- Migrant

Hialeah Gardens 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.

#### Title I, Part D

##### Title I, Part D

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

#### Title II

##### Title II

Miami-Dade County is a Title II District. 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, ELL
- 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

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant English Language Learners. In addition, Hialeah Gardens Senior High provides students and parents with home language assistance by providing pull-out sessions during the school day. As funds become available, after school and Saturday tutoring is offered to assist any student identified under the NCLB requirements. Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K – 12)
- Parent outreach activities (K – 12)
- Professional Development on best practices for ELL and content area teachers
- Coaching and mentoring for ELL and content area teachers (K – 12)
- Reading and supplementary instructional materials (K – 12)

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 and immigrant students (K – 12), RFP process.

#### Title X- Homeless

##### Title X- Homeless

Hialeah Gardens High School will provide:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

##### Supplemental Academic Instruction (SAI)

Hialeah Gardens High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

##### Violence Prevention Programs

Hialeah Gardens High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, guest speakers, on campus activities, and counseling.

#### Nutrition Programs

##### Nutrition Programs

Hialeah Gardens High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.
- Hialeah Gardens High School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Miami-Dade County Schools District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

##### Adult Education

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

#### Career and Technical Education

##### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides 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 Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

##### Job Training

A partnership through the National Academy Foundation provides students with summer internship and job training opportunities. Additionally, through academy related field trips, students also learn how to create a resume, dress for success, and perform well during a job interview.

#### Other

##### Other

##### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.
- 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.

- HClOS will enhance the health education activities provided by the schools and by the health department. HClOS will assure all students receive health education.
  - HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.
- HIV/AIDS Curriculum: AIDS Get the Facts!
- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
  - HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
  - HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
  - HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
  - Miami Lighthouse / Heiken Children's Vision Program
  - Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.
- Postsecondary Transition
- Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.
- Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and community awareness, and health and wellness, which support student success. Surviving My First Year After High School is a tenth, eleventh and twelfth grade curriculum consisting of lesson plans and activities that have been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences. College Access Partnership allows for open dialogue among partners and stakeholders to: leverage and coordinate resources, collect and use data as a means to assess strengths and bridge gaps, and support long-term change and sustainability for college access and success. Partners include: AVID (Advancement Via Individual Determination), Citi Post-Secondary Success Program, College Summit, ConnectEDU, Educate Tomorrow, ENLACE , FAFSA Completion Project, Gates/National Student Clearinghouse, NFTE, Women of Tomorrow Mentor & Scholarship Program, Inc., Post-Secondary Institutions, and others.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Team consists of:

- Principal
- Assistant Principal
- Assistant Principal & MTSS/RtI Coordinator
- Media Specialist
- Academy of Biomedical Science Lead Teacher
- Student Services Department Chairperson
- Athletic Director
- Reading Coach and Academy of Education Lead Teacher
- Language Arts Department Chairperson
- ELL/ELL Department Chairperson
- Activities Director/EESAC Chairperson
- Academy of Engineering Lead Teacher
- Mathematics Department Chairperson
- SPED/ESE Department Chairperson
- Academy of International Finance Lead Teacher
- Social Studies Department Chairperson
- Fine Arts/Vocational/Electives Department Chairperson
- Test Chairperson
- Academy Coordinator
- SPED/ESE Teacher
- Academy of Hospitality and Tourism Lead Teacher
- Academy of Arts and Entertainment Lead Teacher
- Academy of Law Studies Lead Teacher
- English Teacher

- Science Department Chairperson

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving

The school-based RTI Leadership Team is involved in proposing practices and developing a plan for implementing school-wide improvements in all specified goal areas of the SIP. The RTI Leadership Team uses the data gathered to identify goals for the SIP. These goals will be used to create action steps or strategies. The team will help set and implement clear expectations that align with state, district and school's instructional focus.

#### 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

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Behavior

- Student Case Management System

- Detentions
  - Suspensions/expulsions
  - Referrals by student behavior, staff behavior, and administrative context
  - Office referrals per day per month
  - Team climate surveys
  - Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing professional development for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI 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).

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

- Louis Algaze , Principal
- Robin Boclair, Assistant Principal
- Andy Granados, Assistant Principal
- Lee Krueger, Assistant Principal
- Lesa Slocum, Assistant Principal

Select department chairs and instructional coaches who share the common goal of improving instruction for all students:

- Anabel Parra, Media Specialist
- Orlando Fernandez, Academy of Biomedical Science Lead Teacher
- Brigitte Moody, Student Services Department Chairperson
- Carlos Ochoa, Athletic Director
- Vanessa Valle, Reading Coach and Academy of Education Lead Teacher
- Christine Rodriguez, Language Arts Department Chairperson
- Claudia Estrada, Reading Coach
- Cynthia Wu, Academy of Engineering Lead Teacher
- Danette Hernandez, Mathematics Department Chairperson
- Nicole Metelow, SPED/ESE Department Chairperson
- Hung Pham, Academy of International Finance Lead Teacher
- Florentino Burgos, Social Studies Department Chairperson
- James Bryant , Fine Arts/Vocational/Electives Department Chairperson
- Kristan Belfield, Test Chairperson
- Niurka Davis, Activities Director/EESAC Chairperson/Academy Coordinator
- Rafael Napoles, Academy of Arts and Entertainment Lead Teacher
- Steven Brooks, Academy of Law Studies Lead Teacher
- Yolanda McCollister, English Teacher
- Zachary Nehme, Science Department Chairperson



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

The LLT meets on a monthly basis. The LLT analyzes the effectiveness of the Reading FCIM calendars; collect and analyze the effectiveness of FAIR and Interim assessments; develops workshops for instructional staff; enriches classrooms with reading literacy tools as a lifelong goal for student success, organizes literacy activities for students and parents; makes necessary revisions and improvements to focus lessons; shares best practices and student work. The administrators will ensure commitment and allocate resources. Department chairs and instructional coaches share the common goal of improving instruction for all students.

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

Monthly meetings are conducted during the school-wide planning time. A professional development (PD) plan, offering Master Plan Points (MPP) is scheduled for 2012-2013, including sessions on incorporating literacy across the curriculum. The Literacy Leadership Team will help implement the Word of the Day practice and common graphic organizer across content areas, will create and implement a literacy partnerships among students, parents and teachers, organize and run Starbooks Exchange, a used book store, to promote literacy at the Hialeah Gardens Educational Complex, and use the Starbooks Cafe as a tool to increase school wide literacy.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

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.

At Hialeah Gardens High School, we will be implementing a Literacy Across the Curriculum Plan that involves all our teachers. All of our electives and non-tested content areas; will be assigned a content cluster that correlates best with their curriculum. Teachers will be using openers based on school-wide instructional focused calendar and Reading Task Cards. The following professional development topics will be provided through our Professional Learning Communities (PLC), Early Release Days, & Professional Development Days:

- Utilizing the Reading Task Cards
- Reciprocal Teaching
- 3 school wide CRISS strategies
- School wide Instructional Focus Calendars
- Writing in the Content Area
- Differentiated Instruction

All departments will be collaborating through the PLC meetings and common planning.

A school-wide reading focus calendar is developed each year to improve the reading comprehension, writing, and communicative skills of students. Throughout the year, professional development is provided by the Literacy Leadership Team (LLT) to equip teachers in all content areas with proven pedagogies and strategies essential to produce improvements in the literacy education of students. The school program provides a variety of instructional strategies, remediation, enrichment, and learning activities that accommodate diverse learning styles. The LLT collaborate with teachers on assessments, such as Florida Assessment of Instruction in Reading (FAIR), and use them to provide valuable information for developing alternative instruction or interventions. The Literacy Leadership Team will help implement the Word of the Day practice and common graphic organizer across content areas, will create and implement a literacy partnerships among students, parents and teachers, organize and run Starbooks Exchange, a used book store, to promote literacy at the Hialeah Gardens Educational Complex, and use the Starbooks Cafe as a tool to increase school wide literacy.

## \*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?

- Applied and integrated mathematics and science courses are offered to accommodate the diverse student needs.
- Varied instructional methodologies are used to engage students in the process of a higher level problem solving and critical thinking.
- Assessment data via state, district, and school site is used for student course recommendations to meet educational needs.
- We further encourage and highly recommended students who have completed the state requirements for mathematics and science courses to enroll in additional courses.
- Teachers meet within their department to discuss overall students' progress and to plan for supplementary courses for the following school year.

Hialeah Gardens High School offers 8 academies (Academy of Arts and Entertainment, Academy of Biomedical Studies, Academy of Education, Academy of Engineering, Academy of Finance, Academy of Hospitality and Tourism, Academy of Information Technology, and Academy of Law Studies) for students to select an area of study during high school. The academy offerings provide a guide for students to have hands on experience in an area of choice as well as an internship opportunity.

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?

Hialeah Gardens High School offers 8 academies (Academy of Arts and Entertainment, Academy of Biomedical Studies, Academy of Education, Academy of Engineering, Academy of Finance, Academy of Hospitality and Tourism, Academy of Information Technology, and Academy of Law Studies) for students to select an area of study during high school. The academy offerings provide a guide for students to have hands on experience in an area of choice as well as an internship opportunity. Students may also elect to enroll in a variety of Advanced Placement courses, Cambridge courses and Dual Enrollment with Miami Dade College and FIU.

## 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](#)

Review of student final grades and teacher recommendation for potential students who may benefit from advanced level courses.

- Use of the data from the results of the PSAT in AP Potential to provide additional information on students who may not have been exposed to advanced level courses.
- Advanced course informational sessions are provided for the current course teachers to outline the curriculum for future courses.
- Parent/student orientations are held to review academy and academic offerings at various times throughout the school year.
- Academic advisement from school counselors ensures the appropriate enrollment of students to make students aware of the availability of advanced level courses. Advisement is also extended to students who are currently experiencing difficulties their current courses.
- Summer preparation materials are provided for students to prepare for the upcoming school year.
- Various postsecondary institutions send representatives to speak regarding student admissions, scholarship opportunities, athletics, and other topics of interest about college life.

## 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:	Students scoring at achievement level 3 will increase proficiency by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (324)	29% (408)

#### 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	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.	Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).  Implementing a variety of CRISS Strategies and reciprocal teaching.	RtI Team Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
2	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.	Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).  Implementing a variety of CRISS Strategies and reciprocal teaching.	RtI Team Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category	Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by	RtI Team Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: District Baseline Exam and Interim Assessments

3	3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.	describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).  Implementing a variety of CRISS Strategies and reciprocal teaching.		Classroom Walkthroughs Sample Student Work	Summative: 2013 FCAT 2.0 Assessment
4	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.	Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).  Implementing a variety of CRISS Strategies and reciprocal teaching.	RtI Team Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
5	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.	Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).  Implementing a variety of CRISS Strategies and reciprocal teaching.	RtI/MTSS Team Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
6	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.	Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).  Implementing a variety of CRISS Strategies and reciprocal teaching.	RtI/MTSS Team Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Students scoring at achievement levels 4, 5, and 6 on the 2013 FAA will increase proficiency by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (6)	48% (7)

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 would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment
2	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment
3	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment

		concepts.		curriculum or for students to be provided with additional supports and learning opportunities.	
4	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment
5	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment
6	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment
7	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment

		Students must have continuous review/practice when learning reading concepts.		in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	
8	Students would benefit from more exposure to a wide variety of problems related to independent level skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize 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.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Interim Assessments  Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students scoring at achievement levels 4-5 will increase proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (289)	23% (324)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading application. This required students to Determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details	2.1. Utilize grade-level appropriate texts practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students will also benefit from the use of common core graphic organizers and opinion proof notes.	2.1. MTSS/RTI Team Administration Reading Coach Literacy Leadership Team	2.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	2.1. Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:</p>	<p>Students achieving proficiency at or above level 7 on the 2013 FAA will increase by 2%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>36% (5)</p>	<p>39% (5)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.</p>	<p>Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.</p>	<p>Literacy Leadership Team; IEP Team</p>	<p>LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.</p>	<p>Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment</p>
2	<p>Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.</p>	<p>Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.</p>	<p>Literacy Leadership Team; IEP Team</p>	<p>LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.</p>	<p>Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment</p>
3	<p>Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring</p>	<p>Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.</p>	<p>Literacy Leadership Team; IEP Team</p>	<p>LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common</p>	<p>Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment</p>



	information.			instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	
4	Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
5	Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
6	Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
	Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of	Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

7	knowledge items that reflect skills associated with constructing, solving, and inferring information.			observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	
8	Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
9	Students would benefit from more exposure to a wide variety of challenging problems related to independent level skills. Additionally, the students would benefit from more advanced depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilization of fiction, nonfiction and informational text to identify the differences.  Vocabulary should be introduced to students with pictures and print.	Literacy Leadership Team; IEP Team	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: District Baseline Exam and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Students making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (847)	72% (910)

Problem-Solving Process to Increase Student Achievement

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

1	<p>3.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis. Students would benefit from further assistance in using descriptive language and literary allusions.</p>	<p>3.1. Utilize grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's Use of literary elements. Student should analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p>	<p>3.1. Administration Reading Coach Literacy Leadership Team</p>	<p>3.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs and review of Sample Student Work</p>	<p>3.1. Formative: District Baseline Exam, Interim Assessments, and FAIR Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
---	--	--	---	--	---

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>Students making learning gains in reading on the 2013 FAA will increase by 10%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>60% (6)</p>	<p>70% (7)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The students would benefit from increased instruction in determining the main idea or essential message in text through retelling, guided summarizing, and identifying relevant details and facts.</p>	<p>To improve comprehension, reading selections will be taught at a level that is challenging and not frustrating to the students. Students will have continuous review/practice when learning reading concepts at their skill level.</p>	<p>Literacy Leadership Team; IEP Team</p>	<p>LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.</p>	<p>Formative: Baseline, District Interim Assessments, and FAIR Assessments</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The amount of students in the lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (267)	85% (284)

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	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Students need assistance acquiring the vocabulary necessary to be successful readers.	Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations	Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam, Interim Assessments, and FAIR Assessment  Summative: 2013 FCAT 2.0 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 #					
	Our goal is to reduce the percent of non-proficient students by 50%. The 2010-2011 baseline data shows proficiency at 47%					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Students in the subgroup making learning gains in reading will increase by 5%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 52 Black: 61 Hispanic: 46 Asian: n/a American Indian: n/a	White: 60 Black: 68 Hispanic: 51 Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Students need assistance acquiring the vocabulary necessary to be successful readers.	Students will benefit from the use of high school task cards, Edge practice books and Edge novels and differentiated instruction. Students will also be given the opportunity to attend Saturday camp for additional tutoring.	Administration; Reading Coach; Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam, Interim Assessments, and FAIR Assessment  Summative: 2013 FCAT 2.0 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 amount of ELL students making satisfactory progress in reading will increase by 14%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
19 (54)	33% (94)

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	An area of deficiency for ELL students was Reporting Category 1, Vocabulary. ELL students need assistance acquiring the vocabulary necessary to be successful readers.	Students will benefit from the use of high school task cards, Edge practice books and Edge novels and differentiated instruction. Students will also be given the opportunity to attend Saturday camp for additional tutoring.	MTSS/RtI Team Administration Reading Coach Literacy Leadership Team ELL Department Chair	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam, Interim Assessments, and FAIR Assessment  Summative: 2013 FCAT 2.0 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 amount of SWD students making learning gains in reading will increase by 10%.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (28)	34% (39)

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	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for SWD students was Reporting Category 1, Vocabulary. SWD students need assistance acquiring the vocabulary necessary to be successful readers.	Students will benefit from the use of high school task cards, Edge practice books and Edge novels and differentiated instruction. Students will also be given the opportunity to attend Saturday camp for additional tutoring.	Administration; Reading Coach; Literacy Leadership Team; SPED Department Chair	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam, Interim Assessments, and FAIR Assessment  Summative: 2013 FCAT 2.0 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 amount of Economically Disadvantaged students making satisfactory progress in reading will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (518)	53% (624)

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	An area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Students need assistance acquiring the vocabulary necessary to be successful readers.	Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.	Administration Reading Coach Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs Sample Student Work	Formative: District Baseline Exam, Interim Assessments, and FAIR Assessment  Summative: 2013 FCAT 2.0 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
Reciprocal Teaching	School-wide differentiated by content	Vanessa Valle	School-wide	November 6, 2012	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
CRISS Strategies	School-wide differentiated by content	Vanessa Valle	School-wide	TBA	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
School Wide Instructional Focus Calendar	School-wide differentiated by content	Vanessa Valle	School-wide	October 25, 2012	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
Task Cards Refresher	School-wide differentiated by content	Vanessa Valle	School-wide	November 6, 2012	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
Differentiated Instruction	School-wide	Vanessa Valle	School-wide	November 6, 2012	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
Word of the Day	9-12	Vanessa Valle	School-wide	November 6, 2012	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
Common Graphic Organizer	School-wide differentiated by content	Vanessa Valle	School-wide	TBA	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team
FAIR Refresher (if needed)	9-12/Reading	Vanessa Valle	School-wide	TBA	Student work sample	Administration, Reading Coach, Department Chair, Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AMSCO	200 Reading Workbooks 9th Grade	Title 1	\$2,800.00
AMSCO	200 Reading Workbooks 10th Grade	Title 1	\$2,800.00
AMSCO	200 Reading Workbooks 11th Grade	Title 1	\$2,800.00
AMSCO	200 Reading Workbooks 12th Grade	Title 1	\$2,800.00
Saturday Camp	Instructors; Incentives	Title 1; EESAC	\$7,000.00
			Subtotal: \$18,200.00
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
<b>Grand Total: \$18,200.00</b>			

*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:		Increase the amount of students meeting proficiency to 34%.			
2012 Current Percent of Students Proficient in listening/speaking:					
32% (136)					
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 main barrier as noted on the 2012 CELLA indicated that students' areas of deficiency are listening and speaking comprehension. Students will benefit from additional activities in recognizing word relationships and identifying the multiple meaning of words, phrases, and expressions.	Practice listening and speaking strategies that help students produce oral language in response to multi-sensory experiences (LEA). Provide students with practice in collaborative strategies that engage students in oral language development and recognizing word relationships and identifying the multiple meanings of words. Teachers should model how to do a task, with the expectation that the learner can copy the model. Use the CELLA Connections strategies to promote practice.	ELL Department Chairperson; Literacy Leadership Team	Review Achieve 3000 monthly assessments to ensure students are making adequate progress.	Review and analyze Achieve 3000 reports. Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	Increase the amount of students meeting proficiency to



CELLA Goal #2:		17%.			
2012 Current Percent of Students Proficient in reading:					
15% (68)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA was vocabulary. Students will benefit from additional activities in recognizing word relationships and identifying the multiple meaning of words, phrases, and expressions.	Words having more than one meaning must be presented in context and reviewed periodically in order for ELLs to internalize the use and meanings of each word.	ELL Department Chairperson; Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of organizational patterns, student work folders, mini assessments, and administrative walkthroughs.	Formative: Mini-Assessments using FOCUS, a Florida Department of Education Web site offering online mini assessments, and District Interim Assessments Summative: 2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		Increase the amount of students meeting proficiency to 17%.			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
17% (71)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA indicated that students are in need of additional support with the use of conventions as it relates to the writing process.	During writing instruction, students will use revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece.	Department Chairperson; Literacy Leadership Team	Scores will be determined by using the FCAT 2.0 Writing rubric and will be stored on a USB, as well as in the school's database. Essays will be accessible in student's writing portfolio.  Student work folders, mini-assessments, and administrative walkthroughs	Formative: Students' scores on baseline and monthly writing assessments.  Summative: 2013 CELLA Writing Assessment

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:	Increase the number of students scoring at levels 4-6 by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9)	74% (10)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from more exposure to a wide variety of mathematics problems related to independent level skills. Additionally, the students would benefit from increased problem-solving strategies for solving real-world problems.	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.	IEP Team; SPED Department Chairperson	LLT will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline Exam, Interim Assessments  Summative: 2013 Florida Alternate Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	Increase the number of students scoring at level 7 by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (1)	11% (1)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students would benefit	Review for long term	IEP Team; SPED	SPED Department Chair	Formative:

1	from more exposure to a wide variety of mathematics problems related to independent level skills. Additionally, the students would benefit from increased problem-solving strategies for solving real-world problems. The students would also benefit from increased instruction on identifying if given outcomes for events in real-world situations are certain, likely, or impossible based on data in a graph or chart.	learning math concepts such as rote counting, fact fluency and tools for measurement. Use guided discussion to engage students in real life math problems.	Department Chairperson	will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas. Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Baseline Exam, Interim Assessments  Summative: 2013 Florida Alternate Assessment
---	---	--	------------------------	---	--

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	Increase the amount of students making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (4)	51% (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	Students would benefit from more exposure to a wide variety of mathematics problems related to independent level skills. Additionally, the students would benefit from increased instruction on the use of perfect squares to solve problems in real-world situations.	Implement concepts using manipulatives, visuals and assistive technology.  Students must have continuous repetition/practice when learning math concepts.	IEP Team; special education teacher	SPED teacher will assist the IEP team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas.  Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline Exam, Interim Assessments  Summative: 2013 Florida Alternate Assessment Mathematics and End-of-Course

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%.		Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Student subgroups making proficiency in Algebra 1 will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: n/a Black: n/a Hispanic: 57% (323) Asian: n/a American Indian: n/a	White: n/a Black: n/a Hispanic: 61% (346) Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scores were in the Body of Knowledge 3: Rationals, Radicals, Quadratics and Discrete Mathematics.  Implementing small group differentiated instruction throughout the mathematics department has been an obstacle.	Develop and implement a rotation schedule for small group instruction during the 120-minute instructional block and provide for differentiated instruction based on mini-assessments, hands-on practice for students utilizing manipulatives to develop deeper understanding.	MTSS/RtI Leadership Team	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments  Summative: 2013 End-of-Course 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 mathematics.  Mathematics Goal #5C:	ELL students making proficiency in Algebra 1 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (64)	48% (66)

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 lowest scores were in the Body of Knowledge 3: Rationals, Radicals, Quadratics and Discrete Mathematics.  Implementing small group differentiated instruction throughout the mathematics department has been an obstacle.	Develop and implement a rotation schedule for small group instruction during the 120-minute instructional block and provide for differentiated instruction based on mini-assessments, hands-on practice for students utilizing manipulatives to develop deeper understanding.	MTSS/RTI Leadership Team	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments  Summative: 2013 End-of-Course 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 mathematics.  Mathematics Goal #5D:	Student with Disabilities demonstrating proficiency in Algebra 1 will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (19)	42% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scores were in the Body of Knowledge 3: Rationals, Radicals, Quadratics and Discrete Mathematics.  Implementing small group differentiated instruction throughout the mathematics department has been an obstacle.	Develop and implement a rotation schedule for small group instruction during the 120-minute instructional block and provide for differentiated instruction based on mini-assessments, hands-on practice for students utilizing manipulatives to develop deeper understanding.	MTSS/RTI Leadership Team	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments  Summative: 2013 End-of-Course 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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Economically Disadvantaged students making proficiency in Algebra 1 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (278)	60% (304)

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 implementation of hands-on experiences for students has been an obstacle. Students would benefit from engaging in more exploration and investigational activities	Identify students for intervention and enrichment through the Home Language Assistance Program (HLAP) pull out sessions during mathematics classes.	MTSS/RtI Leadership Team	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments Summative: 2013 End-of-Course Assessment

End of High School Mathematics Goals

## 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:	Students scoring at achievement level 3 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (217)	39% (228)

### 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 lowest scores were in the Body of Knowledge 3: Rationals, Radicals, Quadratics and Discrete Mathematics. Students will benefit by seeing the connection in developing meaning through mathematical problem solving in a real-world context.	Provide inductive reasoning strategies that include hands-on discovery learning activities that will assist students in making a meaningful connection between content area and real life.  Utilize differentiated instruction to assign students to small groups in order to target individual student needs.	MTSS/RtI Leadership Team	Review ongoing classroom assignments and assessments that target application on the skills taught.	Formative: Baseline Exam, Interim Assessments Summative: 2013 Algebra End-of-Course Assessment Student work folders, mini-assessments, and administrative walkthroughs.

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:	Students scoring at achievement levels 4 and 5 will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (75)	14% (82)

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 lowest scores were in the Body of Knowledge 3: Rationals, Radicals, Quadratics and Discrete Mathematics. Students need to see the connection in developing meaning through mathematical problem solving in a real-world context.	Create problem solving activities requiring the student to solve non-routine and open-ended real world problems. These problems should use math concepts and activities that draw upon other content areas.	MTSS/RtI Leadership Team	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments Summative: 2013 End-of-Course 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:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrated deficiency in Strand 1. The implementation of hands-on experiences for students has been an obstacle. Students would benefit from engaging in more exploration and investigational activities.	Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through hands-on experiences with grade level appropriate number concepts and apply learning to solve real-life problems.	Department Chairperson	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments Summative: 2013 End-of-Course 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 amount of students scoring in the upper third level of proficiency will increase by 3%.



2012 Current Level of Performance:			2013 Expected Level of Performance:		
22% (147)			24% (157)		
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 demonstrated deficiency in Strand 1. The implementation of hands-on experiences for students has been an obstacle. Students would benefit from engaging in more exploration and investigational activities.	Incorporate technology in the classroom through Gizmos and Carnegie Learning to help differentiate instruction.	Department Chairperson	Ongoing review of classroom assignments, mastered benchmarks, skills and assessments that target specific skills.	Formative: Baseline Exam, Interim Assessments  Summative: 2013 End-of-Course Assessment

*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
Carnegie Learning	9th	E. Dunn	9th grade Intensive math	September 7, 2012	Analyze monthly data reports	Math Department Chair
Carnegie Learning	10th	E. Dunn	10th grade Intensive Math	September 7, 2012	Analyze monthly data reports	Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Camp	Instructors, Incentives	Title I, EESAC	\$7,000.00
			Subtotal: \$7,000.00
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

## 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:		Students scoring at level 4 or above on the FAA science will increase by 4%.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from more exposure to a wide variety of problems related to independent level science skills. Additionally, the students would benefit from increased depth of knowledge items that reflect skills associated with constructing, solving, and inferring information.	Utilize objects/pictures for exploration and identification of key scientific concepts. Instruction must be hands on so students can manipulate and explore actions and outcomes.  Implement continuous review/practice when learning science concepts.	IEP team; special education teacher	SPED teacher will assist the IEP team in writing the Present Level of Academic Achievement by examining the results of formative assessments in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas.  Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Mini-Assessments and School-site quarter assessments  Summative: 2013 Florida Alternate Assessment in Science

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:		Students scoring at level 7 or above on the FAA science will increase by 4%.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from increased project-based learning and hands on science applications.	Students will be exposed to text and manipulatives for exploration and identification of key scientific concepts.  Students will be exposed to continuous review/practice utilizing Achieve 3000 applications.	IEP team; special education teacher	SPED teacher will assist the IEP team in writing the Present Level of Academic Achievement by examining the results of formative assessments in conjunction with other information—progress reports, report cards, and parent and teacher observations—to see what additional instruction is needed and in what areas.  Common instructional planning will determine if there is a need to adjust the curriculum or for students to be provided with additional supports and learning opportunities.	Formative: Baseline, Mini-Assessments and School-site quarter assessments  Summative: 2013 Florida Alternate Assessment in Science

## 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 amount of students scoring in the middle third will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (194)	32% (218)

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 has been Content Cluster Life Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts including environmental and ecological concepts	Department Chairperson	Meet in small learning communities and review results of school-site assessment data on a bi-monthly basis to monitor student progress. Student work folders, mini-assessments, and	Formative: Mini-Assessments and School-site quarterly assessments  Summative: 2013 Biology EOC

1	<p>during field experiences, laboratory activities, and classroom discussions.</p> <p>Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. Students will be exposed to the Achieve 3000 program.</p>	<p>administrative walkthroughs will also be utilized during the monitoring activities.</p>
---	--	--

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	The amount of students scoring in the upper third level of proficiency will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (157)	24% (167)

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 has been Content Cluster Life Sciences. Students need additional support in developing and analyzing independent projects and to incorporate inquiry based virtual science experiments.	<p>Develop a science lab schedule to increase utilization of science labs for hand-on experiments.</p> <p>Students will be exposed to the Achieve 3000 program.</p>	Department Chairperson	A laboratory schedule will be facilitated and monitored by the Science Department Chairperson.	<p>Formative: Mini-Assessments and School-site quarter assessments</p> <p>Summative: 2013 Biology EOC</p>

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
------------------------------------	---------------------	----------------------------------	--	--	-----------------------------------	---

Achieve 3000	10/Biology	Provided by Achieve 3000	Biology Teachers	September 17 & 26, 2012	Student work and performance data	Department Chairperson
--------------	------------	--------------------------	------------------	-------------------------	-----------------------------------	------------------------

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school, Saturday tutoring	Instructors, materials	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Computer based academic program	Title I	\$9,000.00
			Subtotal: \$9,000.00
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: \$12,000.00

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 amount of students scoring a 4.0 or higher in writing by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (528)	82% (541)

### 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	There are a limited amount of opportunities to practice timed writings and data chats to identify organizational weaknesses	Implement expository and persuasive essay monthly writing prompt in tenth grade English classes that will be graded using the FCAT 2.0 6-point rubric. Encourage students to use a variety of graphic	MTSS/RtI Leadership Team	Scores will be determined by using the FCAT 2.0 Writing rubric and a web-based scoring program. Essays will be accessible in students' writing portfolio.	Formative: Students' scores on baseline and monthly writing assessments.  Summative: 2013 FCAT 2.0 Writing Assessment

	organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.		Student work folders, monthly assessments, and administrative walkthroughs
--	---	--	--

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:	Students earning a 4.0 or higher in writing will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient on the usage of correct sentence structure and revising writing drafts by using appropriate revision tools.	Students would benefit from The use of revising/editing charts and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in sentences.	Leadership Team; IEP Team	Student work folders, monthly assessments, and administrative walkthroughs	Formative: Students' scores on baseline and monthly writing assessments.  Summative: 2013 Florida Alternate Assessment Writing

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
GPS - Grammar, Punctuation, and Spelling	9th and 10th / Writing	Christine Rodriguez	9th an 10th grade Language Arts Teachers	9/26/12	Student work samples; team meetings	Department Chairperson; Administrator
The New FCAT 2.0 Writing Grading	9th and 10th / Writing	Christine Rodriguez	9th an 10th grade Language Arts Teachers	Early Release dates and 10/26/12	Student work samples; team meetings	Department Chairperson; Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:		Students scoring at achievement level 3 or higher will increase by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (1)		10% (53)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more exposure to primary sources in order to analyze validity and reliability. Late Nineteenth and Early Century were the weakest areas.	Provide activities that allow students to interpret primary and secondary sources of information.	Department Chairperson	Review ongoing classroom assignments and assessments with emphasis on problem solving and inquiry based learning. Student work folders, monthly assessments, and writing portfolios.	Formative: Baseline Assessment, Interim Assessment; District published lesson plans and benchmark assessments.  Summative: 2013 End of Course Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	Students scoring at achievement level 4 or 5 will increase

U.S. History Goal #2:	by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (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	Students experienced deficiency in their abilities to read and interpret graphs, interpret primary and secondary sources of information and opposing points of view on a variety of issues. Late Nineteenth and Early Century were the weakest areas.	Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District.	Department Chairperson	Review ongoing classroom assignments and assessments with emphasis on problem solving and inquiry based learning.  Student work folders, monthly assessments, and writing portfolios.	Formative: Baseline Assessment, Interim Assessment; District published lesson plans and benchmark assessments.  Summative: 2013 End of Course Exam

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	11	Department Chair	School-wide	November 6, 2012	Common Core lesson plan	Department Chairperson; Administrator

U.S. History Budget:

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



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

End of U.S. History EOC Goals

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Attendance rates will be increased by 0.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.15% (2523)	95.65% (2537)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
881	837
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
461	438

### 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 amount of 9th grade students with 5 or more absences in the first nine weeks weakens the attendance rates.	Identify and refer Students in grades 9-12 with 5 or more absences in a nine – week grading period to the Truancy Intervention Team for intervention services. In addition, utilizing the school's website and sending home letters will keep parents informed of the District attendance policies.	Administration, EESAC, Attendance Clerk, School Center for Special Instruction (SCSI)  Instructor, Community Involvement Specialist and Counselors.	Weekly updates to Administration by the Truancy Child Study Team (TCST) and to entire faculty during faculty meetings.	Daily Attendance Bulletin and TCST 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of overall suspensions will be reduced by 10% in the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
19	17
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	14

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
218	196				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
169	152				
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 in school suspensions and students suspended in school increased slightly during the 2011-2012 school year.  There are not enough opportunities to recognize students for positive behavior	Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary & Secondary – SPOT Success Recognition Program.	Administrative Team	Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation log for students

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The dropout rate will be reduced by 0.5% in the 2012-2013 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.11% (56)	2% (53)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
75.3 (436)	77.3 (448)

### 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	An area of deficiency is not meeting high school graduation requirements. Students may be unaware of programs which are available as an alternative to dropping out of school.	Identify and meet with at-risk students and discuss Student Progression Plan options and credit recovery programs and enroll the students in the respective program	Student Services	Monitor enrollment log tracking at-risk students	Enrollment 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
No Data Submitted						

Dropout Prevention Budget:

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

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PIP	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
			<b>Grand Total: \$0.00</b>

*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:		Increase the number of students enrolled in real world SCME and Engineering competitions.			
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 under enrolled in the advanced academic courses that are offered in order to provide them with college readiness skills.	Provide students with orientations on the variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios.	Literacy Leadership Team; Department Chairpersons; Academy Lead Teachers	Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios	Formative: Baseline assessments; department mini-assessments  2013 AP Examinations; Industry Certifications; 2013 Cambridge Examinations

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						

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

## 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:			Increase the amount of CTE industry certification offerings by at least one per academic academy.		
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 would benefit from more real world experiences such as internships and exposure to industry professionals prior to certification exams.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.  CTE teachers will participate in professional development opportunities throughout the fall to obtain industry certification.	Administrators; Academy Coordinator; Academy Lead Teachers	As a follow up to PD, administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	2012-2013 CTE Industry Certification Examinations

### 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
MOUSE training	11-12	Microsoft expert	Academy elective teachers	TBA	Certification results	Administrator; Academy Coordinator

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

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AMSCO	200 Reading Workbooks 9th Grade	Title 1	\$2,800.00
Reading	AMSCO	200 Reading Workbooks 10th Grade	Title 1	\$2,800.00
Reading	AMSCO	200 Reading Workbooks 11th Grade	Title 1	\$2,800.00
Reading	AMSCO	200 Reading Workbooks 12th Grade	Title 1	\$2,800.00
Reading	Saturday Camp	Instructors; Incentives	Title 1; EESAC	\$7,000.00
Mathematics	Saturday Camp	Instructors, Incentives	Title 1, EESAC	\$7,000.00
Science	After school, Saturday tutoring	Instructors, materials	Title 1	\$3,000.00
				Subtotal: \$28,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Achieve 3000	Computer based academic program	Title 1	\$9,000.00
				Subtotal: \$9,000.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$37,200.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/20/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The Educational Excellence School Advisory Council (EESAC) at Miami Lakes Educational Center provides an unbiased forum for professional and community collaboration among all stakeholders in order to foster a learning environment that supports the school's vision and mission. The EESAC is the sole governing and decision-making body for the implementation of the School Improvement Plan. The purpose of the EESAC is to work to insure improved student achievement. In order to meet these goals, EESAC engages in the following activities: prepares and evaluates the School Improvement Plan (SIP); assists in the preparation of the school's annual budget; assists in the preparation and delivery of necessary and appropriate educational programs and services; supports all stakeholders in their interests related to the improvement of student achievement. Decisions on courses of action result from discussion of issues and the arrival at group consensus as the primary function of EESAC Members monthly meetings which are advertised and open to the public. During these sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. All recommendations or decisions made by the EESAC shall be consistent with the FCIM, the Competency Based Curriculum (CBC), the State vocational/business standards, pertinent Academy curricula, and the Next Generation Sunshine State Standards strands and benchmarks, to ensure continuity, alignment, and achievement. The EESAC convenes once a month. All issues and requests brought before it for consideration must be justified as items necessary for enhancing and improving the goals and objectives of the School Improvement Plan, and thus the services provided to our students. The EESAC and the administration work cooperatively in the funding of requested items, particularly when the requests necessitate large expenditures of money, such as for technology and instructional materials; other issues such as enhancements for student services and school safety are considered; and, the EESAC is kept apprised of the staffing allocation considerations as well. Everything that the EESAC considers is tied to resource allocation for the purpose of enhancing student achievement.

# 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 HIALEAH GARDENS SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	80%	86%	36%	244	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	49%	80%			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?	47% (NO)	79% (YES)			126	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					509	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District HIALEAH GARDENS SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	77%	92%	33%	243	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	48%	76%			124	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?	46% (NO)	71% (YES)			117	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					494	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested