

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: AMERICAN SENIOR HIGH SCHOOL

District Name: Dade

Principal: Luis Diaz

SAC Chair: Tiffany N. Davis

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/29/2012

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

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Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Marion Rogers	BS in History and Political Science Masters in Ed Leadership EdS in Adult Ed Administration and Reading	1	9	'12 '11 '10 '09 '08 School Grade P NA NA NA NA AYP N N N N High Standards Rdg. 33 NA NA NA NA High Standards Math 64 NA NA NA NA Lrng Gains-Rdg. 45 NA NA NA NA Lrng Gains-Math 66 NA NA NA NA Gains-Rdg-25% 52 NA NA NA NA Gains-Math-25% 60 NA NA NA NA
Assis Principal	Heriberto Sanchez	Masters in Ed Leadership	3.5	8	'12 '11 '10 '09 '08 School Grade P C C F F AYP N N N N High Standards Rdg. 33 33 31 16 13 High Standards Math 64 69 68 43 39 Lrng Gains-Rdg. 45 47 53 38 36 Lrng Gains-Math 66 73 75 69 63 Gains-Rdg-25% 52 46 56 48 54 Gains-Math-25% 60 67 70 74 65
		BA in Accounting			

Assis Principal	Franklin J. Glasford	and MS in Educational Leadership Certification: Business Education Educational Leadership TC Cooperative Education	7		'12 '11 '10 '09 '08 School Grade P C C D D High Standards Rdg. 36 28 25 29 High Standards Math 37 62 57 54 Lrng Gains-Rdg. 63 47 23 52 Lrng Gains-Math 66 71 72 72 Gains-Rdg-25% 77 68 46 61 Gains-Math-25% 71 68 70 71
Principal	Luis Diaz	BS and MS in Education And Specialist in Educational Leadership	5	13	'12 '11 '10 '09 '08 School Grade P C C C C High Standards Rdg. 42 33 33 31 30 High Standards Math 41 64 69 68 62 Lrng Gains-Rdg. 65 45 47 53 49 Lrng Gains-Math 54 66 73 75 76 Gains-Rdg-25% 73 52 46 56 54 Gains-Math-25% 67 60 67 70 82

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	Tennille Martinez	Professional Educator's: English 6-12 Reading endorsed	8	4	'11 '10 '09 '08 '07 School Grade C C C D AYP N N N N High Standards Rdg. 33 33 31 30 28 High Standards Math 64 69 68 62 55 Lrng Gains-Rdg. 45 47 53 49 44 Lrng Gains-Math 66 73 75 76 66 Gains-Rdg-25% 52 46 56 54 48 Gains-Math-25% 60 67 70 82 64
Mathematics	Dave Brent-Harris	Mathematics 5 – 9 and 5 – 12	1	1	'12 '11 '10 '09 '08 School Grade P C D C D High Standards Rdg. 42 33 38 36 32 High Standards Math 41 64 39 37 37 Lrng Gains-Rdg. 65 45 59 15 52 Lrng Gains-Math 54 66 64 59 60 Gains-Rdg-25% 73 52 66 74 61 Gains-Math-25% 67 60 66 64 69
Science	Conrad J. Faine	Chemistry 6 – 12	27	1	'12 '11 '10 '09 '08 School Grade P C C C C High Standards Rdg. 42 33 33 31 30 High Standards Math 41 64 69 68 62 High Standards Science N/A 25 26 30 31 Lrng Gains-Rdg. 65 45 47 53 49 Lrng Gains-Math 54 66 73 75 76 Gains-Rdg-25% 73 52 46 56 54 Gains-Math-25% 67 60 67 70 82

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	1. Offer Professional Development on school site for current teachers so they can maintain their "Highly Qualified" status.	PD Liaison and AP	On-going	
2	1. Review resumes that are sent to the administration and find the skills that match the schools need.	Principals and AP of Curriculum	On-going	Due to budgetary constraint, no new hires are being considered.
3	1. Notify teachers when certification is about to expire and email them with recommendations.	AP of Curriculum and AP of Curriculum secretary	On-going	

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
3	Teachers have signed a waiver and are in the process of completing requirements for 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
110	1.8%(2)	5.5%(6)	45.5%(50)	47.3%(52)	47.3%(52)	100.0% (110)	12.7%(14)	2.7%(3)	17.3%(19)

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
N/A	N/A	N/A	N/A

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

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

integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

We are a Title II district that uses supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided by the district for educational materials and ELL personnel support to improve English Language Learner students that speak languages other than Spanish and Haitian Creole.

Title X- Homeless

- 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 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)

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

Violence Prevention Programs

At American, our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, bullying, harassment, stress, suicide, isolation, family violence, and other crises. The TRUST Specialist also sponsors the DFYIT program. The TRUST Specialist sponsors the DFYIT program and peer mediation.

Nutrition Programs

- 1) American adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) American's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Does not apply to American High School.

Head Start

Does not apply to American High School.

Adult Education

High school completion courses are available to all eligible American 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

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.

American houses six academies that provide exposure to and experience in various career fields. The academies also offer the opportunity for students to complete high school with a technical certificate.

Job Training

NA

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of American's Leadership/Literacy Team, strategically integrated in order to support the administration. MTSS/RtI will assist in resolving issues and concerns as they arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.

The school's MTSS/RtI Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Department heads for the reading, language arts, and mathematics.
- Instructional coaches
- Media Specialist
- Special education department head
- Student Services department head
- School Psychologist

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

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

1. The Leadership Team will:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (mini and interim assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

4. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

5. Hold weekly team meetings

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

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

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

9. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

10. Members of our Leadership Team will go to the Feeder Pattern schools and meet with the members of their Leadership Team to discuss issues and needs of each school to support each other.

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?

Several members of the Leadership Team are also on the School Advisory Council (SAC). These members worked together with the principal and assistant principal of curriculum to develop the School Improvement plan (SIP). The other members of the Leadership Team provided feedback during the End-of-Year review of the 2011 - 2012 SIP. This feedback included information on the strategies that worked, what we should continue to do, and what instruction should do adjusted. This information was used to revise the current SIP and develop the SIP for the new school year.

MTSS Implementation

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

Baseline data: The Reading department uses a district-wide test that is given to all 9th, 10th, and FCAT retake students. The

Mathematics department uses a district-wide Algebra 1 and Geometry tests. The Science department uses a district-wide tests for each subject area and English departments uses a district-wide writing test that is graded by FOLIO.

Interim Assessments (IA): The Reading IA is given to all 9th, 10th, and FCAT retake students in October and January. The Mathematics and Science IAs will also be given to all students enrolled in Algebra 1, Geometry, and Biology.

Mini-assessments: The Reading, Math, and Science departments will be giving mini-assessments to students on a bi-weekly basis. These assessments are be developed by the department heads and will be given to all 9th, 10th, retake 11th and 12th grade students. The Math mini assessments will be Algebra 1 for 9th graders and Geometry for 10th graders. Also the Science mini assessments will be a Biology assessment for 9th and 10th graders.

Post-Test: The math department also gives their students a posttest mid-February to identify areas in need of further review before the FCAT.

Edusoft, a web-based program, is used to gather and monitor data for all of the above mentioned assessments. The data from these assessments will be used alter teacher's instruction in order to meet the needs of their students.

Other data that the Leadership Team will monitor are:

- FAIR assessment
- FCAT
- Student grades
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

District support personnel will available at the school on a weekly basis to guide the team through the process. Also, Reading Coach, School Psychologist and Program Specialist will be monitoring and supporting the process throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. Administrator(s) who will ensure commitment and allocate resources
 - a. Principal – Luis Diaz
 - b. Assistant Principal of Curriculum – Heriberto Sanchez
 - c. Assistant Principal – Franklin Glasford
 - d. Assistant Principal – Marion Rogers
2. Select department head and Instructional Coaches who share the common goal of improving instruction for all students
 - a. Reading Department Head/Coach – Tennille Martinez
 - b. ESOL/Language Arts – Chance Benton
 - c. Mathematics Department Head – Noel Gray
 - d. Mathematics Coach – Dave Brent-Harris
 - e. Science Department Head – Igor Medovoy
 - f. Science Coach – Conrad Faine
 - g. Social Studies Department Head – Victor Wisniski
 - h. ESE Department Head – Daniel Perez
 - i. Student Services Department Head – Yixsi Quintana

3. Team members who will support faculty and staff.
 - a. Test Chair/Data Coach/EESAC Chair – Tiffany Davis
 - b. Media Specialist – Stephanie Orin
 - c. Activities Director – Lyn Eimer
 - d. Athletic Director – Marcus Gabriel

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be members of the LLT.

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

The team will meet on a weekly basis throughout the school year. The principal may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as Just Read, Florida! Support staff to join. Core to the operational components of the LLT is the utilization of resources based on data analysis that indicates the needs of students. Furthermore, the team may identify the needs of teachers through data analysis.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The LLT will continue to discuss the enhancement of curriculum initiatives. The team will begin by reviewing past years data related to reading, writing, mathematics, science as well as any updates related to other course offerings. Student individual data will be the main focus of the opening of school with a goal setting objective of creating the best plan of action for success for each American Senior High student. The team will continuously monitor the school accountability categories and make decisions that will ensure compliance as well as success for the school year. The team will discuss district as well as region updates to ensure compliance. The team will share ideas as a collaborative group to promote best results school wide. An ongoing focus on rigor, relevance and high expectations will be discussed at weekly team meetings. Some of the incentives that will promote this year are movie tickets, IPOD shuffles, and a school dance with DJ for students who show improvement on the Interim Assessments/FCAT and for attendance to tutorial sessions.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/3/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

This year the administrators will be conducting daily walkthroughs into all content classes to ensure Reading and Mathematics benchmarks are being utilized. Furthermore, the administration will hold "Teacher Data Chats" with every English and Reading teacher at the beginning of the school year where they will discuss the FCAT results of their students (i.e. identify strong and weak areas).

The Reading Coach will conduct a professional development with all content and elective teachers to infuse reading strategies

in everyday instruction. Grade 9 and 10 Language Arts, Reading, Science and Social Studies classes will be using "Do Nows," relative to the school-wide reading, focus calendar to begin daily instruction.

Mini and interim assessments will be used to measure the growth of student's skills. Every teacher will have access to the list of the students who are in the lowest 25% of Reading FCAT scores, FCAT score reports for each student, and Edusoft reports of Interim and Mini assessments as they become available throughout the year.

*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?

Our school offers students elective courses in art, business, technology, and career study. They also have the option of participating in one of the following seven Academies:

1. Academy of Biomedical Careers
2. Academy of Hospitality and Tourism
3. Academy of Information Technology
4. Engineering Academy for Student Excellence
5. Fine Arts Academy
6. Law Studies Academy
7. Undergraduate Studies Academy

Two of the academies being NAF-certified, leading to industrial certification. Many of these courses focus on job skills and offer students internships in the areas of Biomedical, Hospitality and Technology. The Law Studies Academy also offers internships to students.

Our school's daily focus is to ensure academic rigor, relevance and relationships. Teachers are also provided reading materials, "Do Nows" that are based on current events to incorporate into daily lessons.

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?

Every year, during Open House, students and parents participate in a Parent Fair that exposes them to curriculum, academies, various academic organizations and extracurricular activities.

About one week after students receive their subject selections sheets and have had time to review them with their parents, students meet one-on-one with a counselor to review what requirements still need to be met in order to determine what classes they will take. The final course selection is sent home for parent's signature.

Throughout the school year the CAP advisor takes students on field trips to college fairs and campuses. She also arranges for recruiters from various schools to talk to students about the programs that their institutions have to offer. Ms. Wright also has office hours during lunch and after school to discuss plans for after graduation with students individually.

Postsecondary Transition

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

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

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students at American High. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and Postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or the various computer labs around school.

The percentage of student who graduated from American in 2007 who took the SAT was 69.8% and ACT was 31.0%. American has a larger percentage of graduates taking the SAT than the District at 61.5% and the State at 56.8%. However, our percentage of students taking the ACT is lower than both the District at 36.4% and the State at 39.0%.

American offers "Tools for Success: Preparing Students for Senior High School and Beyond" which 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 health/community awareness which support student success.

As the students from one grade level to the next, Student Services will monitor their progress throughout the years to verify that all requirements are met or in progress of being completed.

Also, various activities are held with the parents and students to assist in their transition from one level to the next such as:

- Articulation
- Freshmen orientation parent night
- Senior parent nights
- Alumni students that are currently enrolled in various colleges/universities return to the school to speak to the seniors about their experiences.

Using the Advanced Placement (AP) Readiness report provided by College Board after the PSAT, the Assistant Principal over curriculum (APC) and counselors identify the high achieving students who should be in AP and honors classes. The APC meets with the parents/guardians of all of the students in the report that are not already in AP classes to discuss the opportunities that are available the student.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of students achieved level 3 proficiency. Our goal for the 2012-13 school year is to increase level 3 proficiency by 6 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (232)	29% (296)

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	Deficiency in Informational and Research Process prevents students from achieving proficiency in this reporting category as noted by the 2012 FCAT 2.0 Reading Test results.	Use of reading strategies, Jamestown Timed Reading books, Reading Plus programs, FCAT Explorer and library visitations to encourage students to read from a wide variety of texts.	Reading Coach, Media Specialist	Reading Coach and instructional teachers will utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Interim Assessments, Mini-assessments, Reading Plus reports. Summative: 2013 FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading Test indicate that 33% of students achieved level 4, 5, or 6 proficiency. Our goal for the 2012-13 school year is to increase level 4, 5, or 6 proficiency by 5 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (6)	38% (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	According to the 2012 Florida Alternate Assessment (FAA), Fluency and Reading Comprehension have proven to be areas of concern.	Train teachers to effectively implement Access POints and use picture walks to assist students in making predictions of a reading selection.	Administrators, Reading Coach, and Program Specialist	Administrators, Program Specialist and Reading Coach will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	Formative: Status Reports Summative: FAA 2013

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 16% of students achieved level 4 and 5 proficiency. Our goal for the 2012-13 school year is to increase level 4 and 5 proficiency by 3 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (167)	19% (194)

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	Deficiency in the following categories - Informational and Research Process and Literary Analysis: Nonfiction and Fiction - prevents students from achieving proficiency in as noted by the 2012 FCAT 2.0 Reading Test results.	Increased use of Informational Text with varying text complexity and features, Reading Plus programs, FCAT Explorer, and reading a vast array of novels for analysis and application.	Reading Coach, APC	Reading Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Interim Assessments, Mini-assessments, Reading Plus reports. Summative: 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 FAA Reading Test indicate that 6% of students achieved level 7 proficiency. Our goal for the 2012-13 school year is to increase level 7 proficiency by 3 percentage points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	9% (2)

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	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	Formative: Status Reports Summative: FAA 2013

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	The results of the 2012 FCAT 2.0 Reading Test indicate that
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gains in reading. Reading Goal #3a:	65% of students made learning gains. Our goal for the 2012-13 school year is to increase learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (578)	70% (622)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to 2012 FCAT 2.0 Reading Test results, achievement in the Informational Text/Research Process reporting category prevents students from making learning gains.	Increase use of instructional strategies (reciprocal teaching, question-and-answer relationships, note taking and summarization skills, FCAT task cards, and reading from a variety of texts, collaborative planning by grade level teachers, and individual/whole group data chats.	Reading Coach, APC	Reading Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Mini-Assessments, Interim Assessments Summative: 2013 FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 FAA Reading Test indicate that 46% of students made learning gains. Our goal for the 2012-13 school year is to increase the amount of students making learning gains by 10 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (7)	56% (9)

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	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	Formative: Status Reports Summative: FAA 2013

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 73% of students achieved level 3 proficiency. Our goal for the 2012-13 school year is to increase level 3 proficiency by 5 percentage points to 78%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (169)	78% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to 2012 FCAT 2.0 Reading Test results, achievement in the Vocabulary and Reading Application categories prevents students from making learning gains.	Use of reciprocal teaching, literacy strategies (word maps, note-taking skills, graphic organizers, concept maps, essential questions), data-driven differentiated instruction, pull-out and push-in interventions. Use of district-approved Reading programs (Hampton Brown Edge/SIPP, Jamestown Reading Navigator, and USA Today). Teachers will collaborative plan by specific reading programs.	MTSS/RtI and Reading Coach	Reading Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Mini-Assessments, Reading Program assessments, Interim Assessments, FAIR Summative: 2013 FCAT 2.0

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 # In six years we will reduce their achievement gap by 50% from 39% in 2010-11 to 70% in 2016-17. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 35% of Black and 43% of Hispanic students achieved level 3 proficiency. Our goal for the 2012-13 school year is to increase level 3 proficiency by 8 percentage points each to 43% and 51% respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 35% (95) Hispanic: 43% (298)	Black: 43% (117) Hispanic: 51% (353)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students demonstrate difficulties in achieving proficiency in the Reading Application reporting category on the FCAT 2.0 Reading Test.	Students will use literacy strategies (graphic organizers, summarization activities, QARs, marginal note taking, selective high lighting) to assist in determining main idea, author's purpose, and drawing conclusion.	Reading Coaches, APC, MTSS/RtI	Reading Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Mini-Assessments, Interim Assessments Summative: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 13% of ELL students achieved level 3 proficiency. Our goal for the 2012-13 school year is to increase level 3 proficiency by 12 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (18)	25% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Reading results, ELL students showed a deficiency in the areas of Vocabulary and Informational Text/Research Process.	Use of Task Cards, Graphic Organizers, and Note-taking will be used to encourage student to draw conclusions using a variety of techniques.	Reading Coach and Administrators	Reading Coach and instructional will utilize student work, biweekly mini-assessments and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Interim Assessments, Mini-assessments, Reading Plus reports. Summative: 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making	The results of the 2010-11 FCAT Reading Test indicate that
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satisfactory progress in reading. Reading Goal #5E:	30% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2011-12 school year is to increase student proficiency by 7 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (201)	37% (248)

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	5D.1. Deficiency Reading Application and Vocabulary skills Students have had limited accessibility to enrichment and enhancement programs	5D.1. Data-driven free tutoring using literacy strategies (graphic organizers, summarization activities, QARs, marginal note taking, selective high lighting) from Monday to Thursday after school.	5D.1. Reading Coaches	5D.1. The Reading Coach and Instructional teacher will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	5D.1. Formative: FAIR, Interim Assessments, Mini-Assessments Summative: 2013 FCAT 2.0

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
Literacy Strategies – Common Core Standards Best Practices Meeting	9, 10, ELL, SPED, FCAT Retake classes 9, 10, ELL, SPED, FCAT Retake classes	Reading Coach, APC Reading Coach, APC	9, 10, ELL, SPED, FCAT Retake teachers 9, 10, ELL, SPED, FCAT Retake teachers	District Professional Development Days – November 6, 2012 and February 1, 2013 Monthly lunch meeting-every fourth Tuesday of the month.	PLC Evaluation Review of Lesson and Unit Plans Observation PLC Evaluation Review of Lesson and Unit Plans Observation	APC APC

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Strategies – Informational Text	Printing, copying, and laminating of posters, activities, word walls, etc.	EESAC	\$1,900.00
			Subtotal: \$1,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,900.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA Test indicate that 33% of students achieved proficiency in Listening/Speaking. Our goal for the 2012-13 school year is to increase proficiency by 5 percentage points to 38%.			
2012 Current Percent of Students Proficient in listening/speaking:					
33% (72)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of command of the English Language makes improving listening/speaking scores difficult.	Students will be taught Greek and Latin prefixes and suffixes. Students will practice saying these words aloud using "chunking."	Reading Coach, ESOL Department Chair, Administrators	Reading Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Oral Classroom Tests Summative: 2013 CELLA Listening/Speaking

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2012 CELLA Test indicate that 13% of students achieved proficiency in Reading. Our goal for the 2012-13 school year is to increase proficiency by 5 percentage points to 18%.			
2012 Current Percent of Students Proficient in reading:					
13% (29)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students' lack of command of the English Language makes improving reading scores difficult.	Students will be taught Greek and Latin prefixes and suffixes. Students will then demonstrate how to find the meaning of unfamiliar words in a reading passage by finding the root and prefix/suffix.	Reading Coach, ESOL Department Chair, Administrators	Reading Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	Formative: Classroom Tests Summative: 2013 CELLA Reading
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 17% of students achieved proficiency in Writing. Our goal for the 2012-13 school year is to increase proficiency by 5 percentage points to 22%.
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2012 Current Percent of Students Proficient in writing:

17% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of command of the English Language makes improving writing scores difficult.	Students will be exposed to exemplary writing through district provided anchor papers.	Reading Coach, ESOL Department Chair, Administrators	All ninth and tenth grade ESOL teachers will analyze the results to find student areas of need to help every student improve on their previous writing score.	Formative: Writing Journal Summative: 2013 CELLA Writing

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

Middle School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

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

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

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

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

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.

Mathematics Goal # 3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

N/A

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Middle School Mathematics Goal #

5A :

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2012 FAA Mathematics Test indicate that 28% of students achieved level 4, 5, or 6 proficiency. Our goal for the 2012-13 school year is to increase level 4, 5, or 6 proficiency by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (5)	33% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report	Formative: Status Reports Summative: FAA 2013

individual basis.	taking their exceptionality into consideration.	assessment to maintain, monitor and enrich concerned areas.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2012 FAA Mathematics Test indicate that 6% of students achieved level 7 proficiency. Our goal for the 2012-13 school year is to increase level 7 proficiency by 3 percentage points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	9% (2)

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	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	Formative: Status Reports Summative: FAA 2013

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 FAA Mathematics Test indicate that 36% of students achieved learning gains. Our goal for the 2012-13 school year is to increase the learning gains by 10 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5)	46% (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	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	Formative: Status Reports Summative: FAA 2013

High School Mathematics AMO Goals

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
	30	37	43	49	56	

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.
Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.
Mathematics Goal E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.
Algebra Goal #1:

The result of the 2012 Algebra 1 End-of-Course (EOC) Test indicated that 30% of all students achieved level 3 proficiency. Our goal for the 2012-13 School Year is to increase level 3 student proficiency by 1 percentage point to 31%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

30% (128)			31% (141)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Analysis of the 2012 Algebra 1 data indicates a need for improvement in the area of Polynomials. Students demonstrated difficulty in being able to successfully complete basic polynomial problems.	1.1. Perform regular item analyses on bi-weekly mini assessments to identify skill deficiencies. Deficient skills are re-taught and assessed daily using "do know" exercise at the beginning of the class.	1.1. Administrator, Math Coach, and Department Chairperson.	1.1. Math Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	1.1. Formative: Mini assessments, Interim assessments, Teacher-made assessments, Course grades Summative: Algebra 1 EOC Exam
2	1.2. Observation of students taking the test indicates the need for improvement in computer-based testing. Students demonstrated difficulty in effectively maneuvering their way through the computer-based test.	1.2. Administer mini assessments to students rotating between pencil and paper and computer-based testing. The create computer lab schedule for students practice on the computer using Carnegie Cognitive Tutor.	1.2. Administrators, Math Coach, and department Chairperson.	1.2. Teacher observation and comparison between paper-based and computer-based test results on bi-weekly mini assessments will be reviewed and used to identify areas in need of re-teaching.	1.2. Formative: Teacher observation, Computer-based tests Summative: Algebra 1 EOC Examination

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The result of the 2012 Algebra 1 EOC Test indicated that 4% of all students achieved levels 4 and 5 proficiency. Our goal for the 2012-13 School Year is to increase levels 4 and 5 student proficiency by 1 percentage point to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (17)	5% (21)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to 2012 Algebra 1 EOC Assessment results, lack of success in the Polynomial reporting category prevents students from achieving proficiency.	Provide all students with more practice in performing operations (addition, subtraction, factoring, etc.) with polynomials. Utilize differentiated tiered instruction techniques that foster exploratory and inquiry	Principal, Assistant Principal, and Math Coach	APC and counselors will make all effort to assure that students are appropriately grouped based on previous mathematics achievement levels. Also, Math Coach and instructional teachers will review and utilize student work, biweekly	Formative: Mini-assessments, Interim Assessments, Summative: AP, AICE, and Algebra 1 EOC Examinations

	approaches to provide advanced students with opportunities to maintain or build on skills already mastered.	mini-assessment and Interim Assessment data to make sure the students maintain high achievement.
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Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC Test indicate that 30% of students achieved proficiency. Our goal for the 2012-13 school year is to increase student proficiency by 4 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (124)	34% (141)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Analysis of the 2012 Geometry data indicates a need for improvement in the area of Two-Dimensional Geometry and Trigonometry and Discrete Mathematics. Students demonstrated difficulty in being able to successfully complete basic problems in the aforementioned areas.	1.1. Perform regular item analyses on bi-weekly mini assessments to identify skill deficiencies. Deficient skills are re-taught and assessed daily using "do know" exercise at the beginning of the class.	1.1. Principal, Assistant Principal, and Math Coach	1.1. Math Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor and re-teach concerned areas.	1.1. Formative: Mini-assessments, Interim Assessments, Interim Summative: Geometry EOC Examinations
2	1.2 Observation of students taking the test indicates the need for improvement in computer-based testing. Students demonstrated difficulty in effectively maneuvering their way through the computer-based test.	1.2. Administer mini assessments to students rotating between pencil and paper and computer-based testing. The create computer lab schedule for students practice on the computer using Carnegie Cognitive Tutor.	1.2. Principal, Assistant Principal, and Math Coach	1.2. Teacher observation and comparison between paper-based and computer-based test results on bi-weekly mini assessments will be reviewed and used to identify areas in need of re-teaching.	1.2. Formative: Mini-assessments, Interim Assessments, Interim Summative: Geometry EOC Examinations

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	The results of the 2012 Geometry EOC Test indicate that 12% of students achieved Level 4 and 5 proficiency.
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Geometry Goal #2:	Our goal for the 2012-13 school year is to increase student proficiency by 1 percentage point to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (48)	13% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	. According to 2012 Geometry EOC Assessment results, lack of success in the Trigonometry and Discrete Mathematics reporting category prevents students from achieving proficiency.	Provide the students with more practice creating a logical argument. Utilize differentiated tiered instruction techniques that foster exploratory and inquiry approaches to provide advanced students with opportunities to maintain or build on skills already mastered.	Principal, Assistant Principal, and Math Coach	APC and counselors will monitor the course load of high performing students. Also, Math Coach and instructional teachers will review and utilize student work, biweekly mini-assessment and Interim Assessment data to make sure the students maintain high achievement.	Formative: Mini-assessments, Interim Assessments Summative: AP, AICE, and Geometry EOC Examinations

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
PLC collaboration on analyzing data, setting goals, designing instructional plans, mapping, elements of effective mathematics lesson, and specifying tasks. Differentiated Learning Techniques	9-12 Algebra 1 Geometry Algebra 2 9- 11: Algebra 1 and Geometry	The Learning Communities Math Coach	The Mathematics Department and Adjuncts Staff Members Algebra 1 and Geometry Teachers	Bi-weekly with Geometry meeting on Wednesday and Algebra 1 meeting on Thursday October 25, 2012 and included in bi-weekly meeting when deemed necessary	PLC Evaluation Review of Lesson and Unit Plans Observations Problem solving section of student notebooks	Department Chair and Math Coach Administration, Math Coach, and Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving Strategies for Discrete Mathematics	Printing of overhead transparencies for modeling problem solving	EESAC	\$1,700.00

Subtotal: \$1,700.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,700.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		N/A			
Science Goal #1a:					
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	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	FAA 2013 and Status Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	The results of the 2012 FAA Science Test indicate that 7% of students achieved level 7 proficiency. Our goal for the 2012-13 school year is to increase level 7 proficiency by 3 percentage points to 10%.
Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

7% (1)		10% (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
1	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	FAA 2013 and Status Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The results of the 2012 FAA Science Test indicate that 64% of students achieved level 4, 5, or 6 proficiency. Our goal for the 2012-13 school year is to increase level 4, 5, or 6 proficiency by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (9)	69% (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	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	FAA 2013 and Status Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	The results of the 2012 FAA Science Test indicate that 7% of students achieved level 7 proficiency. Our goal for the 2012-13 school year is to increase level 7 proficiency by 3 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	10% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Due to the a large number of students with Individualized Educational Plan, student needs will be addressed on an individual basis.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration.	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	FAA 2013 and Status Reports

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC indicate that 30% of students achieved proficiency. Our goal for the 2012-13 school year is to increase number of students achieving proficiency by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (146)	33% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to 2012 Biology EOC Assessment results, lack of success in the Molecular and Cellular Biology reporting category prevents students from achieving proficiency.	Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts including environmental and ecological concepts during field experiences, laboratory activities, through the use of mimio boards, and classroom discussions.	Assistant principal, Science Coach	Science Coach and Instructional teachers will review lab reports and other student work. Instructional teachers will conduct data chats with students.	Formative: Pre and posttests, Mini and Interim Assessments Summative: Biology EOC Examination

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC indicate that 17% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-13 school year is to increase number of students achieving proficiency by 1 percentage point to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (83)	18% (91)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to 2012 Biology EOC Assessment results, lack of success in the Molecular and Cellular Biology reporting category prevents students from achieving proficiency.	Ramping up science skills by providing 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.	Administration	APC and counselors will monitor the course load of high performing students. academy integrated units, extended field experiences, projects, and SECME, HOSA, Environmental, and Pre-med membership rosters and competition results Also, Science Coach and instructional teachers will utilize student work, biweekly mini-assessment and Interim Assessment data to make sure the students maintain high achievement.	Formative: Pre and posttests, Mini and Interim Assessments Summative: Dual Enrollment Final Grades, AP and Biology EOC 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
Training for implementation of NGSSS. Mimio Board Training Ramping-up Science skills	9-12	APC and Science Coach	All science teachers	August 6 – 16, 2012	Classroom, Mini and Interim Assessments	Assistant Principals and Science Coach
	9-12	Mimio Representative	All science teachers	August 17, 2012	Classroom, Mini and Interim Assessments	Assistant Principals and Science Coach
	9-10	Science Coach	Biology teachers	August-September 2012 biweekly in Department Meetings	Mini and Interim Assessments	Assistant Principals and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of the NGSSS – Molecular and Cellular Biology	Printing and copying	EESAC	\$1,875.00
			Subtotal: \$1,875.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,875.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 80% of students achieved FCAT levels 3 or higher. Our goal for the 2012-13 school year is to increase number of students achieving levels 3.0 or higher by 2 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (405)	82% (415)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Students' lack of convention skills and grade level vocabulary prevents them from excelling on the FCAT Writing.	1a.1. Provide exemplar papers for the FCAT Writing to all 9th and 10th grade students to model exemplary writing. Every 9th and 10th grade Language Arts class will continuously engage in the writing process by beginning with extensive vocabulary practice as part of their "Do Nows." Monitor monthly collaboration between Reading and Language Arts Teachers.	1a.1. Reading Coach, Language Arts Department Chair, Administrators	1a.1. All ninth and tenth grade teachers and Creative Writing teachers will analyze the results to find student areas of need to help every student improve on their previous writing score on a monthly basis.	1a.1. Formative: Pretest prompt and Midyear prompt via FOLIO and Edusoft; monthly prompts through Language Arts classes. Summative: 2013 FCAT Florida Writes
	In six year school will reduce their achievement gap by 50%.	1a.2. Students will be placed in a Creative Writing class to help them improve the FCAT Writing scores. Students will	1a.2. Reading Coach, Language Arts Department Chair, Administrators	1a.2. All ninth and tenth grade teachers and Creative Writing teachers will analyze the results to find student areas of need to help every student	1a.2. Formative: Pretest prompt and Midyear prompt via FOLIO and Edusoft; monthly prompts through Language

2	participate in Writing Workshops given by a qualified teacher several times throughout the school year. Students will spend their Language Arts class periods discussing the elements of a proficient writing sample with more attention given to conventions.	improve on their previous writing score on a monthly basis.	Arts classes. Summative: 2013 FCAT Florida Writes
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the students' handicapping condition as addressed in their Individualized Exception Plan, student progress will be hindered in various areas.	Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration	Program Specialist	Program Specialist and classroom teachers will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor and enrich concerned areas.	Formative: Status Reports Summative: FAA 2013

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
Training for upcoming implementation of new FCAT 2.0 Writing standards	Language Arts grade 10	Language Arts Department Chair	Language Arts department	October 25, 2012 – Early Release	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Language Arts Department Chairperson, Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of FCAT 2.0 Writing Standards – Goal 1a.	Printing and copying	EESAC	\$1,900.00
			Subtotal: \$1,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,900.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	
Civics Goal #2:	
2012 Current Level of Performance:	
2013 Expected Level of Performance:	

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

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 U.S. History EOC Baseline test indicate that 0% of students achieved proficiency. Our goal for the 2012-13 school year is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (40)

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' insufficient prior knowledge of Standard #2: the Body of Knowledge of US History impedes student achievement levels.	Utilize literacy strategies (note-taking skills, graphic organizers, concept maps, and essential questions) to comprehend subject content. Collaborative planning meetings to discuss best practices and use of pacing guides.	Social Studies Department Chairperson, APC	Department Head and instructional teachers will utilize pacing guides, student work, Edusoft generated reports derived from biweekly mini-assessments	Formative: Assessments Summative: 2013 U.S. History EOC Examination

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 U.S. History EOC Baseline test indicate that 0% of students achieved proficiency. Our goal for the 2012-13 school year is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to 2012 US History Baseline Benchmark Assessment results, lack of success in the Global Military, Political, and Economic Challenges reporting category prevents students from achieving proficiency.	Use of data-driven differentiated instruction to provide mixed abilities students a thorough understanding of content material through appropriate, rigor and relevant assignments.	Social Studies Department Chairperson, APC	Department Head and instructional teachers will utilize pacing guides, student work, Edusoft generated reports derived from biweekly mini-assessments	Formative: Assessments Summative: 2013 U.S. History EOC Examination

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best practices meeting with focus on curriculum pacing guide use and literacy strategies.	US History grade 11	Social Studies Department Chairperson, APC	US History teachers	Early Release PD days – October 25, 2012; December 13, 2012; February 14, 2013; May 2, 2013.	Monitor student progress on assessments and lesson plan collaboration.	Principal, Social Studies Department Chairperson

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Strategies - Global Military, Political, and Economic Challenges	Printing, copying, and laminating of posters, activities, word walls, etc.	EESAC	\$800.00
			Subtotal: \$800.00
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: \$800.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The attendance rate for the 2012 – 2013 will increase by one percentage point.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

93.7% (1917)	94.7% (1938)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
822	781
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1076	1022

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Parents lack of concern for student daily attendance. Students lack of concern for being present and punctual.	1.1. Parents will be called when they receive 3 or more unexcused absences for a parent conference with administrator. Connect Ed messages will be sent out daily for students that are absent. A letter will be sent home on the 3rd absence to inform home. Students with 3 or more absences will be called down by counselor to discuss impact of absences. They will then sign a letter of acknowledgment that signifies their participation in conference.	1.1. Grade level administrator, grade level counselor and attendance clerk.	1.1. Attendance rate throughout the year	1.1. District Attendance reports
2	1.2. Students and parents are unfamiliar with the district's attendance policy.	1.2. Use of district truancy policy to identify and correct attendance for truant students.	1.2. Administrator in charge of attendance, grade level counselor, attendance clerk, and social worker.	1.2. Attendance rate throughout the year	1.2. District Attendance reports
3	1.3. Many tardies are due to transportation problems. Escalating services are provided to deter tardies, but some are outside of the student's control.	1.3. For 1st period/block from 7:20 - 8:00 students must report to lockout. After 8:00 all tardy students are assigned detentions. The following procedures are: 1st tardy - warning, 2nd tardy - warning, 3rd tardy - detention, No show to tardy detention is assigned indoor suspension. Students accumulating 3 unserved detentions will be placed in SCSI.	1.3. Administrator in charge of attendance, grade level counselor, attendance clerk, and social worker.	1.3. Number of tardies throughout the year	1.3. District Attendance and Tardy reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Opening of School Faculty Training	9 – 12 All Teachers	AP & Grade book Manager	All Classroom Teachers	August 17	Staff will be monitored through grade book reports as well as individual conferences with Administration.	AP, Grade book Manager, Attendance Clerk
Attendance Intervention Strategies	9th grade students All Parents	Student Service Staff, AP 9th grade AP Title 1, CIS, Principal	All 9th grade students All Parents	August 27, November 19, February 1 September 18, November 16, February 21	Students will be brought into the auditorium through their PALS class for monitoring and intervention. Connect Ed messages will be sent periodically. CIS will make continuous phone calls. Parent conferences held with AP's and Student Service Staff.	Student Service Staff, PALS Team Leader, AP 9th grade AP Title 1, CIS, Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Raising Attendance rate	Incentives for attendance	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Opening of School Faculty Training and Follow Up Trainings	PowerPoint Presentation	Principals 02	\$500.00
Attendance Intervention 9th Grade and Follow Up Meetings	PowerPoint Presentation	Principals 02	\$500.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Opening of School Faculty Training and Follow Up Trainings	Handouts	Principals 02	\$1,500.00
Attendance Intervention 9th Grade and Follow Up Meetings	Handouts	Principals 02	\$1,500.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Parent Meetings	Handouts	Title 1	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$6,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1004	904
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
635	572
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
352	317
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
236	212

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and parents are not familiar with the Student Code of Conduct.	Utilize the Student Code of Conduct by providing incentives for compliance as well as highlight students that have reflected appropriate behavior as compared to their past record. Review Student Code of Conduct through grade level orientation.	Administrative Team	The Administrative Team will conduct a weekly review of attendance bulletin as well as COGNOS data to monitor the daily attendance bulletin as well as downloading the COGNO suspension report on a weekly basis.	2012-13 Suspension totals

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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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				meetings)		
The Student Code of Conduct	9-12	School wide	School wide	August 17, 2012 October 26, 2012 January 18, 2013	Utilize classroom walkthroughs to monitor teacher's enforcement of the Student Code of Conduct. Monitor attendance bulletin and COGNOS reports.	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The schools Administrative Team will contact parents of students who have been placed on indoor and outdoor suspension.	Printing of the Student Code of Conduct	EESAC	\$800.00
			Subtotal: \$800.00
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: \$800.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.41% (29)	1.34% (27)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
74.3% (456)	76.3% (545)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. In order to continue this increase, students need to become more familiar with changes in the graduation requirements.	1.1. Provide student and parent orientations related to graduation requirements. Discuss the Pupil Progression Plan in depth with all students. Provide parent workshops that will inform parents of new requirements as well as resources to receive further information.	1.1. Student Service Department and Administration	1.1. Student Services and Administration will monitor student histories on a quarterly basis by Student Service Department and Administrative Team. They will also monitor parent sign-in-rosters and contact parents using Connect Ed messages as well as school mailing.	1.1. Student TRACE Records Graduation and Parent sign in rosters at meetings.
2	1.2. Difficulty in achieving course credits, lack of proficient test scores, and below average GPA cause student frustration, decrease in school participation, and decline in self-motivation.	1.2. Provide informative workshops for parents discussing the leading causes of student dropout and strategies to use with children at risk of not achieving goals. Provide students with course recovery opportunities through Adult Education, E2020, and Florida Virtual Schools.	1.2. Student Service Department and Administration	1.2. Student Services and Administration will monitor student histories on a quarterly basis by Student Service Department and Administrative Team. They will also monitor parent sign-in-rosters and contact parents using Connect Ed messages as well as school mailing.	1.2. Student TRACE Records Dropout Data and Parent sign in rosters at meetings.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	Grades 9-12	Principal Student Service Department Chairperson	School wide	August 21, 2012 January 17, 2013	Monitor student data from TRACE records on a quarterly basis. Contact parents that have not attended by phone.	Student Service Staff

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student and parent orientations related to graduation requirements. Discuss the Pupil Progression Plan in depth with all students.	School site Pupil Progression Plan	Principals 02	\$1,000.00

Provide parent workshops that will inform parents of new requirements as well as resources to receive further information.	District Pupil Progression Plan 9-12 Curriculum Bulletin Inserts 12th grade Student Histories	Principals 02	\$2,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement				
Parent Involvement Goal #1:	See PIP.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
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
Increase communication of school-wide initiatives and services	Printing and copying	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Portal Tutorial	Printing and copying	Title 1	\$100.00
			Subtotal: \$100.00
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: \$600.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal for the 2012-13 school year is to increase the number of students enrolled in the Engineering Academy for Student Excellence (EASE) and participation in SECME club competitions by 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
	Students lack the interest and knowledge of what engineering and technical careers entail.	Integrate technology, math and/or science related projects into the freshman "PALS" class to stimulate more students' interest in the Engineering academy.	APC, SLC Coordinator	APC, SLC Coordinator, and academy teachers will monitor the success of student projects and competitions.	Enrollment into the Engineering Academy in 2013

1	EASE conducts quarterly in-house SECME related competitions such as Bridge Building, Robotics, and Bottle Rockets that provide students with hands-on experience			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:		Our goal for the 2012-13 school year is to increase student achievement in Senior High School Career and Professional Education (CAPE) academies by 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 enroll in academies too late to complete CTE program or acquire skills necessary for certification.	CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction. Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.	APC, SLC Coordinator	APC, SLC Coordinator, and academy teachers will monitor the success of student projects.	Enrollment into the all CAPE academies in 2013

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
Project-Based PD	Grade 9	SLC Coordinator	All Core Subjects	October 25, December 13, January 17, and May 2	Monitor the success of student projects	APC, SLC 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
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

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	Literacy Strategies – Informational Text	Printing, copying, and laminating of posters, activities, word walls, etc.	EESAC	\$1,900.00
Mathematics	Problem Solving Strategies for Discrete Mathematics	Printing of overhead transparencies for modeling problem solving	EESAC	\$1,700.00
Science	Implementation of the NGSSS – Molecular and Cellular Biology	Printing and copying	EESAC	\$1,875.00
Writing	Implementation of FCAT 2.0 Writing Standards – Goal 1a.	Printing and copying	EESAC	\$1,900.00
U.S. History	Literacy Strategies - Global Military, Political, and Economic Challenges	Printing, copying, and laminating of posters, activities, word walls, etc.	EESAC	\$800.00
Attendance	Raising Attendance rate	Incentives for attendance	EESAC	\$500.00
Suspension	The schools Administrative Team will contact parents of students who have been placed on indoor and outdoor suspension.	Printing of the Student Code of Conduct	EESAC	\$800.00
Dropout Prevention	Provide student and parent orientations related to graduation requirements. Discuss the Pupil Progression Plan in depth with all students.	School site Pupil Progression Plan	Principals 02	\$1,000.00
Dropout Prevention	Provide parent workshops that will inform parents of new requirements as well as resources to receive further information.	District Pupil Progression Plan 9-12 Curriculum Bulletin Inserts 12th grade Student Histories	Principals 02	\$2,000.00
Parent Involvement	Increase communication of school-wide initiatives and services	Printing and copying	EESAC	\$500.00
				Subtotal: \$12,975.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Opening of School Faculty Training and Follow Up Trainings	PowerPoint Presentation	Principals 02	\$500.00
Attendance	Attendance Intervention 9th Grade and Follow Up Meetings	PowerPoint Presentation	Principals 02	\$500.00
Parent Involvement	Parent Portal Tutorial	Printing and copying	Title 1	\$100.00
				Subtotal: \$1,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Opening of School Faculty Training and Follow Up Trainings	Handouts	Principals 02	\$1,500.00
Attendance	Attendance Intervention 9th Grade and Follow Up Meetings	Handouts	Principals 02	\$1,500.00
				Subtotal: \$3,000.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Title 1 Parent Meetings	Handouts	Title 1	\$2,000.00
				Subtotal: \$2,000.00
				Grand Total: \$19,075.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Literacy Strategies - Printing, copying, and laminating of posters, activities, word walls, etc.	\$1,900.00
Problem Solving Strategies for Mathematics - Printing of overhead transparencies for modeling problem solving	\$1,700.00
Implementation of the NGSSS for Science - Printing and copying	\$1,875.00
Implementation of FCAT 2.0 Writing Standards - Printing and copying	\$1,900.00
Raising Attendance rate - Incentives for attendance	\$500.00
The schools Administrative Team will contact parents of students who have been placed on indoor and outdoor suspension. - Printing of the Student Code of Conduct	\$800.00
Increase communication of school-wide initiatives and services - Printing and copying	\$500.00

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

- SAC will meet on a monthly basis to discuss use of Title 1 funds, assist in developing and monitoring the School Improvement Plan (SIP), and assist in the decision making of the use of SAC funds.
- The SIP will review and approved in September 2012.
- After the Fall and Winter Interim Assessments, data will be reviewed by the SAC. Based on the data, the SAC member will decide if any of the strategies need to be adjusted.

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 AMERICAN SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	64%	72%	25%	194	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	45%	66%			111	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?	52% (YES)	60% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					417	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District AMERICAN SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	69%	84%	26%	212	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	73%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	67% (YES)			113	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					445	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested