

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: YOUNG MENS ACADEMY FOR ACADEMIC AND CIVIC DEVELOPMENT AT MIAMI DOUGLAS MACARTHUR SOUTH SENIOR HIGH

District Name: Dade

Principal: Cynthia Valdes- Garcia

SAC Chair: Artis Miller

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Dr. Yolanda Green	Doctorate's Degree, Organizational Leadership, Nova Southeastern University  Master's in English, Nova Southeastern University  Bachelor's Degree in Political Communication, Florida State University	2	9	'12:'11:'10:'09:'08 School Grade High Rdg. HghMath Lrng Gains-Rdg. Lrng Gains-Math Gains-Rdg- Gains-Math- Assessment Data
		Master's in Educational Leadership, Nova Southeastern			

Principal	Cynthia Valdes-Garcia	University Bachelor in Science-Mathematics, Nova Southeastern University & Florida International University Educational Leadership K-12, Mathematics 6-12	8	8	'12'11'10'09'08 School Grade High Rdg. HghMath Lrng Gains-Rdg. Lrng Gains-Math Gains-Rdg- Gains-Math- Assessment Data
Assis Principal					

## 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	Kristina De la Cal	Bachalors Psychology Certifications - Reading Endorsement English 6-12	7	1	'12'11'10'09'08 School Grade AYP High Rdg. HghMath Lrng Gains-Rdg. Lrng Gains-Math Gains-Rdg- Gains-Math-

## 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. Peer Mint Mentor is provided to assist with beginning teacher responsibilities.	Principal, Mint Mentor Teacher	On-Going	
2	2. Reception at Opening of School Faculty Meeting	Principal, Assistant Principal	August 2012	
3	3.On-going opportunities for peer collaboration, joint decision-making, committee work, school wide social clubs and events.	Principal, Assistant Principal	May 2013	
4				
5	4.Continue training and refreshing teachers on IPEGS.	Principal, Assistant Principal	May 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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No data submitted

## 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
28	0.0%(0)	14.3%(4)	28.6%(8)	57.1%(16)	60.7%(17)	10.7%(3)	7.1%(2)	0.0%(0)	10.7%(3)

## 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
Ely Iglesias-Cruz	TBA	TBA	TBA

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

##### Title I, Part A

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

#### Title I, Part C- Migrant

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

Miami MacArthur South Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before,during,and/or after school)by the Title 1,part C,and Migrant Education Program.

#### Title I, Part D

N/A

#### Title II

Title II

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

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

### Title III

#### Title III

The following services will be provided should funds become available for the 2012-2013 year and should the FLDOE approve the application:

- Parent Outreach activities.
- Tutorial Programs.
- Professional Development on best practices for ESOL and content area teachers.
- Coaching and mentoring for ESOL and content area teachers.
- Reading and supplementary instructional materials (K-12).

### Title X- Homeless

#### 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.

Project Upstart Homeless Children & Youth Program assists Miami MacArthur South with the identification, enrollment, attendance, and transportation of homeless students.

The Homeless Liaison provides training for the school registrar 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 and awareness campaign to Miami MacArthur South and the school is provided with a video and curriculum manual and a contest is sponsored by the homeless trust a community organization.

### Supplemental Academic Instruction (SAI)

#### Supplemental Academic Instruction (SAI)

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

### Violence Prevention Programs

#### Violence Prevention Programs

The Safe and Drug-Free Schools Program at Miami MacArthur South addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and School Psychologist. Training and technical assistance for teachers, administrators, counselors, TRUST Specialists and Safe School Specialists is also a component of this program. The Safe School Specialists provide training and follow-up activities to all school staff in areas of violence prevention, stress management, and crisis management. School Psychologist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis. The School Resource Specialist assists in monitoring the safety of the school, and plays a major role in facilitating meetings with the law enforcement (Gang Unit) and the school. Staff training in Bully Prevention. Miami MacArthur South's Drug Free youth in Town (D-FY-IT) club has a partnership with the D-FY-IT Inc. to provide club members with drug information, developing leadership skills, and community service opportunities. The D-FY-IT organization facilitates club meetings, and coordinates special activities for students and parents.

### Nutrition Programs

#### Nutrition Programs

Miami MacArthur South adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

### Housing Programs

N/A

### Head Start

N/A

### Adult Education

#### Adult Education

High school completion courses are available to all eligible Miami MacArthur South 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. Southwest Adult and Miami MacArthur South work together in assisting these students to complete graduation

requirements.

#### Career and Technical Education

##### Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become familiar with Auto Mechanics and Culinary Arts, and gain 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 providing more opportunities for students to complete 2- or 4- year postsecondary degrees. Middle school students have the unique exposure to the vocational programs. Students will gain an understanding of business and industry workforce requirements. Readiness for postsecondary education will be strengthened with the integration of academic and career technical components and a coherent sequence of courses. Job Training is addressed on an individual basis as each student is registered in a work experience course. Students explore career opportunities and are assisted by the teacher in finding a job or receiving training in a field of interest.

#### Job Training

N/A

#### Other

##### Other

Miami MacArthur South has established monthly "Parent Support Network" evening meetings, to inform and support parents regarding academic, emotional, and social challenges that their children are facing. The main goal of this "Parent Support Network" is to build a support system among parents and the faculty/staff at the school. The Community Liaison will continue to reach out to the parents in order to help address students' needs as well as, individual needs of parents in our school. The Social Workers and TRUST Specialist will make parent telephone/e-mail contacts and home visits in order to assist with student attendance and academic progress. The Student Services Department, the EBD Clinician, School Psychologist and the TRUST Specialist will provide assistance and inform parents of services that will assist them in monitoring attendance, academic progress and counseling services with agencies outside the school.

Parental Program involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact our school's Title I Parental Involvement Plan scheduling the Title I Annual Meeting, 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' schedules. This impacts 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. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

##### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team:

Cynthia Valdes-Garcia- Principal  
Dr. Yolanda Green-Assistant Principal  
Emily Kierce- School Psychologist  
Andrea Fuller- Guidance Counselor  
Dr. Maria Llenin- EBD Clinician  
Natasha Hollerman- Social Worker  
Tina Hoo-Carroll- SPED/Testing Chair  
Melvin Roberts- Behavior Management Therapist  
Terry Nelson- Community Liaison  
Marty McGuire- T.R.U.S.T. Specialist

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

The MTSS Leadership Team will monitor academic and behavioral data, gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. The school psychologist solicits teachers concerns on specific students' academic deficiencies, attendance and behavioral issues. Weekly team meetings on

Wednesdays are held to maintain communication with staff for input and feedback. The team evaluates each student and a plan of action is developed to address the needs of the at-risk student. A team member is assigned to provide follow-up feedback, and the intervention is monitored as a team.

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

The MTSS Leadership team meets with the Educational Excellence School Advisory Council (EESAC) to review and develop the SIP. The MTSS Leadership team will provide levels of support and interventions for students based on data and modify the instructional plan accordingly. The Leadership team will monitor the fidelity of instruction delivery and necessary interventions.

### MTSS Implementation

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

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

- differentiate instruction according to student needs
- modify the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

#### Academic

- Test Talks with students
- EDUSOFT Data
- Reading Assessments (FAIR, TRE, Reading Programs)
- Baseline and Interim Assessments (Reading, Math, Writing and Science)
- State/Local Math and Science assessments
- FCAT 2.0/ EOC
- Student academic performances/progress
- School Site Specific Assessments

#### Behavior

- Referrals for psychological evaluation/special education programs
- Student Case Management System (Suspensions/Expulsions, Disciplinary Actions)
- Positive Behavior Support (PBS)
- Referrals based on student behavior
- 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:

- training for all administrators in the MTSS problem solving, data analysis process
- providing support for school staff to understand basic MTSS principles and procedures
- providing a network of ongoing support for MTSS organized through feeder patterns

Describe the plan to support MTSS.

Monitor the implementation of the MTSS tiers and ensure that the strategies are being used with fidelity to impact student behavior. In addition, provide teachers with a needs assessment survey to determine the effectiveness of the goals and strategies and to identify strengths and weakness.

## School-Based Literacy Leadership Team

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

The principal selects team members for the 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. Our LLT consists of :

- Cynthia Valdes, Principal
- Dr. Yolanda Green, Assistant Principal
- Ely Iglesias-Cruz, Math Dept. Chair/ Test Chair
- Joseph Terrano Math Teacher/ EESAC Chair
- Lola Garcia, Union Steward
- Emily Kierce, School Psychologist
- Melvin Roberts, Behavior Management Therapist
- Leslie Lamkin , Science Dept. Chair
- Tina Hoo-Carroll, SPED Dept. Chair
- Kristina De La Cal, Language Arts Dept. Chair/Reading Coach
- Andrea Fuller, Student Services Dept. Chair
- Marsha Rummel, Media Specialist
- Artis Miller, Social Studies Teacher

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The team will meet monthly throughout the school year.

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns throughout the school. The principal, assistant principal, EESAC chair, reading coach, reading teachers, content area teachers, and other principal appointees serve on this team, which will meet once a month. The LLT function is to ensure all reading components are addressed across the curriculum. The principal will suggest that teachers include reading as one of their Individual Professional Development Plan (IPDP) goals. Performance data, administration, and analysis of assessments are reviewed to help provide insight for differentiated instruction and intensive intervention. The principal, the reading coach and the MTSS team will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP and School Improvement Plan, when planning professional development for the school. The principal and reading coach will meet regularly to collaborate on the needs of teachers and students. During these meetings the reading coach will advise LLT regarding professional development plans based on follow-up visits from classroom observations. The principal will also update the reading coach on district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading coach will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

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

The major initiative of the LLT this year will be to ensure fidelity in the implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including classroom reading materials and accelerated programs. Immediate intensive intervention through MTSS will be addressed at the LLT meetings. Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties will be addressed. Dependent upon the degree of need, intervention will be provided through Professional Development, both from the school site reading coach and district curriculum support specialists. Language Arts and Reading teachers will plan collaboratively with the media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, Parent Support Network meetings, and encouraging participation in school-wide media center reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

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

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers will engage in ongoing collection of all available data and observations, discussion and reflection of best teaching practices to implement reading strategies across the curriculum as follows:

- The Literacy Leadership Team (LLT) provides professional development on effective reading strategies across the curriculum at scheduled meetings throughout the school year. Selected teachers represent each department to promote collaboration among peers as a professional learning strategy.
- Lesson Study professional development seeks to improve instruction and build caring learning communities to meet the needs of all students. Research-based strategies and instructional materials will be utilized to target the Next Generation SSS Benchmarks in Reading.
- Regularly scheduled department meetings will focus on targeted strategies for increasing student achievement in reading, as evidenced by the monthly minutes.
- Reading strategies are evident in Teacher Lesson Plans, formal classroom observations, and informal walkthroughs.

### \*High Schools Only

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

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

Students at Miami MacArthur South have the opportunity to participate in our vocational programs: Family Consumer Science, Auto Mechanics, and Culinary Arts. Students are exposed to curriculum framework in fully equipped labs. Students are presented the opportunity to make the connection between content and technical applications in real life situations preparing meals and servicing autos. The vocational department meets monthly to discuss the infusion of reading into the classes and explore career opportunities for students. In addition to the vocational programs, Miami MacArthur South has an established curriculum offering academic core courses and electives to fulfill basic graduation requirements.

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?

During the registration process students and parents are interviewed by student services personnel and administration. Counselors assign classes based on student area(s) of interest. Student services personnel work with students to complete the electronic Portfolio Educational Plan (ePEP) as a way of reviewing students' areas of interest. We will explore virtual school courses to supplement the school's course offerings.

### 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](#)

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board policy is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school, and succeeding in post-secondary academic institutions. Miami MacArthur South 11th and 12th grade students will attend Orientation field trips and take the Post Educational Placement Test as part of collaborations with Miami Dade College. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school. Additionally, students are exposed to guest speakers and college tours that advise them of college entrance requirements and financial aid. Secondary goals are addressed through the administration of the ASVAB and needs assessment surveys that identify student strengths and weaknesses.



## 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 2011-2012 FCAT 2.0 Reading Test indicate that 2% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency 17 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	19% (16)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 administration of the FCAT 2.0 Reading Test Reporting Group 3 was Literary Analysis Fiction / Non-Fiction.  Students demonstrate limited ability to analyze and interpret literary works and evaluate information from text features.	Integrate Reading Strategies across the curriculum to include: <ul style="list-style-type: none"> <li>reciprocal teaching</li> <li>question-and-answer relationships</li> <li>note-taking skills</li> <li>summarization skills</li> <li>reading from a variety of texts</li> </ul> <p>Across the curriculum, students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>Use of additional supplemental reading materials that will aid students in comprehending literary analysis.</p>	MTSS Team Leadership Team Language Arts Department	On a quarterly basis, classroom teachers will review student results on Interim and FAIR Reading Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments including: FAIR  Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Based on 2012 Florida Alternate Assessment (FAA) Reading data less than 10 SWD students were tested during and all students scored at a level 1, 2 or 3. Our goal is to test all eligible FAA students during the 2012-2013 school year and improve the current level of reading performance.
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	Excessive absences affect student ability to improve reading performance.	<p>Integrate Smart Board technology and high interest reading materials into classroom reading lessons to stimulate student interest and increase motivation to attend and participate in class activities.</p> <p>Utilize the Hooked on Phonics Intervention Program to build motivation and confidence in SWD students who struggle with reading.</p> <p>Call students at home to inform them of ongoing incentives and encourage school attendance.</p>	MTSS Team Leadership Team Language Arts Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers will adjust their method of contact or make changes to their instructional activities as needed.	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 0% of students achieved Level 4 and 5 proficiency student proficiency by 7 percentage points to 7%.  Our goal for the 2012-2013 school year is to increase Level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (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	<p>The area of deficiency noted on the 2012 administration of the FCAT 2.0 Reading test was Vocabulary.</p> <p>Students have low motivation to increase the vocabulary skills they need to become successful readers.</p>	<p>Across the curriculum students will complete pre-reading activities that will increase vocabulary skills utilizing concept maps and CRISS vocabulary strategies that will build their knowledge of word meanings and relationships.</p> <p>Students will play a variety of word building and word matching vocabulary games on the</p>	MTSS Team Leadership Team Language Arts Department	<p>On a quarterly basis, classroom teachers will review student results on Interim and FAIR Reading Assessments.</p> <p>Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.</p>	<p>Formative: District Interim Assessments including: FAIR</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

	Smart Board that will enhance motivation while increasing vocabulary skills.		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate limited ability to comprehend the research process.  Students need the ability to organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources in order to maintain learning gains in reading.	Students will use opinion proofs, reciprocal teaching, summarization skills, and question-and-answer relationships to practice organizing, synthesizing, analyzing, and evaluating the validity and reliability of information (within and across texts).  Teachers will emphasize instruction that helps students build stronger arguments to support their answers.	MTSS Team Leadership Team Language Arts Department	On a quarterly basis, classroom teachers will review student results on Interim and FAIR Reading Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments including: FAIR  Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Improve current level of performance.
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	Student deficiencies in vocabulary skills cause difficulties in comprehending text to make learning gains in reading.	Provide opportunities for students to work with sets of words that are semantically related.  Students will use vocabulary word map activities to practice working with affixes, root words, synonyms, and antonyms.	MTSS Team Leadership Team Language Arts Department	On a quarterly basis, classroom teachers will review student results on Interim and FAIR Reading Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments including: FAIR  Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% in Reading.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	15	23	30	38	46	

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:	Increase the number of students making satisfactory progress to 21%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	21% (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	The area of deficiency as noted on the FCAT 2.0 2012 administration of the FCAT Reading test was Vocabulary.  Students need additional vocabulary skills in order to make satisfactory progress in reading.	Across the curriculum students will complete pre-reading activities that will increase vocabulary skills utilizing concept maps and CRISS vocabulary strategies that will build their knowledge of word meanings and relationships.  Students will use vocabulary word map activities to practice working with affixes, root words, synonyms, and antonyms.	MTSS Team Leadership Team Language Arts Department	On a quarterly basis, classroom teachers will review student results on Interim and FAIR Reading Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments including: FAIR  Summative: 2013 FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	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 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
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the number of students making satisfactory progress to 21%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	21% (16)

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	Minimal growth was shown in the area of Reading Application as noted on the 2012 administration of the FCAT 2.0 Reading test.  Students demonstrate great difficulty in the ability to identify or explain the main idea or essential message, relevant details, and/or methods of development within and across text.	The use of organizational patterns will assist students in locating specific details needed to find the essential message and organize the relevant details needed to identify the main idea of the passages. Teachers will utilize CRISS strategies in order to teach students necessary skills to include: <ul style="list-style-type: none"> <li>• graphic organizers (e.g., note taking, mapping);</li> <li>• summarization activities;</li> <li>• questioning the author;</li> <li>• anchoring conclusions back to the text (e.g.,</li> </ul>	MTSS Team Leadership Team Language Arts Department	On a quarterly basis, classroom teachers will review student results on Interim and FAIR Reading Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments including: FAIR  Summative: 2013 FCAT 2.0 Assessment

		explaining and justifying decisions); • utilization of an incentive point reading log will encourage students to read from a wide variety of texts.		
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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
Reading Across the Curriculum	6-12	Reading/ Language Arts Teachers	All Teachers	October 25, 2012 Follow up February 14, 2013	Student Portfolios and Data Charts	LLT Administration
CRISS Training	6-12	District CRISS Trainer	New Teachers/ Content Area Teachers	Oct.-Nov. 2012	Student Assessment Folders and Portfolios. Teacher lesson plan review.	LLT Administration
MTSS Training	6-12	School Psychologist	MTSS Team and All Teachers	December 13, 2012 Follow up Faculty Meeting April 2, 2013	Student Case Managements Referrals	MTSS Team Administration

#### Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Reading Readiness and Reading Interest	High Interest Supplemental Reading Materials	Discretionary Funds	\$1,000.00
Improve Reading Readiness and Reading Interest	Hooked on Phonics	Discretionary Funds	\$500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive Reading Instruction	Smart Board/ Projectors	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Principal, Assistant Principal	Discretionary Funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

## 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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students Proficient in reading:				
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				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				



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				

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 0% of our students achieved level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level : proficiency by 16 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	16% (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	<p>The areas of deficiency on the 6 grade 2012 administration of the FCAT 2.0 Mathematics Test were: Fractions &amp; Expressions, Equations &amp; Equations, and Geometry &amp; Measurement.</p> <p>Students lack exposure to the use of manipulatives, quick recall of basic mathematics facts, and practice exploring area and perimeter of two – dimensional figures.</p> <p>The area of deficiency on the 7 grade 2012 administration of the FCAT 2.0 Mathematics Test was: Geometry&amp; Measurement</p> <p>Students lack exposure to a variety of hands on measurement tools.</p> <p>The area of deficiency on the 8 grade 2012 administration of the FCAT 2.0 Mathematics Test was: Geometry &amp; Measurement</p> <p>Students lack the ability to solve basic math formulas involving geometric height and distance.</p>	<p>Sixth Grade Students will be provided with opportunities to use manipulatives in order to gain an understanding of fractional parts of a whole. Students will be provided with daily challenges to test their quick recall of multiplication, division, addition and subtraction facts. Students will be provided with hands on practice to determine area and perimeter of two and three dimensional geometrical shapes.</p> <p>Seventh Grade Students will be provided with opportunities to explore measurement with a variety of hands on measurement tools.</p> <p>Eighth Grade Students will utilize interactive math journals to become familiar with geometric formulas used for height and distance.</p>	Administration MTSS Team Math Department	<p>On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.</p> <p>Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.</p>	<p>Formative: District Interim Assessments</p> <p>Topic Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	Based on 2012 Florida Alternate Assessment (FAA) Mathematics data less than 10 SWD students were tested and all students scored at a level 1, 2 or 3.  Our goal is to test all eligible FAA students enrolled during the 2012-2013 school year and improve the current level of mathematics performance.
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	Excessive absences affect student ability to improve mathematics performance.	Integrate technology and the use of manipulatives into classroom lessons to stimulate interest and increase motivation to attend and participate in class activities.  Call students at home to inform them of ongoing incentives and encourage school attendance.	MTSS Team Leadership Team Math Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers will adjust their method of contact or make changes to their instructional activities as needed.	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment Test indicate that 0% of our students achieved level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase proficiency by 7 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The greatest area of deficiency for Middle Grades Mathematics students on the 2012 administration of the FCAT 2.0 Mathematics Test was Fractions and Expressions.	Grade 6-Use of technology with virtual labs integrating manipulatives to graphically demonstrate, explore and practice multiplication and division of fractions.  Grade 7-Use manipulatives and real world scenarios that make connections with the use of fractions as it relates to money.  Grade 8-Provide	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Topic Assessments  Summative: 2013 FCAT 2.0 Assessment

	opportunities for students to make reasonable approximations of mathematical expressions that include fractions.		
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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:

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:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry & Measurement.	Provide students visual stimulus to develop spatial sense and opportunities to investigate geometric properties.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

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:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry & Measurement.	Use hands on manipulatives and technology to explore geometric concepts and solve real world problems.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% in Mathematics.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	14	22	30	37	45	

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:	Increase the number of students making satisfactory progress to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	21% (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	The area of deficiency on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry & Measurement.	Use hands on activities to explore area and volume and compare the ratios of edge length, area, and volume of the models.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited understanding of Geometry & Measurement.	Investigate strategies to determine the surface area and volume of select three-dimensional figures.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited understanding of Number & Operations.	Implementation of rotation schedule for small group instruction with differentiated instruction.  Use virtual manipulatives to graphically demonstrate, explore, and practice mathematical concepts. National Library of Virtual Manipulatives. Use Technology such as: FCAT Explorer, Gizmos, Discovery Learning and Destination Mathematics.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Topic Assessments  Summative: 2013 FCAT 2.0 Assessment

## 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:	Based on 2012 Florida Alternate Assessment (FAA) Mathematics data less than 10 SWD students were tested and all students scored at a level 1, 2 or 3.  Our goal is to test all eligible FAA students enrolled during the 2012-2013 school year and improve the current level of mathematics performance.
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	Excessive absences affect student ability to improve mathematics performance.	Integrate technology and the use of manipulatives into classroom lessons to stimulate interest and increase motivation to attend and participate in class activities.  Call students at home to inform them of ongoing incentives and encourage school attendance.	MTSS Team Leadership Team Math Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers will adjust their method of contact or make changes to their instructional activities as needed.	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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics 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				



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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 11% of our students achieved level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 4 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	15% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The greatest area of deficiency on the 2012 Algebra 1 EOC assessment was Functions, Linear Equations, & Inequalities.	Provide students with practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.  Provide students with opportunities to explore and apply the use of a system of equations in the real-world.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Topic Assessments  Computer Based Assessments: E2020  Summative:  2013 Algebra 1 EOC Assessment

	Provide students with opportunities to graph linear equations and inequalities in two variables with and without graphing technology.		
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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. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 0% of our students achieved level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency by 2 percentage points to 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 administration of the Algebra 1 EOC was solving systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.  These students demonstrate great difficulty in their ability to assimilate real-world context to reinforce mathematical problem solving.	Develop and implement a schedule to utilize technology and computer-assisted programs that provide students with practice in solving systems of linear equations and inequalities for a minimum of 20 minutes 3 times per week.  Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application-based problems.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Topic Assessments  Summative: 2013 FCAT 2.0 Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	Improve current level of performance.
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Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate limited ability in solving systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.	<p>Provide students with practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.</p> <p>Provide students with opportunities to explore and apply the use of a system of equations in the real-world.</p> <p>Provide students with opportunities to graph linear equations and inequalities in two variables with and without graphing technology.</p>	Administration MTSS Team Math Department	<p>On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.</p> <p>Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.</p>	<p>Formative: District Interim Assessments</p> <p>Summative: 2013 Algebra 1 EOC Assessment</p>

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	
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Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate limited ability in solving systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.	<p>Provide students with practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.</p> <p>Provide students with opportunities to explore and apply the use of a system of equations in the real-world.</p> <p>Provide students with opportunities to graph linear equations and inequalities in two variables with and without graphing technology.</p>	Administration MTSS Team Math Department	<p>On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.</p> <p>Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.</p>	<p>Formative: District Interim Assessments</p> <p>Computer Based Assessments: E2020</p> <p>Summative: 2013 Algebra 1 EOC Assessment</p>

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	The results of the 2011-2012 Algebra 1 EOC Assessment Test indicate that 11% of our students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is for 7% of our students to achieve Level 3 proficiency on the EOC Geometry Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (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	The greatest areas of deficiency on the 2012 Geometry EOC Assessment were Three-Dimensional Geometry and Trigonometry & Discrete Mathematics.  These students demonstrate great difficulty in integrating geometric principles to solve more complex problems.	Assist teachers with effective strategies for integrating technology in lesson plans.  Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).  Provide inductive and deductive reasoning strategies that include Discovery Learning activities.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Topic Assessments  Computer Based Assessments: E2020  Summative:  2013 Geometry EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 0% of our students achieved Level 4 proficiency.  Our goal for the 2012-2013 school year is for 3% of our students to achieve level 4 proficiency on the EOC Geometry Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The greatest area of deficiency on the 2012 Geometry EOC assessment was Trigonometry & Discrete	Provide inductive and deductive reasoning strategies that include Discovery Learning activities.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.	Formative: District Interim Assessments  Topic

1	Mathematics.  These students have great difficulty in constructing and defending a logical argument.	Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid.	Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Assessments  Computer Based Assessments: E2020  Summative:  2013 Geometry EOC Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal #  3A : <input type="text"/>			
Baseline data 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"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal # 3B:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 EOC Geometry Assessment was Three-Dimensional Geometry.	Assist teachers with effective strategies for integrating technology, such as Geometer's Sketchpad, in their lesson designs.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 EOC Geometry

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal # 3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 EOC Geometry Assessment was Two-Dimensional Geometry.	Provide students with practice using technology, such as Geometer's Sketchpad, to explore and understand core geometric principles, concepts, and proofs.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 EOC Geometry

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	Improve current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 EOC Geometry Assessment was Three-Dimensional Geometry.	Provide students with practice in deriving the formulas for volume and surface area.	Administration MTSS Team Math Department	On a quarterly basis, classroom teachers will review student results on Interim Mathematics Assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments  Summative: 2013 EOC Geometry

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
Step-It-Up Problem Solving Strategies	6-8	District	Middle Grades Math Teachers	September-October 2012	Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.	Leadership Team Administrators
Common Core	6-12	District	Mathematics Teachers	November 2012-February 2013	Modeling of lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators
Effective use of Virtual Manipulative and real-world applications.	6-12	Mathematics Department	Mathematics Teachers	October 23, 2012	Modeling of lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators
E2020	9-12	District E2020 Program Specialist	Algebra 1 and Geometry Teachers	November 6, 2012	Practice Computer Based Assessments student data.	Leadership Team Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Geometer's Sketchpad	Software program used to build and investigate mathematical models, objects, figures, diagrams, and graphs.	Title 1	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$500.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:	The results of the 2011-2012 FCAT 2.0 Science Test that 0% of our students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase proficiency by 7 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (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	The greatest area of deficiency on the 2012 administration of the FCAT 2.0 Science Test is Nature of Science. Students lack basic knowledge of scientific vocabulary and comprehension.	Provide inquiry-based, hands on, laboratory activities for students to make connections to real life experiences to improve their scientific vocabulary and comprehension.  Explain and write about their results and experiences using scientific terminology.  Provide all students the opportunity to compare, contrast, interpret, analyze and explain science concepts during laboratory and classroom discussions.  Teachers will provide a variety of activities for students to enhance vocabulary and scientific	MTSS Team Leadership Team Science Department	On a quarterly basis, classroom teachers will review student results on Interim Science assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.	Formative: District Interim Assessments Computer-Based Assessments  Summative: 2013 FCAT 2.0 Science Assessment

		comprehension by using virtual programs such as Brain Pop and Gizmos.			
2	Excessive absences affect student ability to improve science performance.	Integrate Smart Board technology into classroom science lessons to stimulate student interest and increase motivation to attend and participate in class activities.  Call students at home to inform them of ongoing incentives and encourage school attendance.	MTSS Team Leadership Team Language Arts Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers will adjust their method of contact or make changes to their instructional activities as needed.	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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	Based on 2012 Florida Alternate Assessment (FAA) Reading data less than 10 SWD students were tested during and all students scored at a level 1, 2 or 3. Our goal is to test all eligible FAA students during the 2012-2013 school year and improve the current level of science performance.
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	Excessive absences affect student ability to improve science performance.	Integrate Smart Board technology into classroom science lessons to stimulate student interest and increase motivation to attend and participate in class activities.  Call students at home to inform them of ongoing incentives and encourage school attendance.	MTSS Team Leadership Team Language Arts Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers will adjust their method of contact or make changes to their instructional activities as needed.	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2011-2012 FCAT 2.0 Science Test indicate that 0% of our students achieved Level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)					3% (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	<p>The greatest area of deficiency on the 2012 administration of the FCAT 2.0 Science Test is Nature of Science.</p> <p>Students lack basic knowledge of scientific vocabulary and comprehension</p>	<p>Provide inquiry-based, hands on, laboratory activities for students to make connections to real life experiences to improve their scientific and comprehension.</p> <p>Explain and write about their results and experiences using scientific terminology.</p> <p>Provide all students the opportunity to compare, contrast, interpret, analyze and explain science concepts during laboratory and classroom discussions.</p>	MTSS Team Leadership Team Science Department	<p>On a quarterly basis, classroom teachers will review student results on Interim Science assessments.</p> <p>Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.</p>	<p>Formative: District Interim Assessments Computer-Based Assessments</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>

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

## Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1:	Based on 2012 Florida Alternate Assessment (FAA) High School Science data less than 10 SWD students were tested and all students scored at a level 1, 2 or 3.
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	Excessive absences affect student ability to improve science performance.	Integrate Smart Board technology into classroom science lessons to stimulate student interest and increase motivation to attend and participate in class activities.  Call students at home to inform them of ongoing incentives and encourage school attendance.	MTSS Team Leadership Team Language Arts Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers will adjust their method of contact or make changes to their instructional activities as needed.	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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

## Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	The results of the 2011-2012 FCAT 2.0 Biology EOC indicate that 0% of our students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (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	The greatest area of deficiency on the 2012 administration of the Biology EOC Assessment was molecular and cellular biology.  Student lack confidence in their ability to comprehend difficult science-based inquiries, which impedes success on the Biology EOC Assessment.	Provide opportunities for teachers to integrate literacy in the science classroom in order for to enhance scientific meaning through writing, talking, and reading science.  Provide all students the opportunity to interpret, analyze, and explain scientific concepts using Brain Pop, Gizmos in classroom discussions.	MTSS Team Leadership Team Science Department	On a quarterly basis, classroom teachers will review student results on Interim Science assessments focusing on the Scientific Knowledge benchmark.	Formative:  District Interim Assessments  Computer-Based Assessments  Summative:  2013 Biology EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	The results of the 2011-2012 Biology EOC indicate that 0% of our students achieved Level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The greatest area of deficiency on the 2012 administration of the Biology EOC Assessment was Science in Nature.  Students lack the basic knowledge of biological vocabulary and comprehension.	Provide activities for students to design and develop science topics to increase scientific thinking, vocabulary and the development and implementation of inquiry Students will complete activities that use CRISS strategies and Virtual	MTSS Team Leadership Team Science Department	On a quarterly basis, classroom teachers will review student results on Interim Science assessments.  Classroom teachers will use quarterly review findings to modify instructional practices and implement	Formative:  District Interim Assessments  Computer-Based Assessments  Summative:

	Biology Lab Programs to build their knowledge of word meanings and relationships.		academic intervention as needed.	2013 EOC Biology Assessment
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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
Discovery Learning Training	Grades 6 - 11	District Facilitator	All Teachers	Department Meetings/ Faculty Meetings	Implements technology-enhanced instruction that uses online-virtual manipulatives.	Assistant Principal
Common Core	6-12	District	Science Teachers	November 2012-February 2013	Modeling of lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators
Gizmos Science	Grades 6 - 11	Mario Junco	Science and Math Teachers	Department Meetings/ Faculty Meetings	Incorporates computer-based virtual simulations of science concepts that are not easily replicable in the classroom.	Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Virtual Biology Lab Programs: Virtual Frog, and Gizmos	Science Labs that offer virtual simulations of virtual science experiments that are not easily replicable hands-on.	Title 1	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop	Science Department	Discretionary Funds	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Learning Training	Implements technology-enhanced instruction that uses online-virtual manipulatives.	School Site by district personnel	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Aligning curriculum to new standards.	School Site by district personnel	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2011-2012 FCAT 2.0 Writing test indicate that 28% of our students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (10)	35% (13)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students demonstrate a limited ability to effectively use Supporting Details in their writing.</p> <p>Another area of deficiency as noted on the administration of the 2012 FCAT 2.0 Writing Test was Language Conventions.</p>	<p>Conduct peer sharing and editing, as well as student- teacher writing conferences using the 6-point writing rubric for reference.</p> <p>Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.</p> <p>Develop and maintain writing journals across the curriculum that contain brainstorming ideas, graphic organizers, outlines, charts, revision strategies and peer suggestions.</p> <p>Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary.</p> <p>Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and</p>	MTSS Team Leadership Team Language Arts Department	<p>On a quarterly basis, classroom teachers will review student results on Interim Writing Assessments.</p> <p>Classroom teachers will use quarterly review findings to modify instructional practices and implement academic interventions as needed.</p>	<p>Formative: District Writing Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Writing Assessment.</p>

		pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.		
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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:	Improve current level of performance.
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	Excessive absences affect student ability to improve writing performance.	Integrate Smart Board technology into classroom writing lessons to stimulate student interest and increase motivation to attend and participate in class activities.  Call students at home to inform them of ongoing incentives and encourage school attendance.	MTSS Team Leadership Team Language Arts Department	Communication logs are maintained and reviewed by classroom teachers on a monthly basis. Based on the review findings, classroom teachers might adjust their method of contact or make changes to their instructional activities as needed.	N/A

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
Writing in the Content Area	6-12	Language Arts Teachers	All Teachers	October 25, 2012  Follow up February 14, 2013	Monitoring of students' writing portfolios with a variety of sample writings for each content area.	Assistant Principal
Effective Writing Strategies	8 and 10 Language Arts	District	8 and 10 Language Arts Teachers	October 2012	New Standards and Assessments requirements	Leadership team

Writing Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Self-Monitoring of writing skills	Writing Journals	Discretionary Funds	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:	Our goal for the 2012-2013 Civics EOC Assessment test is to increase level 3 student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	Students reading deficiencies and vocabulary skills cause difficulties comprehending language associated with Civics.  Students have a limited ability to understand text features associated with Civic content.	Students will use vocabulary word maps which would help them understand vocabulary content-specific vocabulary taught in Civics.  Provide opportunities for students to strengthen their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	MTSS Team Leadership Team Social Studies Department	Classroom teachers will review student results on a bi-weekly basis, focusing on the Civics benchmark.  Classroom teachers will use bi-weekly review findings to modify instructional practices and implement academic intervention as needed.	Chapter/Unit Assessments  Bi-weekly Assessments  Pre/Post Assessments  Civics EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	Our goal for the 2012-2013 Civics EOC Assessment Test is to increase level 4 student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	Students have very limited understanding and knowledge associated with governmental issues.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues to assist students in developing well-reasoned positions on issues.  Provide opportunities for students to participate in project-based learning activities to increase their understanding of governmental issues.	MTSS Team Leadership Team Social Studies Department	Classroom teachers will review student results on a bi-weekly basis, focusing on the Civics benchmark.  Classroom teachers will use bi-weekly review findings to modify instructional practices and implement academic intervention as needed.	Chapter/Unit Assessments  Bi-weekly Assessments  Pre/Post Assessments  EOC Assessment Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-12	District	Social Studies Teachers	November 2012-February 2013	Modeling of lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators
Textbook Training	6-12	District	Social Studies Teachers	September, 2012	Modeling of lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators
					Modeling of	

Edusoft	6-12	Test Chair	Social Studies Teachers	September 26, 2012	lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators
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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:		Our goal for the 2012-2013 U.S. EOC Assessment Test is to increase level 3 student proficiency by 10 percentage points to 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		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
	Students demonstrate a very limited understanding of the basic concepts of Local, State and	Institute regular, on-going common planning sessions for U.S. teachers to ensure that the U.S. History	MTSS Team Leadership Team Social Studies Department	Classroom teachers will review student results on a bi-weekly basis, focusing on the U.S History benchmarks.	Formative: Bi-weekly site-generated assessments

1	National government policy.	curriculum is taught with fidelity and is paced so as to address the U.S. History Benchmarks		Classroom teachers will use bi-weekly review findings to modify instructional practices and implement academic intervention as needed.	Summative: 2013 U.S. History EOC Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Our goal for the 2012-2013 U.S. EOC Assessment Test is to increase level 4 student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	Students demonstrate limited ability organizing, synthesizing, analyzing, and evaluating the validity and reliability of information from multiple sources.	Provide opportunities for students to research specific events and personalities in history using both print and non-print resources.  Provide students opportunities to examine opposing points of view on a variety of issues.	MTSS Team Leadership Team Social Studies Department	Classroom teachers will review student results on a bi-weekly basis, focusing on the U.S. History benchmark.  Classroom teachers will use bi-weekly review findings to modify instructional practices and implement academic intervention as needed.	Formative: Monthly site-generated assessments  Summative: 2013 U.S. History EOC Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-12	District	Social Studies Teachers	November 2012-February 2013	Modeling of lessons with peer classroom visitations. Department Meetings sharing of Best Teaching Strategies.	Administrators

U.S. History Budget:

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

End of U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 84.15% by minimizing absences due to truancy and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more by 8%, and excessive tardiness 10 or more by 6%).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
81.15% (155)	84.15% (161)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
156	148
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
116	110
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students are unfamiliar with the District Attendance/Tardy Policy. Communication with parents/guardians is limited by challenges in updating and maintaining current contact information in the system.  Students' lack of motivation and buy-in to academic opportunities available to them prevent them from improving attendance.	Identify and refer students who may be developing a pattern of non-attendance for intervention services. MDCPS Truancy Intervention Program 2012-2013 Home visits by school Social Workers and counselors.  Calls to parents through the School Based Initiative. "Operation Get Them to School."  Student motivation and buy-in will be increased through incentives like perfect attendance lunch, recovery classes for grade level promotion and Positive Behavior Support (PBS) activities.	Administration MTSS Team Student Services Department	Daily Faculty Review of Attendance data will be used to monitor and adjust as needed.	Average Attendance Counts Attendance Rosters and Bulletins COGNOS Metric Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention Program	Grades 6 - 12	Student Services and Counselors	All teachers, counselors and attendance clerk	Weekly MTSS Meetings	Principal and Assistant Principal will monitor the implementation of the Truancy Prevention Program	Principal Principal Assistant Student Services
Operation Get Them to School	Grades 6 - 12	Student Services and Counselors	All teachers, counselors and attendance clerk	January 17, 2013	Review Attendance Data generated from call logs and Home Visit Reports from Social Workers, follow-up by Administrators	Principal Principal Assistant Student Services

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Reward Perfect Attendance	Special lunches with Principal	Special Purpose Account	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,000.00</b>

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:	<p>Our goal for the 2012-2013 school year is to decrease the total number of In- School Suspensions by 9.</p> <p>In addition, we plan to decrease the number of Total Number of Students Suspended In -School by 5.</p> <p>Our goal for the 2012-2013 school year is to decrease the total number of Out –of- School Suspensions by 57.</p> <p>In addition, we plan to decrease the number of Total Number of Students Suspended Out-of- School by 15.</p>
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
87	78
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
53	48
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
566	509
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
139	125

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students and parents are unfamiliar with the Code of Student Conduct.</p> <p>Gender Integration within middle and high school may increase the suspension rate.</p> <p>Students frequently violate dress code policy due to defiant behavior.</p>	<p>Conflict resolution counseling, group and individual, as needed.</p> <p>Utilize the Code of Student Conduct for instruction and reinforcement of P.B.S.</p> <p>Using MTSS Data to identify where and when the problems are occurring and to plan accordingly to prevent these problems.</p> <p>Code of Student Conduct presented to parents and students at Open House and posted for review on the school website.</p> <p>Provide uniforms to students who violate the dress code policy.</p>	Administration Student Services Department	<p>MTSS/Administration closely reviews and monitors suspensions on a weekly basis.</p> <p>Maintain communication sheets/logs to determine number of contacts made with students placed on indoor/outdoor suspension and their parents.</p>	COGNOS Suspension Data PBS MTSS Data Metric Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Progressive Discipline Plan	Grades 6 – 12	Principal Assistant Principal PBS Chair	School-wide	October 2012-May-2013- During Monthly Faculty Meetings	Utilize classroom walk-through to monitor teachers' enforcement of the Progressive Discipline Plan.	MTSS Leadership Team Student Services Department
Bullying and Violence	Grades 6 – 12	School Psychologist	School-wide	December 13, 2012	Student Services Anonymous Box Referrals	MTSS Leadership Team Student Services Department
Code of Student Conduct	Grades 6 – 12	Principal Assistant Principal PBS Chair	School-wide	October 2012-May 2013 Monthly Department Meetings	Review SCM's to monitor teachers' enforcement of the Student Code of Conduct.	MTSS Leadership Team Student Services Department



Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Rewarding Positive Behavior (PBS Program)	Game room, Lunches, Goodie bags	Special Purpose Account (Private Donations)	\$5,000.00
Student Uniforms	Clothing	EESAC	\$1,500.00
			Subtotal: \$6,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
MTSS Data	Data program for tracking school-wide incidents.	PBS Funds	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Training of School Wide PBS implementation.	PBS staff presentations	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,750.00

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:		Our goal for the 2012-2013 school year is to increase our graduation rate by 2 percentage points.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
N/A		N/A			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
6.7 % (3)		8.7% (4)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Parents and students are unfamiliar with the Credit Recovery Program, Early Graduation and other opportunities available for program completion.	Identify and meet with at-risk students, discuss Student Progression Plan, Virtual School, Credit Recovery Programs and enroll students in the respective program.  Via Student Services implement and review the Student Progression Plan including the 9th Grade Graduation Plan.	Student Services Chair MTSS Team Leadership Team	Student Services Department will monitor progress reports and report cards, attendance bulletins and MTSS Data.	Progress Reports Report Cards Metric Data
2	Parents and students are unfamiliar with the resources available concerning graduation requirements and the assessments required for graduation.	Present the Student Progression Plan, the four year monitoring plan and information about assessments required for graduation to parents and students at Open House and make the information available on the schools' website.	Student Services Chair MTSS Leadership Team	Student Services Department will monitor Progress Reports, Report Cards, Credit Analysis, Attendance Bulletins and MTSS Data.	Progress Reports Report Cards Metric Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	Grades 9-12	Student Services Chair	School-wide	October 12, 2012- Faculty Meeting  Follow up December 13, 2012- Student Services Department Meeting	Monitor parent sign-in Roster	Administration MTSS

Dropout Prevention Budget:

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

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

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		N/A			
<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:		
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	Parents lack knowledge and awareness of the services that the school provides, which impedes the overall impact that the school would have on parental involvement.	The opening of school orientation breakfast and comprehensive intake process provides parents and students with all pertinent information about the school's academic and behavior policies.  Utilize the Connect-Ed system and a monthly newsletter to keep parents apprised of all school-related activities.  Mandatory parent conference for 1st semester failing students (Academic Review)	MTSS Team Student Services Department	Review sign in sheets/logs to determine the number of parents attending school or community events.	Parent Involvement Sign-in Sheets, Title I Logs  Connect-ED Phone Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title I in Action	6-12	Title I Coordinator	Parents	September 2012	Review sign-in sheets/logs to determine the number of parents attending. Title I Administration Handbook	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Support Network meeting/ workshop	Parent Involvement Activity	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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:		The goal for the 2012-2013 implementation of STEM is to engage students in hands- on, real- world STEM applications through project-based learning in mathematics and science courses.			
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 an understanding of how STEM applications through the use of technology and	Provide students with opportunities to utilize technology that reinforces academic concepts in science	Leadership Team Science and Mathematics Department	On a quarterly basis, classroom teachers will review student projects and adjust instructional strategies as needed.	Quarterly student project displays and presentations

1	project-based learning can help improve their academic performance.	and mathematics. Students will engage in cooperative learning activities and enter science projects into local fairs.			Final culminating activity
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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
STEM application	6-12	District Personnel	All mathematics and science teachers	Sept. –Oct. 2012	Full implementation in all mathematics and science courses with technology infused through the curriculum.	Administration

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	The goal at Miami MacArthur South is to provide students placed in an alternative education setting with

CTE Goal #1:		opportunities to participate in Career and Technical Education programs.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The nature of the transient population inhibits students' ability to complete an industry certificate.	Provide middle and high school students opportunities to enroll in CTE courses and continue pursuit in technical certification outside of Alternative Education.  Strengthen career academy structure by increasing the use of Career Academy National Standards of Practice.	Leadership Team Vocational Department	Monthly Leadership Team meetings will analyze data of students' participation in CTE courses.  Transitional meetings between students' home schools for SPED students meeting exit criteria to ensure continued placement in CTE courses.	2013 CTE student participation articulation report.

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
Career Academy National Standards of Practice	6-12	District	CTE Teachers	September-October 2012	Strengthen career academy structure and monitor students participating in CTE courses.	Leadership Team

CTE Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

*End of CTE Goal(s)*

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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	Improve Reading Readiness and Reading Interest	High Interest Supplemental Reading Materials	Discretionary Funds	\$1,000.00
Reading	Improve Reading Readiness and Reading Interest	Hooked on Phonics	Discretionary Funds	\$500.00
Mathematics	Geometer's Sketchpad	Software program used to build and investigate mathematical models, objects, figures, diagrams, and graphs.	Title 1	\$500.00
Science	Virtual Biology Lab Programs: Virtual Frog, and Gizmos	Science Labs that offer virtual simulations of virtual science experiments that are not easily replicable hands-on.	Title 1	\$500.00
Writing	Self-Monitoring of writing skills	Writing Journals	Discretionary Funds	\$500.00
Suspension	Rewarding Positive Behavior (PBS Program)	Game room, Lunches, Goodie bags	Special Purpose Account (Private Donations)	\$5,000.00
Suspension	Student Uniforms	Clothing	EESAC	\$1,500.00
				Subtotal: \$9,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Interactive Reading Instruction	Smart Board/ Projectors	Title 1	\$2,500.00
Science	Brain Pop	Science Department	Discretionary Funds	\$500.00
Suspension	MTSS Data	Data program for tracking school-wide incidents.	PBS Funds	\$250.00
				Subtotal: \$3,250.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards	Principal, Assistant Principal	Discretionary Funds	\$2,000.00
Science	Discovery Learning Training	Implements technology-enhanced instruction that uses online-virtual manipulatives.	School Site by district personnel	\$0.00
Suspension	Staff Training of School Wide PBS implementation.	PBS staff presentations	N/A	\$0.00
Parent Involvement	Parent Support Network meeting/workshop	Parent Involvement Activity	Title I	\$1,000.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Common Core Standards	Aligning curriculum to new standards.	School Site by district personnel	\$0.00
Attendance	Reward Perfect Attendance	Special lunches with Principal	Special Purpose Account	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$16,750.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student uniforms	\$1,500.00

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

The objective of the school's SAC is to address the needs of school, review and monitor SIP, and to resolve issues effectively.

## 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  
No Data Found  
No Data Found

