FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI SOUTHRIDGE SENIOR HIGH

District Name: Dade

Principal: Bianca Calzadilla

SAC Chair: Paul Lobeck

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Shannon Gottardi	Master of Science in Educational Leadership Bachelor of Science in Psychology Middle Grades General Science, Educational Leadership	9	9	'12 '11 '10 '09 '08 School Grade X A D F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46 Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76
Assis Principal	Paul Cooper	Master of Science in Reading Education Bachelor of Science in Physical Education	35	28	'12 '11 '10 '09 '08 School Grade X A D F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46

		Certification in Educational Leadership K-12; Health Education, Reading, and Physical Education			Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76
Assis Principal	Phaion Hicks	Master of Science in Special Education Bachelor of Science in Special Education	1	1	'12 '11 '10 '09 '08 School Grade X A D F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46 Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76
Assis Principal	Alejandro Morales	Masters of Science in Educational Leadership Bachelor of Science – Biology	3	15	'12 '11 '10 '09 '08 School Grade X A D F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46 Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76
Assis Principal	Amy Wurst	Master of Science Varying Exceptionalities with Certification in Educational Leadership Bachelor of Science in Learning Disabilities Reading Endorsement K-12	1	3	'12 '11 '10 '09 '08 School Grade X B C D C AYP N N N N N High Standards Rdg. 40 37 35 35 24 High Standards Math 54 72 70 68 53 Lrng Gains-Rdg. 59 47 45 46 46 Lrng Gains-Math 59 76 76 73 74 Gains-Rdg-25% 62 46 41 49 51 Gains-Math-25% 77 77 74 76 76
Principal	Bianca Calzadilla	Bachelor of Science in Elementary Education from Florida International University Master of Science in Reading K-12 from Florida International University Specialist degree in Educational leadership from Florida International University	1	6	'12 '11 '10 '09 '08 School Grade X A D F D AYP N N N N N High Standards Rdg. 20 14 16 24 24 High Standards Math 39 55 55 54 53 Lrng Gains-Rdg. 52 34 38 40 46 Lrng Gains-Math 66 65 77 66 74 Gains-Rdg-25% 67 46 45 47 51 Gains-Math-25% 74 71 82 65 76

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	Nilsa Sotomayor	Bachelor of Arts in Comparative Literature Reading Endorsement K-12	1	1	'12 '11 '10 '09 '08 School Grade X A A F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46 Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76

Reading	Toi Scott	Master of Science in Elementary Education Bachelor of Science in Elementary Education Certified in Elementary Education, Reading and ESOL Endorsed	3	5	'12 '11 '10 '09 '08 School Grade X A A F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46 Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76
Math	Erin McCray	Bachelor of Science in Industrial Technology Certification in Math 5-9	11	2	'12 '11 '10 '09 '08 School Grade X A D X X AYP N N N X X High Standards Rdg. 33 29 25 X X High Standards Math 39 60 55 X X Lrng Gains-Rdg. 59 45 44 X X Lrng Gains-Math 58 68 75 X X Gains-Rdg-25% 63 49 40 X X Gains-Math-25% 68 57 72 X X
Math	Sheryl Tucker	Middle Grade Mathematics	3	1	'12 '11 '10 '09 '08 School Grade X A D X X AYP N N N X X High Standards Rdg. 33 29 25 X X High Standards Math 39 60 55 X X Lrng Gains-Rdg. 59 45 44 X X Lrng Gains-Math 58 68 75 X X Gains-Rdg-25% 63 49 40 X X Gains-Math-25% 68 57 72 X X
Science	Catina Boynton	Master of Science in Science Education Bachelor of Science in Physical Therapy Biology, Gifted, Middle	13	4	'12 '11 '10 '09 '08 School Grade X A A F D AYP N N N N N High Standards Rdg. 33 29 25 24 24 High Standards Math 39 60 55 54 53 Lrng Gains-Rdg. 59 45 44 40 46 Lrng Gains-Math 58 68 75 66 74 Gains-Rdg-25% 63 49 40 47 51 Gains-Math-25% 68 57 72 65 76
CTE	Tonya McHugh	Bachelor of Science in Printing Management Certification in Technology Education 6-12	1	1	'12 '11 '10 '09 '08 School Grade X X X X X AYP N X X X X High Standards Rdg. 33 X X X X High Standards Math 39 X X X X Lrng Gains-Rdg. 59 X X X X Lrng Gains-Math 58 X X X X Gains-Rdg-25% 63 X X X X Gains-Math-25% 68 X X X X

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	• Post vacant position in E-Recruiting website	Vice-Principal	8/ 23/ 2012	
2	• Ongoing Communication with District Recruitment Office	Principal, Vice-Principal	8/23/2012	
3	• Common Planning Activities	Academic Coach's, Department Chairs	6/9/2013	
4	• Assignment of New Teachers to Mentor Teachers	Assistant Principal	08/2012	
5	• District New Teacher Orientation Professional Development	Vice Principal	8/18/2012	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.		Provide the strategies that are being implemented to support the staff in becoming highly effective
(7%[10])		Having teachers participate in Professional Developments which help them acquire information and / or strategies on becoming highly qualified.

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
143	14.7%(21)	25.2%(36)	35.0%(50)	25.2%(36)	44.8%(64)	46.9%(67)	11.2%(16)	4.2%(6)	16.1%(23)

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
Nilsa Sotomayor	Betty Barreto	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
Sheryl Tucker	Crissy Foderick Liliana Ramos	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
		The mentor and mentee are within the same department. The mentor	

Erin McCray	Bandon Skoko Douglas Miller Joe Sadin	and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
April Richmond	Summer Hamadeh	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
Ana Flores	Anthony Pullano Laura Ward	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Lesson planning, curriculum strategies, and the implementation of frameworks.	The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual

Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part D

Miami Southridge Senior Highs School receives district funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The district used supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the new teacher(MINT) program
• Training for add on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as lesson study group implementation and protocols

Title III

Miami Southridge Senior High School used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

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.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

Housing Programs

Head Start

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements be acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Miami Southridge Senior High Response to Intervention Leadership Team consists of the following individuals:
• Bianca Calzidlla-Principal
• Shannon Gottardi--Vice-Principal
• Amy Wurst--Assistant Principal
• Alejandro Morales-Assistant Principal
• Paul Cooper-Assistant Principal
• Phaion Hicks- Assistant Principal
• Nilsa Sotomayor-Reading Coach
• Toi Scott-Reading Coach
• Sheryl Tucker -Math Coach
• Erin McCray- Math Coach
• Catina Boynton-Science Coach
• Tonya McHugh- CTE Coach
• Gladys Gonzalez-SPED Department Chair
• Dr. Clay-Guidance Counselor Chair
• Jonathon Britton-PBS Coach
• Justina Torres- Graduation Coach

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?

Use the Tier 1-3 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
The MTSS Literacy Team in conjunction with the RtI team will focus on:
• Data Analysis for teachers and staff

- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicate with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development

Analyze interim assessments to determine students learning

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

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

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

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

4. The MTSS leadership team will consider data at the end of year as well as data points throughout the year for Tier 1-3 problem solving

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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.

Tier 1:
Courses: Core Curriculum
FCAT (Reading, Math, Science, Writing)
Interim Assessments (Reading, Math, Science, Writing)
In-house benchmark Assessments (Reading, Math, Science, Writing)
Learning Express Writing Folio (Writing)
School-wide Progressive Discipline Plan (Behavior)
School expectations & rules (Behavior)
Grade level Guidance Counseling seminars (Behavior)

Tier 2:
Courses: Intensive Reading, Intensive Math, Creative Writing
Differentiated Instruction(Reading, Math, Science, Writing)
FAIR (Reading)
Exam View Benchmark Quizzes (Math & Science)
Program Generated data (Reading, Math, Science, Writing)
tutoring data/teacher observation (Reading, Math, Science, Writing)
Small Group classroom intervention (Reading, Math, Science, Writing)
Computer Assisted Instruction (Reading, Math, Science)
Peer Mediation/TRUST Workshops (Behavior)

Tier 3:
Individualized Instruction
FAIR Toolkit (Reading)
Small group pull-out tutoring sessions (Reading, Math, Writing, Science)
One-on-one tutoring (Reading, Math, Writing, Science)
Computer Assisted Instruction (Reading, Math, Science)
Counseling-Guidance, TRUST, EBD (Behavior)
BMT (Behavior)
SST (Behavior)

Describe the plan to train staff on MTSS.

The trained school representatives will share information, principles, and procedures with the MTSS Leadership Team at the start of the school year. The team will then come to a consensus how best to train the faculty

Describe the plan to support MTSS.

Provide create a network using the MTSS Leadership team to implement the process. The MTSS Leadership team meets monthly to review and discuss tier 1-3 problem solving process and will ensure it is implemented with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Southridge Senior High Literacy Leadership Team (LLT) consists of the following individuals:
• Bianca Calzidilla-Principal
• Shannon Gottardi- Vice Principal
• Paul Copper- Assistant Principal
• Alejandro Morales- Assistant Principal
• Amy Wurst-Assistant Principal
• Phaion Hicks- Assistnat Principal
• Nilsa Sotomayor-Reading Coach
• Toi Scott—Reading Coach
• Eyleen Delaguardia-Test Chair/Data Analyst
• Sheryl Tucker-Math Coach
• Erin McCray- Math Coach
• Tonya McHugh- CTE Coach
• Catina Boynton- Science Coach
• Tania Dias-Social Science Department Chair
• Jonathon Britton—PBS Coach
• Justina Torres- Graduation coach
• Dr. Clay- Student Services Chair

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

• The Miami Southridge Senior High LLT oversees the implementation of the Comprehensive Research-based Reading Program. The team works together to monitor the school's fidelity of the CRRP by meeting weekly. The team will debrief on the week's activities and administrative walkthroughs. The LLT team will review the most recent reading, writing, math, and science data collection to make informed decisions on school-wide instructional strategies, instructional focus calendars, data chat protocols—for both students and teachers, and motivational incentives for both students and teachers. Professional Development and Lesson Studies will be planned through this team. In addition the team will begin implementing instructional routines that use complex text and incorporate text dependent questions to prepare for common core implementation.
•Also, the Literacy Leadership Team will focus on continuing the School wide literacy block. The essential question, "How do we ensure all students are positively impacted by literacy?", will be reflected on as the team. The LLT will develop literacy block strategies in accordance to the school wide instructional focus calendar. The LLT will also assist with the selection of articles utilized during the literacy block.

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

In addition to overseeing the CRRP, the LLT will continue the efforts of supporting the School Wide Literacy Block. The LLT will conduct group walkthroughs to assist the teachers with promoting literacy throughout the campus during the 30 min. Also, the LLT will select the school-wide reading strategy, word of the week, as well as the passage to be instructed during the School-Wide Literacy Block. This is a 30 minute, school-wide literacy lesson required in our classrooms.

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

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

• During Common Planning and Department meetings, teachers will analyze and utilize student data to modify their instruction and meet educational needs of their students.
• School wide data chats among students, teachers, school support personnel and administrators.

All instructors will be required to implement the School-Wide Literacy Block during the first block of the day. This is a daily, 30 minute literacy block used to infuse school-wide reading strategies, selected reading benchmark(s), and vocabulary terms by having all students read the same passage. The passages will be carefully selected by the Literacy Leadership Team (LLT), in order to ensure high interest reading level among all subject areas. The reading coaches will be responsible for delivering the Literacy Block framework to the teachers on a weekly basis
The administrative team will conduct walkthroughs during Literacy Block to ensure teachers are using the time effectively. If a teacher is found not in compliance or struggling with the reading passages, it will be the responsibility of a reading coach to model a lesson and coach that teacher.

As data from the Interim Assessment and school-based mini assessments are reported, revisions to the instructional focus of the lessons will be made. For this reason, the LLT will play an instrumental role in debriefing and making sound instructional decisions on the Literacy Block framework and curriculum.

Department chairs and selected teachers who are part of the LLT will address any concerns during LLT meetings.

*High Schools Only

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

Miami Southridge Senior High offers applied and integrated courses in various departments. It is the objective of these courses to create relevancy for the student in that subject matter. For example, the school offers work experience and internship programs for those students who are interested in receiving hands on experience in the work force. Students in the work experience courses may earn a salary and students in the internship program may earn a grade based on his/her performance in the work force.

Miami Southridge Senior High is also in partnerships with Metro-Dade Fire and Police departments. Students from our Fire Academy take the elective course with an actual Fire Fighter from Miami-Dade Fire Department. The first aid courses are taught by a registered nurse. Students who are enrolled in the Criminal Justice Academy discuss current events with a Metro-Dade Police Office on a monthly basis. In addition the school has added more electives in the field of Health Science/Public Service that lead to industry certification.

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?

The students at Miami Southridge Senior High select an academy when entering their 9th grade year. Currently, the school offer seven academy choices:
• Academy of Law and Public Services
• Academy of Culinary Arts & Hospitality
• Academy of Business & Information Technology
• Academy of Visual & Performing Arts
• Academy of Education
• Academy of Health Science
• Advanced Placement Laureate Academy
Of the seven academies, four of them (Law and Public Service, Business & Information Technology, Education & Health Science) lead to industry certification. The Advanced Placement Laureate Academy (APL) offers students an opportunity to gain college credit in over 10 subjects. Moreover, Miami Southridge Senior High in collaboration with Florida International University (FIU) has added seven Dual Enrollment courses to the curriculum. This will also provide eligible students to earn college credit at Miami Southridge Senior High School.

The academies are promoted in a variety of ways. First, academy leaders design and present information to all stakeholders using several venues. Future students, parents, and community members attend the Freshmen Recruitment Fair on Campus. These stakeholders have an opportunity to meet and greet our administrators, academy leaders, and academy students. An

extensive curriculum presentation is displayed throughout the school lobby and gym. Parents and prospective students have the flexibility to attend one of the academy presentations and/or simply walk through the lobby to examine the displays and student created exhibitions for a particular academy.

Students currently enrolled at Miami Southridge Senior High attend an annual Electives' Fair hosted by our Activities Office and Student Services Department the week before they complete their subject selection for the following year. This provides students, who are undecided about what elective offerings to choose from, an opportunity to see student work displayed as well as speak to teachers and other students about interested courses.

Our freshmen complete ePEP online, an online portfolio that allows students to see their credit history and make informed decisions about what course to take in high school. The student services department also conducts articulation seminars for each grade level. These seminars highlight requirements for high school graduation, academy choices, career/college planning decisions, and subject selection.

In addition to this, Miami Southridge Senior High is in partnership with Florida International University (FIU) in a program titled PAC (Partnership in Academic Communities). This program offers students from our feeder pattern middle schools as well as students from Miami Southridge Senior High the opportunity to take math and science courses using curriculum designed by FIU professors. It is the program's goal to build mathematics/science capacity among these students in order to ensure success in post-secondary education.

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

According to the High School Feedback Report, 32.8% attended a community college; 8.2% attended a state university in Florida; and 1.4% attended a technical education center in Florida. The College Assistance Program (CAP) advisor plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT (58%), ACT(41.6%), and/or CPT(32.4) by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with applying for these examinations. Once the scores are posted, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or financial aid process. In addition, the CAP advisor will hold parent/student meetings to assist in the FAFSA application process. An annual College Fair will be hosted in our school.

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 the2011- 2012 FCAT 2.0 Reading Test indicate that ¬20% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students proficiency by percentage points to28%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (210)	28%(294)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students need sufficient opportunities to read and think through complex text.	1A.1. Increase rigor of coursework for students through use of Webb's depth of knowledge Questions, Cornell Note Taking, T.H.I.E.V.E.S., and other research-based comprehension strategies	1A.1. Reading Coaches	1A.1. Coaching Cycle to ensure that strategies have been learned and used throughout the lesson. Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies being targeted	1A.1. Coaches Logs Walkthrough logs Summative: 2013 FCAT 2.0 Reading Assessment
2	1A.2. Limited evidence of consistent data usage to drive instruction	1A.2. Consistently plan for and effectively utilize a data chat protocol for teachers to inform students of their current data. Create differentiated instruction assignments that align to individual student Through classroom walkthroughs, observe differentiated instruction and provide feedback to teachers on consistent use of data to drive instruction.	1A.2. Reading Coaches Administration	1A.2. Common planning protocols will be completed to insure differentiated lessons have been planned/ Coaching Cycle to ensure that strategies have been learned and used throughout the lesson.	1A.2. Coaches Logs Walkthrough logs Common planning protocol Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	The results of the 2012 Florida Alternative Assessment indicate that 52% of students scored level 4,5, or 6 in reading.

Reading Goal #1b:	Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 4, 5, or 6 from 52 % to 57%.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
52%(13)	57%(14)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. The area that showed minimal growth as noted in the FAA of students scoring level 4-6 is lower thinking skills (summarizing paragraph)	1B.1. Emphasize instruction that helps students achieve mastering their access points at supportive level. Provide instruction in Reading comprehension and vocabulary.	1B.1. ESE Chairperson Administrator	1B.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the access point being targeted	1B.1. Formative: Unique Skills Curriculum

Summative: 2013 FAA Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a: | The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 11¬¬¬% of the students achieved levels 4 and 5 proficiency.

Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 4 percentage points to 15% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 11%(120) | 15%(158) |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students need to develop higher order thinking skills in order to increase levels of proficiency and rigor	2A.1. Ensure that active coaching cycles are conducted with an explicit focus on rigor and higher order questioning; promote strategies in accessing visuals as reminders to ask higher order questions.

Utilize WEBB's DOK and Task cards to scaffold instruction and increase higher order thinking | 2A.1. Reading Coach Administrators | 2A.1. Consistently monitor common planning sessions as well as lesson delivery through classroom walkthroughs looking for higher order thinking questioning and response. | 2A.1. Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments.

Summative: 2013 FCAT 2.0 Reading Assessment |
| 2 | 2A.2. Students often do not have meaningful independent reading | 2A.2. In addition to the AR program, independent reading will be implemented and administered through Language Arts classes, emphasizing the reading / writing connection and | 2A.2. . Reading Coach Administrators | 2A.2. Consistently monitor independent reading techniques via walkthroughs | 2A.2. Lesson plans, Administrative logs of Walkthroughs, Reading Logs

Summative: 2013 FCAT 2.0 Reading |

		exposure to grade level text			Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternative Assessment indicate that 16% of students scored level 7in reading. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 7 from 16% to19 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (4)	19%(5)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. The area that showed minimal growth as noted in the FAA of students scoring level 7-9 is comprehension skills	2B.1. Emphasize instruction that helps students achieve mastering their access points at an independent level. Provide students with instruction in the 5W's (who, what, where , when, why)	2B.1. ESE Chairperson Administrator	2B.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the access point being targeted	2B.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011- 2012 FCAT 2.0 Reading Test indicates that 62% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student's achieving learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(550)	67%(595)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.A.1. Students lack the ability to apply active reading strategies during reading of grade level text.	3.A.1. Engage students in rich oral-language experiences through modeling read-aloud and think-aloud strategies. Also, Increase the use of Timed Repeated Readings. Implement Accelerated	3.A.1. Reading coaches Administration	3.A.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies targeted in common planning Coaches logs	Evaluation Tool 3.A.1. Lesson Plans Coaches Logs Walkthrough logs Summative: 2013 FCAT 2.0

		Reader, set goals and incorporate writing to increase independent reading			Reading Assessment
2	3A.2. Common planning across literacy classes is not consistently leveraged to improve teaching and learning	3A.2. Implement best practices during common planning to remediate student needs utilizing current data and increase grade level rigor in readings and assignments to demonstrate effective student outcomes. Conduct mini lesson studies and/or professional learning communities during common planning to foster collaborative learning and final product that is clearly aligned to the daily objective. Monitor the effective implementation of common planning through administrative presence and consistent walkthroughs to observe and provide feedback on the implementation of lessons developed during common planning.	3A.2. Reading Coach Administrators	3A.2. Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to insure lessons planning is occurring. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies targeted in common planning	3.2. Formative: FCAT Explorer reports. Summative: FCAT 2012 Formative: FCAT Explorer.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternative Assessment indicate that 38% of students making learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains from 38% to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(9)	48%(12)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The area of deficiency as noted in the 2012 FAA assessment is cognitive and language understanding	3b.1. Emphasize instruction that helps students build stronger comprehension and oral skills.	3b.1. ESE Chairperson Administrator	3b.1. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the access point being targeted	3b.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that ¬¬¬65% of the students in the lowest 25% made learning gains. This category increased percentage from 2011-2012 FCAT Reading Test. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage point to70 %.

2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(150)	70%(162)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students struggle with comprehending text because of vocabulary deficiencies	4A.1. Provide professional development on exposure to Tier I and Tier II words. During common planning, create lessons and activities that explicitly state strategies (i.e. Word Wall reference, teachable moment clarification, modified Frayer Models) for students to gain a deeper understanding of content embedded vocabulary. Through classroom walkthroughs and common planning, implementation will be monitored and teachers will be provided with feedback on the lesson plans and implementation of appropriate effective vocabulary strategies.	4A.1. Teachers, Reading Coach Administrators.	4A.1. Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to lesson plan for explicit vocabulary instructional strategies. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies targeted in common planning	4A.1. . Lesson plans, Common planning protocols, Walkthrough logs, and Coaching Logs Summative: 2013 FCAT 2.0 Reading Assessment
2	4A.2. Limited availability of interactive whiteboards and computers for student use.	4A.2. Enhance the use of technology in literacy classrooms by adding student computer stations and interactive whiteboards as needed. During common planning, create lessons that incorporate advanced technology Conduct classroom walkthroughs with a focus on evaluations technology usage.	4A.2. Teachers, Reading Coach Administrators	4A.2. Administrator will provide computer stations as available as well as work with the ITS support at school site to continuously update computers so they work properly. In addition, a computer lab schedule will be provided so that teachers may rotate if necessary. Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to ensure lesson plans include strategies are targeted.	4A.2. Computer Lab Schedule Administrative Walkthroughs Common Planning Protocol Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	45	51	56	62	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that the White; Black and Hispanic subgroups are not making satisfactory progress. 54% of students in the White Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 5 percentage points to 59% Additionally, of students in the Black Subgroup 24% achieved Proficiency. Our goal is to increase student proficiency by 14percentage points to 38% Additionally, of students in the Hispanic Subgroup 36% achieved Proficiency. Our goal is to increase student proficiency by 12 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:54% (36) Black:24% (96) Hispanic:36% (201)	White:59% (39) Black: 38% (152) Hispanic:48% (268)

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	White: Students are not engaged in an adequate amount of student accountability talk 5B.2. Black: Teachers show inconsistency in the use of explicit corrective feedback on students' assignments. 5B.3 Hispanic: Teachers show inconsistent usage of purpose driven lesson template to include	5B.1. Utilize common planning to ensure lessons are developed that incorporate student accountability talk. Strategies to be incorporated in lessons in Think- Pair- Share; Socratic Circles; Literature Circles, etc.. 5B.2. Provide ongoing professional development on the effective use of corrective feedback. Utilize common planning to conduct monthly work	Teachers Reading coaches Administrator	Consistently monitor common planning logs, lesson plans, coach's logs and conduct classroom walkthroughs for reading teachers to insure lesson plans include strategies are targeted. Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies targeted in common planning	Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Data For FAIR/ Interim Assessments. Summative: 2013 FCAT 2.0 Reading Assessment

effective CBC use and aligned instructional strategies.	folders audits and analyze corrective and explicit feedback. Conduct classroom walkthroughs with a focus on analyzing student work folders and explicit corrective feedback on student work. 5B.3 During common planning, model and explain how to explain to students the purposeful objective driven lessons following the gradual release model			

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 12% of students in the ELL Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by21 percentage points to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (14).	33% (37)

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	5C.1. Students required scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELL's 5C.2. Students showed minimal use of technology such as computer usage (Achieve 3000)	5C.1. Utilize common planning, to create scaffold activities to include increased frontloading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk. Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans 5C.2. ELLs will complete two Achieve 3000 activities on a weekly basis to improve the limited use of Achieve 3000	ESOL teacher, ESOL Coach, Administration	5C.1 Monitoring of common planning, lesson plans and classroom observations of ELL's to ensure appropriate scaffolding, ESOL strategies and accommodations are provided. 5C.2. Monitoring of monthly usage reports. Make instructional decisions based on reports for individualized instruction. vided.	Classroom observation walk through tool; Coaching logs Achieve3000 usage and learning gain reports Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 22% of students in the SWD Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 11percentage points to 33%

2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(42)	33%(63)

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	5D1 Students lack the ability to make the connections to literacy learning	5D1 Increase the use of Discovery Learning to build background knowledge and increase real-life connections.	Reading Teacher Reading Coaches	5D1. Literacy coaches will provide active coaching to teachers in the use of Discovery Learning and monitor daily use to ensure students are making the connections while activating and building background knowledge. Assistant Principal will monitor teachers' lesson plans and Literacy Coaches logs to ensure Discovery Learning is being utilized daily	5D1. Discovery Learning reports, Lesson Plans, Coaches Logs Summative: 2013 FCAT 2.0 Reading Assessment
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 32% of students in the ED Subgroup achieved proficiency. Miami Southridge Senior High's goal is to increase student proficiency by 11percentage points to 43%
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(274)	43%(368)

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	5E1. Students lack the ability to make the connections to literacy learning.	5E1 Increase the use of Discovery Learning to build background knowledge and increase real-life connections.	5E1 Assistant Principals, Reading Coaches Reading Teachers	5E1 Literacy coaches will provide active coaching to teachers in the use of Discovery Learning and monitor daily use to ensure students are making the connections while activating and building background knowledge. Assistant Principal will monitor teachers' lesson plans and Literacy	5E1 Discovery Learning reports Lesson Plans Coaching Logs, Administrative Walkthrough

				Coaches logs to ensure Discovery Learning is being utilized daily	

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
H.O.T.S. (DOK) FAIR Training Active Reading Strategies Vocabulary Best Practices Hampton-Brown Edge Jamestown-Navigator Plugged Into Reading	Reading: All Grades	Literacy Coaches ETO Representative	Reading Teachers Language Arts Teachers Reading Teachers New to Program	August 2012-June 2013 ongoing Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Promote literacy and reading across the curriculum which creates a schoolwide culture of literacy	School wide novel Yummy by G. Neri	EESAC	$2,800.00
			Subtotal: $2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promote literacy and reading through the use of technology by allowing reluctant readers to read text using a kindle	Kindle-novel and text read electronically 60 kindles at $80.00	EESAC	$4,800.00
			Subtotal: $4,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase percentage of students scoring proficient in listening and speaking to 47%.

2012 Current Percent of Students Proficient in listening/speaking:
47%(89)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited opportunities for students to practice listening and speaking with native like English speakers 1.2. Limited opportunities for students to receive feedback on listening/speaking level, ongoing practice and progress monitoring assessments of listening and speaking skills.	1.1. Provide push in interventionist support for ELL's in Developmental ESOL courses. Interventionist will focus on oral language development. 1.2. Provide weekly opportunities for listening and speaking activities. Provide quarterly Listening/Speaking OPM assessments and conduct data chats with students on their progress.	ESOL Coach ESOL teacher, Administration	1.1. Direct coaching support for interventionist; quarterly Listening/Speaking assignments and assessments 1.2. Student data chat forms; quarterly Listening/Speaking assignments and assessments; lesson plans	1.1. Monitoring of ESOL Interventions through classroom walkthroughs Summative: 2013CELLA Assessment 1.2. OPM data from quarterly Listening/ Speaking assessments. Summative: 2013CELLA Assessment

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:	Increase percentage of students scoring proficient in Reading to 15%.

2012 Current Percent of Students Proficient in reading:
15%(28)

	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
	2.1. Limited use of Achieve	2.1. Administration will	2.1. Developmental	2.1. Achieve 3000 monthly	2.1. FAIR

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3000 2.2. Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4) 2.3. Lack of direct instruction aligned to components assessed on CELLA writing (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	designate a computer lab for ESOL. ELLs will complete two Achieve 3000 activities on a weekly basis 2.2. Utilize common planning to create scaffold activities to include increased frontloading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk. Ensure that appropriate scaffolds, ESOL strategies and accommodations are evident in daily lesson plans. 2.3. Analyze CELLA writing data per class Differentiate instruction based on data and student deficiencies Create lessons that are aligned to data components assessed on CELLA Writing	ESOL teacher, Administration 2.2. ESOL Coach, Administration 2.3. ESOL Coach, Administration	usage and progress reports 2.2. Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided. 2.3 Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	Summative: 2013CELLA Assessment 2.2. & 2.3 Classroom observation walk through tool; Coaching logs Summative: 2013CELLA Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	Increase percentage of students scoring proficient in Writing to 17%.

2012 Current Percent of Students Proficient in writing:
17%(32).

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	3.1. Limited use of the writing components of Achieve 3000 3.2. Limited use of daily writing practice (journals, quick write, bell ringer, exit slip, home learning) 3.3. Lack of direct instruction aligned to components assessed on CELLA writing (conventions, grammar,	3.1. Evaluate and provide feedback for one question or writing assignment per student every 2 weeks. 3.2. Provide professional development of use of appropriate writing activities. Provide coaching support on infusion of daily writing lessons. 3.3. Analyze CELLA writing	3.1. ESOL Coach, Administration 3.2. ESOL Teachers; ESOL Coach; Administration 3.3. ESOL teacher, ESOL Coach, Administration	3.1. Achieve 3000 reports with a focus on thought question and writing assignment completion 3.2. Lesson Plan; Monitoring of common planning; student work folder evaluation 3.3. Lesson Plan evaluation; Monitoring of common planning; Classroom observation of implementation;	3.1. FCAT Writing Assessment Summative: 2013CELLA Assessment 3.2. Classroom Walkthroughs; Work Folders Summative: 2013CELLA Assessment 3.3.

| letter writing, narrative writing, compare/contrast paragraph) | data per class Differentiate instruction based on data and student deficiencies Create lessons that are aligned to data and components assessed on CELLA Writing | | student work folders | Classroom walkthrough; work folder evaluation

Summative: 2013CELLA Assessment |

CELLA Budget:

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

End of CELLA Goals

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 2010-2011 Algebra 1 EOC Exam indicate 47% of students achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (242)	52% (270)

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2010-2011 Algebra 1 EOC Exam indicate 47% of students achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

47% (242)	52% (270)

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2009-2010 FCAT Mathematics Test indicates 75% of students made learning gains. Our goal for the 2010-2011 school year is to increase the percentage of students making learning gains by 10 percentage points to
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (713)	85% (808)

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2009-2010 FCAT Mathematics Test indicates 72% of students made learning gains. Our goal for the 2010-2011 school year is to increase the percentage of students in the lowest 25% making learning gains by 10 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (171)	82% (195)

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

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

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

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

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:	The results of the 2010-2011 FCAT Mathematics Test indicates 43% of students in the Black subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency by 6 percentage to 49%. Additionally, 61% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
B: 43% (74) H: 61% (127)	B: 49% (84) H: 67% (135)

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

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2010-2011 FCAT Mathematics Test indicates 38% of students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

38% (36)	44% (42)

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2010-2011 FCAT Mathematics Test indicates 53% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (179)	58% (196)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted in the administrationof the FCAT Mathematics the Economically Disadvantaged subgroup did not make AYP. The deficiencies for this group of students may be decreased if students were able to consistently attend after school tutoring and/or Saturday School Academy.	5D.1. Implement and monitor the classroom/textbook and technology component of the Carnegie Learning curriculum with fidelity in the Intensive Mathematics classrooms.	5D.1. Administrative Team Mathematics Coach/Chair	5D.1. Review students' work and assessment data reports to determine the effectiveness of the strategy.	5D.1. Student notebooks, and folders; teacher lesson plans; topic assessments and District Interim assessment data reports
2	5D.2. Students need a computer lab with adequate memory to efficiently run all necessary mathematics programs.	5D.2 Establish and maintain a computer lab to be solely used by the Mathematics Department with the implementation of the technology as part of the Intensive Mathematics curriculum.	5D.2. Administration Computer Tech	5D.2. Classroom Walkthroughs	5D.2. Heat Tickets

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

	The results of the 2012 Florida Alternative Assessment

	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	indicate that 67% of students scoring at levels 4, 5, 6 in Math. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at levels 4, 5, and 6 in math from 67% to 72%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	67 %(16).	72%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency in the 2012 FAA is counting items 1-10 and subtraction in real world and geometric shapes.	1.1. Emphasis on instruction using real world manipulative and objects on counting items and geometric shapes	1.1. SPED Department Chair Administration	1.1. Monitor the progress of students via community based instruction	1.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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

	2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2012 Florida Alternative Assessment indicate that 4% of students scoring at levels at or above a level 7 in math. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at or above a level 7 in math from 4% to7 %.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	4%(1)	7%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in the 2012 FAA is determining correct amounts for purchasing and budgeting in real world situations.	Emphasize instruction in counting money and making change in real world situations in class and community based instruction	SPED Department Chair Administration	Monitor the progress of students via community based instruction	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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

	3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 Florida Alternative Assessment indicate that 51% of students making learning gains in math. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in math from 51% to 61%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:

51%(12)	61%(15)	

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 in the 2012 FAA is solving real world problems involving perimeter using visual models.	Emphasize instruction through small group and one on one utilizing manipulatives.	SPED Department Chair Administration	Monitor the progress of students via community based instruction	Formative: Unique Skills Curriculum

Summative:
2013 FAA Assessment |

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 Exam indicate that 27% of students scored a level 3.

Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 3 to 33% increasing by 6 percentage points. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 27%(119). | 33%(145) |

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 do not receive adequate time in class to practice daily concepts and develop a level of understanding.	Develop lesson plans including allotted times for each component of the Gradual Release Model.

Include lesson activities that would allow for ample student practice during the "You do".

Include in the lesson plan a "check for understanding" process to be implemented between the "We do" and "You do"

Continued monitoring by department administrator. | Math Coaches, Administration | Review students' work and assessment data to determine effectiveness of strategies.

During common planning teachers will discuss sample work collected and student data | Common planning logs
Coaching logs
Administrator walkthroughs.

Formative: student work

Summative:
Interim Assessments, EOC. |

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra 1 EOC Exam indicate that 6% of students scored a level 4 and5. Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 4 and 5 to 8% increasing by 2 percentage points.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
6%(25)	8%(35)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not engaged in a consistent, systematic problem-solving processes during instruction	Lesson plans should include problem solving activities that incorporate and combine concepts being taught. Provide more practice in solving multistep problems.	Math Coaches, Administration	During common planning teachers will discuss sample work collected and student data. Administrators will conduct walkthroughs to ensure classroom teacher's daily lessons are aligned to the strategies being targeted	Common planning logs Coaching logs Administrator walkthroughs. Formative: student work Summative: Interim Assessments, EOC.

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 # In six years, school will reduce their achievement gap by 50%. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Miami Southridge Senior High's goal for the 2012-2013 school year is to increase the percentage of the White Subgroup scoring a 3 by 5percentage points from 48% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:48%(11)	White:53%(12)

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
	White:	Increase the use of mathematical interactive	Administration math coaches,	During common planning teachers will discuss	Data Chat Protol

1	Students struggle with comprehending Algebra concepts because of limited mathematical vocabulary development.	word walls Teachers will assist students with identifying key teams and concepts in mathematical problems	teachers	sample work collected and student data as well as strategies taught. Review students' work and assessment data recorded on data chat protocol Conduct classroom walkthroughs.	Formative: student work Summative: Interim Assessments, EOC.

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The results of the 2011-2012 Algebra 1 EOC Exam indicate that 10% of the ELL Subgroup scored a level 3. Miami Southridge Senior High's goal for the 2012-2013 school year is to increase the percentage of the ELL Subgroup scoring a 3 by 34 percentage points to 44 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%(5)	44%(23)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students struggle with comprehending Algebra concepts because of limited mathematical vocabulary development.</td><td>Increase the use of mathematical interactive word walls

Teachers will assist students with identifying key teams and concepts in mathematical problems</td><td>Administration Math Coaches, Teachers</td><td>During common planning teachers will discuss sample work collected and student data as well as strategies taught.

Review students' work and assessment data.

Conduct classroom walkthroughs.</td><td>Common planning protocol Walkthrough log

Formative: student work

Summative: Interim Assessments, EOC.</td></tr>
</table>

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The results of the 2011-2012 Algebra 1 EOC Exam indicate that 23% of the SWD Subgroup scored a level 3. Miami Southridge Senior High's goal for the 2012-2013 school year is to increase the percentage of the SWD Subgroup scoring a 3 by15 percentage points to 38%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(20)	38%(33)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Students have difficulty understanding real life</td><td>Increase explicit instruction through the "I</td><td>Assistant Principal, Mathematics</td><td>Lesson plans, Classroom walkthroughs</td><td>Interim Assessments</td></tr>
</table>

1	examples and the process / steps associated to solving a problem.	do, We do, you do" the gradual release model and the use of active learning strategies	Coaches, Teachers			Student folders

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:	The results of the 2011-2012 Algebra 1 EOC Exam indicate that the ED subgroup meet satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (139)	43% (158)

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	Limited availability and usage of computers for students.	Enhance the use of technology in Algebra by infusing a lab schedule for Carnegie learning.

During common planning, create lessons that incorporate Carnegie lab schedules

Conduct classroom walkthroughs with a focus on evaluating | Administration math coaches, teachers | During common planning teachers will discuss sample work collected and student data as well as strategies taught.

Review students' work and assessment data.

Conduct classroom walkthroughs. | Common planning protocol Walkthrough log Computer lab schedule

Formative: student work

Summative: Interim Assessments, EOC. |

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

| 1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1: | The results of the 2011-2012 Geometry EOC Exam indicate that 26% of students scored a level 3.

Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 3 to 30% increasing by 4percentage points. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26%(140) | 30%(164) |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students are lacking engagement in classroom learning activities.	In common planning, lessons will be developed that incorporates appropriate technology such as active votes (clickers) Share best practices during common planning highlighting useful features found by teachers for the Promethean activities.	Administration Math Coaches, teachers	During common planning teachers will discuss sample work collected and student data as well as strategies taught. Review students' work and assessment data. Conduct classroom walkthroughs.	Common planning protocol Walkthrough log Formative: student work Summative: Interim Assessments, EOC.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2011-2012 Geometry EOC Exam indicate that 11% of students scored a level 4 and 5. Miami Southridge Senior High's goal for the 2011-2012 school year is to increase the percentage of students scoring a level 4 and 5 to 13% increasing by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(60)	13%(70)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to develop meaning of real world concepts.	Lesson will be developed during common planning that provide inductive reasoning strategies that include discovery learning activities	Administration math coaches, teachers	During common planning teachers will discuss sample work collected and student data as well as strategies taught. Review students' work and assessment data. Conduct classroom walkthroughs	Common planning protocol Walkthrough log Formative: student work Summative: Interim Assessments, EOC

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 # NA 3A :

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

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.	NA

Geometry Goal #3B:	

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	NA

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

	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:	NA			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	NA	NA			
	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
Refresher o Active Votes (clickers) Word Walls (Vocabulary) Carnegie Learning Textbook online resource training	9;10/ Algebra 1, Geometry, Int. Math 9 & 10	Math Coaches	Algebra 1, Geometry, Int. Math 9 & 10	August 2012-June 2013 ongoing Common planning	Observations, coaching cycles, classroom walkthroughs will be conducted	Principal, Assistant Principals, Math Coaches

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of scientific calculators	Scientific Calculator	Math FEES	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	To have students passed the EOC in Biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (107)	22% (130)

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 minimal growth as noted on the 2012 FAA is common health issues.	Emphasize instruction on personal hygiene skills and the human body and development through use of examples and nonexamples	ESE Chairperson Administrator	Department Chair and administrator will monitor that lessons are executed with emphasis on access points via common planning	Formative: Unique Skills Curriculum Summative: 2013 FAA 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 science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of minimal growth as noted on	Emphasize instruction on understanding living and non living things	ESE Chairperson Administrator	Department Chair and administrator will monitor that lessons	Formative: Unique Skills Curriculum

| 1 | the 2012 FAA is natural selection. | through visual aides and creating collages. | | are executed with emphasis on access points via common planning | Summative: 2013 FAA Assessment |

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2010 administration of the Science FCAT, 2% achieved above proficiency (FCAT Level 4 & 5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (12)	6% (35)

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Science Goals

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

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

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of minimal growth as noted on the 2012 FAA is common health issues.</td><td>Emphasize instruction on personal hygiene skills and the human body and development through use of examples and nonexamples</td><td>ESE Chairperson Administrator</td><td>Department Chair and administrator will monitor that lessons are executed with emphasis on access points via common planning</td><td>Formative: Unique Skills Curriculum

Summative: 2013 FAA Assessment</td></tr>
</table>

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of minimal growth as noted on the 2012 FAA is natural selection.</td><td>Emphasize instruction on understanding living and non living things through visual aides and creating collages.</td><td>ESE Chairperson Administrator</td><td>Department Chair and administrator will monitor that lessons are executed with emphasis on access points via common planning</td><td>Formative: Unique Skills Curriculum

Summative: 2013 FAA Assessment</td></tr>
</table>

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.	On the administration of the 2012 Biology EOC exam, 27% of students achieved proficiency level 3. The expected level of performance for 2012-2013 is that

Biology Goal #1:	30% will achieve proficiency. The goal is to increase the proficiency by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(151)	30%(168)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td></td>
<td>1.1.
Scheduling all Biology students into the Research 3 class.

1.2
Teachers' limited proficiency in Common Core reading strategies and implementation.
1.3.
Teachers' limited knowledge and understanding of rigor and accountability talk delivery.

1.4
Students not turning in completed lab reports to be graded
1.5
Teachers are experiencing challenges providing descriptive, corrective, and explicit feedback on every section of the lab report for each student.</td>
<td>1.1.
Double dose Biology students into the Research 3 science class during the 2012-2013 school year. 1.1. Administration 1.1 Using the FCIM process will ensure that the students are making the expected progress. The process will include review of data, adjustment of focus and placement of students.

Review Master Schedule 1.1. Formative:
ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam

1.2.
Incorporate Common Core reading comprehension and writing strategies into instruction. 1.2. Science Coach Administration 1.2. Student work folders, classroom observations, lesson plans
1.2. Lab report, Science Journals/ Notebooks

Summative: 2012 Biology End Of Course Exam
1.3.
Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms

Incorporate Socratic circles and active learning strategies within the lessons. 1.3.</td>
<td>Science Coach Administration</td>
<td>1.1
Using the FCIM process will ensure that the students are making the expected progress. The process will include review of data, adjustment of focus and placement of students.

Review Master Schedule

1.2.
Student work folders, classroom observations, lesson plans

1.3.
Student work folders, classroom observations, lesson plans

1.4
Analysis of students' lab reports during Common Planning in Biology, Research 3, Physical Science, and Chemistry

Student work folders
1.5
Examination of student work during Common Planning in Earth Space, Biology, Chemistry, Lesson Plans, Classroom observations, and student work folders</td>
<td>1.1. Formative:
ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam

1.2. Lab report, Science Journals/ Notebooks

Summative: 2012 Biology End Of Course Exam
1.3. Formative:
ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam
1.4
Formative:
ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam

1.5
Formative:
ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam</td>
</tr>
</table>

| | | 1 | Science Coach Administration 1.3. Student work folders, classroom observations, lesson plans
1.3. Formative: ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam
1.4
Implement the completion of lab reports (focus will be placed on including a 3 paragraph conclusion of the lab results) 1.4 Teacher
Science Coach 1.4 Analysis of students' lab reports during Common Planning in Biology, Research 3, Physical Science, and Chemistry

Student work folders 1.4
Formative: ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course Exam

1.5
Implement descriptive, corrective, and explicit feedback on lab reports (focus will be placed on the 3 paragraph conclusion portion of the lab report)

Implement peer editing of the lab reports.

Implement a teacher specific "amnesty strategy" for students to complete their lab reports by a certain deadline.
1.5
Teacher
Science Coach 1.5 Examination of student work during Common Planning in Earth Space, Biology, Chemistry, Lesson Plans, Classroom observations, and student work folders 1.5
Formative: ETO Monthly and District Assessments

Summative: 2012 Biology End Of Course | | | | | |

	Exam			

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	On the administration of the Biology EOC Exam, 29 % of students achieved proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase level 4 and 5 students by ¬¬¬1 percentage point to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(159)	30%(166)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Securing teachers to serve as sponsors for SECME, Science Fair, and Fairchild Challenge 2.2. Teachers limit usage of college board released essays and recommended labs for advanced placement courses. 2.3 Limited use of a computer lab for biology classes and all science classes to use Gizmos, FCAT Explorer, and FOCUS	2.1. Incorporate the Science Fair and any other science competition such as SECME, Fairchild Challenge, WOW, etc. 2.2- Incorporate AP College Board recommended labs aligned with College Board released essay questions as listed on Education Transformation Office (ETO) pacing list. 2.3 Promote the effective use of Gizmos, FCAT Explorer, and FOCUS in science classrooms	2.1. Assistant Principal Science Coach School site Science Fair Liaison Science Honor Society Sponsor Ecology Club Sponsor AP Environmental Science Teacher SECME Club Sponsor 2.2- Assistant Principal Science Coach 2.3 Principal Assistant Principal Science Coach	2.1. Fairchild Challenge Score Report Science Fair Competition Results Utilize rubrics to evaluate projects, internal Science Fair 2.2- Classroom walkthroughs during AP classes, lesson plans, student work folders 2.3 Utilize common planning to incorporate Gizmos, FCAT Explorer, and FOCUS into lesson plans.	2.1. Formative: ETO Monthly and District Interim Assessments Summative: 2012 EOC Exam 2.2 Formative: ETO Monthly and District Interim Assessments Summative: 2012 EOC Exam Advanced Placement Exams 2.3 Formative: ETO Monthly and District Interim Assessments Summative: 2012 EOC Exam

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

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

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

Strategies Infusion of common core reading strategies in science Rigor and Accountability Talk (Socratic Circle) Differentiated Instruction Descriptive and Corrective Feedback and strategies to guide students to complete lab reports District Science Fair, SECME, and Fairchild Gardens orientations College Board PD for the AP Science Courses/ ETO AP Symposiums Explicit Instruction "You Do" portion Lesson Plans (Details of daily activities) Promethean Training (Use of the board and clickers)	All science teachers	Science coach / District Personnel	Science Teachers	Common planning and Science Department Meeting	Lesson plans and classrooms walkthroughs	Administration and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Collect lab fees from students	Science Lab Materials	Science Lab Fees	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Limited use of a computer lab for biology classes and all science classes to use Gizmos, FCAT Explorer, and FOCUS	30 laptop computers w/computer cart to increase students' exposure to real world applications and simulations via technology. 10 ELMOS (A device that will enlarge an object so that it can project onto the Promethean board to allow students a visual image similar to a microscope but the object does not have to be transparent).	EESAC	$14,000.00
			Subtotal: $14,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1.2. Incorporate Common Core reading comprehension and writing strategies into instruction. 1.3. Promote the effective use of high order questions, rigorous activities,	Strategic Curriculum Planning Sessions for one day each nine weeks for selected science teachers. Substitute Coverage,	EESAC	$3,000.00

| | | Subtotal: $3,000.00 |

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate the Science Fair and any other science competition such as SECME, Fairchild Challenge, WOW, etc.	South Florida Regional Science, Mathematics, and Engineering Fair Registration Fees Other Competition Fees Organization of School wide Science Fair	School	$300.00
		Subtotal:	$300.00
		Grand Total:	$21,300.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT indicate that 75% of students scored level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 4 or higher form 75% to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
755(419)	77% (433)

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	Teachers have a difficult time creating and implementing authentic writing activities following the writing process in Reading and Language Arts classes.	Create activities for authentic writing opportunities following the writing process. in daily lesson plans, during common planning. Teachers will provide students with corrective feedback on writing assignments related to the writing process. Plan to meet monthly with the Reading, Language Arts coaches and teachers to foster collaboration Conduct walkthroughs to observe the effective marriage of writing in reading and language arts classes.	Reading Coaches, Administrators	Common planning protocols will be completed to insure differentiated lessons have been planned/ Coaching Cycle to ensure that strategies have been learned and used throughout the lesson. Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the strategies being targeted	Lesson Plans Administrative Walkthroughs Coaches Logs Summative: FCAT Writing 2013

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternative Assessment indicate that 93% of students scored level 4 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a 4 or higher form 93% to 98%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(13)	98%(14)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are struggling in the area of conventional spelling and grammar skills.	Teacher will emphasize instruction utilizing spelling of sight words and spelling patterns and apply to other spelling generalizations. Using specific and meaningful word choice to enhance writing Rules for/practice of various types of punctuation, avoiding common errors, sentence types and sentence development	Teachers, Reading Coaches, and Administration	Reading Coaches will monitor that lessons are executed with emphasis on access points Via department meetings and common planning	Formative: Unique Skills Curriculum Summative: 2013 FAA 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
Writing Process	Creative Writing/Language Arts	Reading Coach	Creative Writing teachers and grade 10 Language Arts	Ongoing through common planning beginning 08/2012	Walkthroughs, Coaching cycles, and Lesson Plans	Reading Coach Assistant Principal

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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 Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1. Students scoring at Achievement Level 3 in U.S.

History.

U.S. History Goal #1:

On the administration of the U.S. History EOC, the expected level of performance for 2012-2013 is that 10% will achieve proficiency.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students have limited understanding how to research facts pertaining to history both in print and non-print resources. 1.2. Students have limited ability to comprehend primary sources. This includes maps, political cartoons and first - hand accounts. 1.3. Students have limited ability to understand the test questions, or what the questions is asking.	1.1. Students will be provided the opportunity to research specific events and personalities in history using both print and non-print resources. 1.2 Students will be provided the opportunity to research specific events and personalities in history using both print and non-print resources. 1.3. Students will be provided opportunities to develop and review their own questions.	Assistant Principal assigned to the department -Department Chair	Data analysis of assessments, comparing benchmarks to evaluations, Review persuasive writing using a site generate rubric	Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments Summative: 2013 U.S. History 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 U.S. History. U.S. History Goal #2:	On the administration of the U.S. History EOC, t he expected level of performance for 2012-2013 is that 10% will achieve proficiency.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(43)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding how to research facts pertaining to history both in print and non-print resources.	Students will be provided the opportunity to research specific events and personalities in history using both print and non-print resources.	Assistant Principal assigned to the department -Department Chair	Data analysis of assessments, comparing benchmarks to evaluations Review persuasive writing	Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments

					using a site generate rubric	Summative: 2013 U.S. History EOC 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
Follow up of summer institute in Social Studies Follow-up on EOC U.S. History Item Specs	11th grade	Reading Coach Department Chair	All U. S. History teachers	Ongoing through Common Planning beginning August 30, 2012	Common Planning Protocol	Department Chair, Reading Coach, and Assistant Principal

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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	Our goal for the 2012-2013 school year is to increase attendance to 93.78% by minimizing absences. The goal

Attendance Goal #1:	for this year is to decrease the number of students with excessive absences(10 or more) to 1218 and excessive tardiness (10 or more) to 389.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.78%(2139)	93.78%(2162
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1282	1218
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
409	389

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2. Tracking down students who are excessively tardy.	1.2. Implement Plasco to track and follow-up with students who have excessive tardies.	1.2. Administrator, SCSI teacher, Homeroom Teachers, and PBS Coordinator	1.2. Daily monitoring of Plasco device and the use of the Progressive Discipline Plan will decrease the number of tardies per quarter	1.2. Tardy/Attendance reports
2	Tracking students who are excessively tardy.	Implement Plasco to track and follow-up with students who have excessive tardies.	Administrator, SCSI teacher, Homeroom Teachers PBS Coach	Daily monitoring of Plasco device and the use of the Progressive Discipline Plan will decrease the number of tardies per quarter.	Placso report Gradebook Attendance

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
Gradebook refresher on inputting attendance	All teachers	Gradebook Manager, PBS Coach	All teachers	August 2012-June 2013 ongoing during early release	Gradebook reports for PBS	PBS Coach Gradebook Manager Assitant Principal

Attendance Budget:

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

| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions 396
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
396	356
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
281	253
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
337	303
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
235	212

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students inconsistently follow school-wide policies and procedures related to poor decision making skills and lack of ability to communicate and resolve problems appropriately.	Continue to develop school-wide Positive Behavior Support Program (PBS), which is called the Ideal Spartan Program(ISP), and continue to utilize Alternative to Suspension Programs (ASP), such as Saturday School, Peer Mediation, and counseling, continue to implement City Year mentoring program throughout the school with the focus being on the incoming freshman class	PBS Team Leader, Administration, and Student Services Department	Proactively utilize data provided by the Plasco Trac system and Cognos to monitor suspension rates and target areas, classes, or students that appear to need greater behavioral and academic interventions.	Plasco Trac Reports ISIS Monthly COGNOS suspension report

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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
PBS Peer Mediation City Year	9-12	PBS Coach/District personnel Trust counselor, administration District and School Site Personnel	Staff school wide Counselors and Administrators School wide	Faculty Meetings PBS Meetings	Monthly PBS, Leadership team, faculty Mtgs., Monthly Mtgs., Weekly Mtgs.	PBS Coach, Administration Trust counselor, City Year Staff,

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Suspension Budget:

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the dropout rate to 4.38% point and to increase the graduation rate to 67.7% percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
4.38% (101).	4.16%(96).
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
67.7%(425)	69.7%(507)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 At risk students are not meeting the necessary requirements to graduate on-time.	1.1. Provide additional support for these students via tutoring programs and mentoring programs.	1.1. Principal, Assistant Principals, Student Services, Graduation Coach, Community Involvement Specialist	1.1. Monitor graduating seniors Monthly meetings with teacher Mentors and Mentees ACT Enrollment, Completion of Free & Reduced Lunch Forms for Fee waiver Use Percentage AP report to identify students that will be successful in AP courses Require participation & performance in the AP exam Review of Credit history. Monitoring by administration	1.1. Counselor Logs. Quarterly Progress reports, Report Cards Increased ACT score and graduation rate AP Exam Scores, AP interim Assessments Passing Score on October and or March FCAT
2	1.2. Students not being familiar with the requirements for graduation.	1.2. Counselors will conduct conferences with students based on academic needs.	1.2. Principal, Assistant Principals, Student Services, Graduation Coach	1.2. Conferences Student GPA Student Attendance	1.2. Conference sign-in sheets Student Course History Report Cards
	1.3.	1.3.	1.3.	1.3.	1.3.

	3	A significant percentage of Miami Southridge Senior High students have a need for academic and/or behavioral support.	College Summit peer leaders will be utilized to support and promote school success. Implement City Year in ninth grade classes as tutors/mentors.	Graduation Coach College Summit Coordinator	Student GPA Student Attendance Student Behavior	Report Cards Referrals

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
CPSP Monthly Meetings; Parent Night; PLC Focus	9th -12th	Graduation Coach	CPSP College Club Sponsors, Identified Teachers; Parents of 12th grade students; College Summit Peer Leaders	Monthly; September 2012; As needed	Data Collection; Ongoing Communication with the students counselor; College Summit Peer Leader meetings	CPSP Coordinator; Student Services Department Chair; College Summit Coordinator

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Title 1 School; See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title 1 School; See PIP	Title 1 School; See PIP

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Title 1 School; See PIP	Title 1 School; See PIP	Title 1 School; See PIP	Title 1 School; See PIP	Title 1 School; See PIP

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

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

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

Parent Involvement Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal for 2012-2013 is to increase student knowledge of technological devices and their uses for research. Data NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses. Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.	1.1. Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards transitioning to Common Core Standards by implementing a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.	1.1. Administration, Science and Math Coach, Science and Math department chairperson, Student Services Department	1.1. Administrator, Student Services department, Science and Math Coach and department chairpersons will monitor tracking system of student expectation and performance	1.1. Student enrollment in upper level STEM courses for the 2013

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension strategies across curriculum	All grade levels and subjects	Reading Coaches	All teachers	October Early release ongoing through Common planning	Observations, Coaching Cycles, and classroom walkthroughs will be conducted	Principal, Assistant Principals, Reading Coaches

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Goal #1: | |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students need to develop a purpose for learning objectives introduced.

Students need instructional routine in effectively using Explicit and Systematic Instruction. | 1.1 Develop consistency in instructional routine by utilizing the common board configuration, refer to the essential question and common board throughout the period and revisit at the end of class.

Provide active coaching in the development of the instructional routine.

Establish a consistent instructional routine in CTE classes using the "I do, we do, you do", Explicit and Systematic Instruction.

Provide active coaching and modeling in the development of the | 1.1 Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers | 1.1 Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log | 1.1 Baseline, Interim, Practice/readiness tests |

		instructional routine of Explicit and Systematic Instruction.			
2	1.2 Students need to develop higher order thinking skills in order to increase levels of proficiency and rigor	1.2. Develop and implement higher order questions and rigorous activities to be included during class instruction using the DOK chart during common planning. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.	1.2. CTE Coach; Assistant Principal	1.2. Coaching Cycle Administrative walkthroughs Lesson Plans	1.2. Common planning logs. Classroom walkthrough logs.
3	1.3 There is a need for introduction to and support of Project Based Learning competition.	1.3. Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organization (CTSO), or Miami-Dade County Fair, NFTE, Fairchild /Challenge etc.	1.3. CTE Assistant Principal CTE Coach	1.2. Coaching Cycle Administrative walkthroughs Lesson Plans 1.3. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.	1.3. Competition projects.
4	1.4 Teachers need to maximize teaching power through the use of technology.	1.4 Provide additional training on the use of promethean boards and Implement usage with fidelity. Provide additional training on the use of Discovery Learning.	1.4 CTE Coach, CTE Teachers Assistant Principal	1.4 Administrative walkthroughs, common planning, lesson plans, Lesson Study	1.4 Lesson plans, students' work folders
5	1.5 Students need instructional routine in effectively using Explicit and Systematic Instruction.	1.5 Provide active coaching in the development of the instructional routine. Establish a consistent instructional routine in CTE classes using the "I do, we do, you do", Explicit and Systematic Instruction. Provide active coaching and modeling in the development of the instructional routine of Explicit and Systematic Instruction.	1.5 Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers	1.5 Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log	1.5 Lesson Plans, Baseline, Interim, Practice/readiness tests
6	1.6 A timeline needs to be in place to facilitate compliance of industry certification exams.	1.6 CTE programs will follow a curriculum pacing guide to include pacing activities for industry certification, state curriculum standards and program sequencing of courses. CTE Coach will provide active coaching in the	1.6 Assistant Principals, CTE Coach, CTE Teachers	1.6 Administrative walkthroughs, coaches logs, common planning, review of test data, lesson plans	1.6 Lesson Plans Baseline, Interim, Practice/readiness tests

		development of lesson planning and delivery				

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
FACTE NGCATER NCAC NGCARPD FETC Career Pathways ETO Teachers Academy ETO Coaches Academy	9-12	CTE COACH	CTE Program Participants	July 2012 July 2012 November 2012 January 2013 January 2013 October 2013 July 2013 July 2013	Common Planning Department Meeting	CTE/RTT Coach

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)

Additional Goal(s)

CTE Goals Goal:

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

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

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

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 Goals Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Promote literacy and reading across the curriculum which creates a schoolwide culture of literacy	School wide novel Yummy by G. Neri	EESAC	$2,800.00
Mathematics	Increase the use of scientific calculators	Scientific Calculator	Math FEES	$5,000.00
Science	Collect lab fees from students	Science Lab Materials	Science Lab Fees	$4,000.00
				Subtotal: $11,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Promote literacy and reading through the use of technology by allowing reluctant readers to read text using a kindle	Kindle-novel and text read electronically 60 kindles at $80.00	EESAC	$4,800.00
Science	Limited use of a computer lab for biology classes and all science classes to use Gizmos, FCAT Explorer, and FOCUS	30 laptop computers w/computer cart to increase students' exposure to real world applications and simulations via technology. 10 ELMOS (A device that will enlarge an object so that it can project onto the Promethean board to allow students a visual image similar to a microscope but the object does not have to be transparent).	EESAC	$14,000.00
				Subtotal: $18,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	1.2. Incorporate Common Core reading comprehension and writing strategies into instruction. 1.3. Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms Incorporate Socratic circles and active learning strategies within the lessons.	Strategic Curriculum Planning Sessions for one day each nine weeks for selected science teachers. Substitute Coverage, Hourly Pay or Stipend for each member of the science curriculum team	EESAC	$3,000.00
				Subtotal: $3,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Incorporate the Science Fair and any other science competition such as SECME, Fairchild Challenge, WOW, etc.	South Florida Regional Science, Mathematics, and Engineering Fair Registration Fees Other Competition Fees Organization of School wide Science Fair	School	$300.00
				Subtotal: $300.00
				Grand Total: $33,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	⌐ NA

Are you a reward school: ⌐ Yes ⌐ No

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

No Attachment (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
Incentives for students (Field trips, awards)	$2,500.00
Curriculum Fairs / Small Learning Communities	$1,000.00
Parent Workshops / Family Nights	$1,000.00

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

The Educational Excellence School Advisory Council (EESAC) fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC will also review the 2012 FCAT scores and AYP information, create a plan of action, and monitor it for the 2012-2013 school year.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MIAMI SOUTHRIDGE SENIOR HIGH
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	29%	60%	73%	31%	193	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	68%			113	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	57% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					412	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
MIAMI SOUTHRIDGE SENIOR HIGH
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	55%	84%	23%	187	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	75%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	72% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					418	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested