FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: TERRA ENVIRONMENTAL RESEARCH INSTITUTE

District Name: Dade

Principal: Ms. Carrie Montano

SAC Chair: Ms. Mayka Garciga

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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)
Principal	Carrie Montano	Education Educational LeadershipCertification English Certification Counseling Certification Gifted Endorsement	4	15	'12 '11 '10 '09 '08 School Grade A A A N/A A High Standards Rdg. 86 76 72 N/A 84 High Standards Math 94 93 84 N/A 84 Lrng Gains-Rdg. 76 69 68 N/A 73 Lrng Gains-Math 97 89 79 N/A 79 Gains-Rdg-25% 78 59 63 N/A 76 Gains-Math-25% 76 85 63 N/A 75
Assis Principal	Jose Sirven	Bachelors Degree in Mathematics Master's Degree in Educational Leadership Mathematics Certification	4	9	'12 '11 '10 '09 '08 School Grade A A A D C High Standards Rdg. 86 76 72 29 42 High Standards Math 94 93 84 58 77 Lrng Gains-Rdg 76 69 68 40 51 Lrng Gains-Math 97 89 79 66 75 Gains-Rdg-25% 78 59 63 45 46 Gains-Math-25% 76 85 63 64 68
		Bachelors Degree in Economics Master's Degree in Elementary			

Assis Principal	Cynara Suarez	Education Specialist's Degree in Educational Leadership Elementary Education Certification ESOL Endorsement Reading Endorsement Educational Leadership Certification	3	3	'12 '11 '10 '09 '08 School Grade A A A B B High Standards Rdg. 86 76 72 75 72 High Standards Math 94 93 84 75 72 Lrng Gains-Rdg 76 69 68 59 56 Lrng Gains-Math 97 89 79 77 78 Gains-Rdg-25% 78 59 63 56 55 Gains-Math-25% 76 85 63 71 75
Assis Principal	Jennifer Knepper	BFA- University of Florida, Miami, FL MS- Nova Southeastern University, Miami, FL; Certification in Educational Leadership, Dance K-12	1	1	'12 '11 '10 '09 '08 School Grade A A B A A High Standards Rdg. 86 77 75 75 70 High Standards Math 94 91 92 92 90 Lrng Gains-Rdg 76 70 64 74 66 Lrng Gains-Math 97 81 81 83 79 Gains-Rdg-25% 78 76 52 57 48 Gains-Math-25% 76 76 80 85 77

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)
None Assigned					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Development	Sammy Iassudo	May, 2013	
2	2. TERRA incorporates the MINT program for beginning teachers. This includes monthly meeting with the mentors.	Assistant Principal for Curriculum	May 2013	
3	3. Available positions are advertised by the District	Principal	May 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No teachers recieved a less than effective rating for the 2011-2012 school year. There are three teachers that need to update their certification in House.	Teachers will update their information on House.

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
76	11.8%(9)	27.6%(21)	38.2%(29)	22.4%(17)	53.9%(41)	71.1%(54)	9.2%(7)	14.5%(11)	10.5%(8)

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
Reyniel Dabalsa	Katja Valdes Lissette Vergara-Leon	M.I.N.T. Experience	Collaborative Meetings, Observations
Deborah Thomas-Hibbitt	Daniel Ledesma Elienai Maldonado Steven Rojas	M.I.N.T. Experience	Collaborative Meetings, Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

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.

Principal, Assistant Principal(s), Language Arts Department Chair, Mathematics Department Chair, Science Department Chair, Social Studies Department Chair, SPED Department Chair, Magnet Lead Teacher, and Counselors

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

The MTSS Leadership Team will meet the first Tuesday of every month and as needed throughout the school year to analyze and discuss student data.

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

The MTSS Leadership Team will disaggregate and interpret data periodically to drive instruction to student needs and maintain faculty/ staff informed of current school trends

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.

The data management systems used are Edusoft, PMRN, MTSS/RtI Behavioral Intervention Plan, and Reading /Writing Baseline and Interim Assessments. Control D Web Suspension Reports will also be generated

Describe the plan to train staff on MTSS.

Professional Development and periodical informative meetings will train the staff on MTSS.

Describe the plan to support MTSS.

The MTSS/RtI team will evaluate additional staff PD needs through the administration of a professional development survey and address subsequent needs during MTSS/RtI Leadership Team meetings. We will utilize the early release days for

professional development as necessary.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Carrie Montano, Principal; Jose Sirven, Assistant Principal; Cynara Suarez, Assistant Principal; Jennifer Knepper, Assistant Principal; Sammy Iassudo, Test Chairperson/SPED Dept. Chairperson; Debbie Ebbert, Magnet Lead Teacher; William Baltazar, Engineering Academy Lead Teacher; Julie Sierra-Montes, Biomedical Academy Lead Teacher; Alexis Salcedo, Environmental Academy Lead Teacher; Maria Rodriguez, Student Services ; Deanne Getreu, Language Arts/Reading Department Chairperson; Gary Holbrook, Social Studies Department Chairperson; and Teresa Logue, Media Specialist.

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

The Literacy Leadership Team meets on a monthly basis to discuss literacy issues across the curriculum, to assist in the implementation of the CRRP, create an action plan and monitor the progress and implementation of the action plan and to reflect on the success of the Literacy Action Plan based on concrete data.

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

• Reading Plus-All Intensive Reading students at TERRA are required to complete two 45 minute sessions of Reading Plus per week during school day during their class and one for Home Learning. Students in ESE and ESOL will be using the lab and COWs (Computers on Wheels) as well. Students are encouraged to access this web based program from home as well for further acceleration. Parents of students in Levels 1-2 have been informed of this resource through Data Chats with the Reading Coach, during EESAC Meetings, and PTSA meetings.
• Jamestown Reading Navigator- All the students in the Intensive Reading class use this web based program during school and at home. Students are required to complete two "Journeys" or sections per week as the program specifications for fidelity recommends.
• TERRA Book Club-Students in the entire school are invited to part take in a student book club to read novels from the New York Times best Seller List and high interest novels for teens. Students will meet on a monthly basis to discuss two books per month. Students from gifted, honors, regular, ESE, ESOL join to talk about what they have read. Reading Website blog about books, recommend books, sponsor author of the month events.
• TERRA Literacy Night @ Barnes & Noble- TERRA students will host Open Mic Nights and sign up for a one minute read of their favorite book or read from their own original work.
• Students attend afterschool tutoring. This is opened to all students.
• Bi-weekly Book Check Out- Students who scored level 1-2 on the FCAT will read a book of their choice every two weeks and complete making connections: text to self, text to text, or text to world. Students will have book talks, book passes, and recommend book through the school newspaper or Reading Blog.
• Teacher's Data Binders- All TERRA Staff members will have a data binder which is personalized by their class and students. The binder will have the information of the students in the teacher's particular classes that are struggling readers. The Reading coach will support all content are teachers by providing podcasts, planning discussions, modeling and co-teaching experiences.
• Data Chats- Parents meet with the Reading coach for one to one data chats about their child's progress, what is offered at TERRA9(See above), and what the parents can do to support their child's literacy development. FCAT data for the last 5 years is analyzed for patterns, FAIR data is shared and explained thoroughly, and a detailed letter is provided with recommendations for activities that can be implemented at home.
• Language Arts -Through the Language Arts classes, students will use FCAT format practice using Preparing for the FCAT, Critical Reading Workbook, FCAT benchmark lessons embedded in the Language Arts class textbook, and direct vocabulary instruction of prefixes, suffixes, SAT academic vocabulary. In addition, Language arts teachers take students to the computer lab once a week to complete a 45 minute session of FOCUS through FCAT Explorer.
• Social Studies – Teachers take students for a second Reading Plus 45 minute session during Social studies. Students are either taken to a computer lab or teachers request COW, Computers on Wheels.
• ELL Support- Students in the ELL program use Reading Plus during their English Thru ESOL class. The computer program is geared to work at the student's independent levels and helps them to improve fluency, vocabulary and reading comprehension.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

If students express difficulty comprehending what they are reading, then they are hindered in developing content area knowledge. Every teacher has a responsibility to help students successfully and productively access, read, and understand texts across the curriculum. Students will be periodically assessed through reading comprehension assessments related to the subject area in all their classes. All teachers will be provided with professional development opportunities on how to address reading strategies across all subject areas. The Literacy Team monitors the implementation of school wide literacy strategies across the curriculum.

*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?

As a School of Choice we offer three academies in the fields of Environmental Research/Field Studies, Biomedical Research, and Robotics/Engineering. All students are required to take an academy elective in their perspective areas of interest.

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?

Guidance counselors have met with students regarding subject selection to prepare the students for academic and career planning to address his/her future course of study.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Students at TERRA Environmental Research Institute are expected to have successful post-secondary experiences as much of their time at TERRA is spent preparing them for this time in their life. The academy model allows for students to receive both skills and opportunities that better prepare them upon graduation. Students begin their academy in the 9th grade, each year taking at least one class related to their academy. In addition to their elective(s), students at TERRA have their core courses English, Mathematics, Science and Social Studies integrated into their academies. This allows teachers to plan curriculum that is more relevant to the specific interest and goals of the students. Our Academy Leaders are active in maintaining community contacts that welcome our students for academy related jobs. Academy teachers are informed of various job opportunities through the Academy Leaders and students who show interest are usually given summer placements in both jobs and internships. When our students eventually complete the four years of the academy and some additional criteria, students are considered academy completers and receive an Academy certificate. The academy certificate may equate to college credit being granted for the academy courses taken here at TERRA. In most cases, students must complete the academy to receive credit for each course however in some instances in order to accommodate transfer students etc credit is given for the classes the student completed even if they were unable to complete the academy.
Our school counselor's aide students by preparing them for acceptance into the college of their choice. Students have the opportunity to meet with various college representatives and may attend all the college presentations that are provided throughout the year. Students are also informed early in the year about financial aid information as well scholarship opportunities. The school website is updated monthly with this type of information. Students are prepared as early as sophomore year about the requirements for state schools so that students can make sure they are on track for acceptance and admission. Our academy model and academy completion criteria are matched with the Bright Futures eligibility. Our teachers ensure that the academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal Vocational Scholars award. In addition to the exposure our students receive to career pathways and industry certifications, students are also exposed to college level course work. Students of all grade levels have the opportunity to take at least one advanced level class each year. If the students pass the advanced placement exam at the end of the year the student earns college credit for the course. This not only allows students to expedite their college career but it also gives

them exposure to college curriculum and course work. Students may also take additional advanced placement courses online through Florida Virtual School or though the dual enrollment program at Miami-Dade College or Florida International University. Although dual enrollment is on the students' own time students have the opportunity to take college courses at these institutions free of charge while at the same time earning high school credit. The dual enrollment program gives students a firsthand experience of a college campus while at the same time allowing them to begin their college career. This also aides in the transition process for the student after graduation.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-12 FCAT 2.0 Reading Test indicates that 24% (237) of our 9th and 10th grade students achieved proficiency (Level 3). Our goal is to increase the number of students achieving FCAT Level 3 by 1 percentage point to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (237)	25% (243)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for tenth grade was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7). Students need to identify Author's Purpose in text and how Author's Perspective influences text.	The following instructional strategies will be utilized to support Reporting Category 2: Reading Application: Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Teachers will ingrain practices of justifying answers by going back to the text for support. Teachers will help students activate prior knowledge before reading, use graphic organizers to summarize the main points and integrate CRISS strategies and encourage students to read from a wide variety of texts.	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary.	Formative: Baseline and Interim Assessments Summative: FCAT 2.0 2013 Reading Assessment
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for ninth grade was Reporting Category 4: Informational Text/Research Process (LA.910.2.2.1; LA.910.6.2.2). Students demonstrate difficulty in evaluating information from text	Instruction will be adjusted to meet student's needs in the area of Reporting Category 4: Informational Text/Research Process as follows: Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers will emphasize	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers,	Formative: Baseline and Interim Assessments Summative: FCAT 2.0 2013 Reading Assessment

| | 2 | features and the validity and reliability of information from multiple sources.. | instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances.

Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice will be provided with methods of development and integration of CRISS strategies instruction | | and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary. | |

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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 reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 62% (603) of 9th and 10th grade students achieved proficiency (Level 4-5). Our goal is to maintain the number of student s achieving Levels 4 and 5 by maintaining 62% (603).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (602)	62% (602)

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

	1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7).	The following instructional strategies will be utilized to support Reporting Category 2: Reading Application: Teachers will use the enrichment strategies of encouraging students to read from a wide variety of texts with a focus on nonfiction and integrate Pre-AP close reading and critical thinking strategies into the curriculum. In addition, note taking and annotation and Project Based Assessments will be incorporated in order to prevent regression. Students will continue to practice using and identifying details from advanced level passages to determine main idea, plot, and purpose. Teachers will continue to ingrain practices of justifying answers by going back to the text for support. Teachers will continue to help students activate prior knowledge before reading, use graphic organizers to summarize the main points and integrate CRISS strategies.	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary	Formative: Baseline and Interim Assessments Summative: FCAT 2.0 2013 Reading Assessment
	2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process (LA.910.2.2.1; LA.910.6.2.2). Students demonstrate difficulty in evaluating information from text features and the validity and reliability of information from multiple sources.	Instruction will be adjusted to meet student's needs in the area of Reporting Category 4: Informational Text/Research Process as follows: Teachers will use the enrichment strategies of encouraging students to read from a wide variety of texts with a focus on nonfiction and integrate Pre-AP close reading and critical thinking strategies into the curriculum. In addition, note taking and annotation and Project Based Assessments will be incorporated in order to prevent regression. Students will continue to practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers will continue to emphasize instruction that helps students build stronger arguments to	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.	Formative: Baseline and Interim Assessments Summative: FCAT 2.0 2013 Reading Assessment

		support their answers. Students will continue to explore shades of meaning to better identify nuances. Both students and teachers will continue to examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice will continue to be provided with methods of development and integration of CRISS strategies instruction.			

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:	
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 reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 76% (665) of 9th and 10th grade students achieved learning gains. Our goal is to increase the number of students making learning gains by 5 percentage points to 81% (709) of 9th and 10th grade students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (665)	81% (709)

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

1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for ninth and tenth grade students was the reporting category of Reading Application.	The following instructional strategies will be utilized to support Reporting Category 2: Reading Application for all students making gains: Teachers will encourage students to read from a wide variety of texts with a focus on nonfiction and integrate Pre-AP close reading and critical thinking strategies into the curriculum. In addition, note taking and annotation and Project Based Assessments will be incorporated in order to prevent regression. Students will continue to practice analyzing the author's perspective, choice of words, style and technique to understand how these elements influence the meaning of text. Teachers will continue to help students activate prior knowledge before reading by using graphic organizers to summarize the main points and integrate CRISS strategies.	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary	Formative: Baseline and Interim Assessments Summative: FCAT2.0 2013 Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 78% (101) of the lowest 25% of 9th and 10th grade students achieved learning gains. Our goal is

	Reading Goal #4:		to increase the number of students in the lowest 25% making learning gains by 5 percentage points to 83%		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	78% (101)		83% (107)		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3: Literary Analysis in both 9th and 10th grades.	The following instructional strategies will be utilized to support Reporting Category 3: Literary Analysis for all ninth and tenth grade students of the lowest 25 percentile: Identify students that scored Level 1-2 on the FCAT and assign them to Intensive Reading Classes. Students will also participate in pull-out tutoring sessions with a reading teacher or coach. In addition, differentiate support to students with a high FCAT Level 2 score and a high FAIR AP3 score as provided by district guidelines into an Intensive Reading Enrichment class. Accelerated Reader will be used as a motivational incentive.	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using ongoing classroom observations and walkthroughs, cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary.	Formative: Baseline and Interim Assessments, FAIR Assessment Summative: FCAT 2.0 2013 Reading Assessment

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

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

Reading Goal # text box:
Results from the baseline 2011 Reading FCAT 2.0 80 percent of students scored at levels 3 through 5. The goal for the 2012-2013 Reading FCAT 2.0 is to increase the percent of students scoring at proficiency by three percentage points,

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82	83	85	87	88	

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:

n/a	n/a

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading 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 reading. Reading Goal #5D:	The results of the 2011-12 FCAT 2.0 Reading Test indicates that 54% (28) of students with disabilities achieved proficiency. Our goal is to increase the number of students achieving proficiency by 17 percentage points to 71% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(28)	71%(36)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application	The following instructional strategies will be utilized to support Reporting Category 2: Reading Application:	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair.	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim	Formative: Baseline and Interim Assessments Summative: FCAT 2.0 2013 Reading

1	(LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7). Students need to identify Author's Purpose in text and how Author's Perspective influences text.	Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Teachers will ingrain practices of justifying answers by going back to the text for support. Teachers will help students activate prior knowledge before reading, use graphic organizers to summarize the main points and integrate CRISS strategies and encourage students to read from a wide variety of texts		Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary.	Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process (LA.910.2.2.1; LA.910.6.2.2). Students demonstrate difficulty in evaluating information from text features and the validity and reliability of information from multiple sources.	Instruction will be adjusted to meet student's needs in the area of Reporting Category 4: Informational Text/Research Process as follows: Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice will be provided with methods of development and integration of CRISS strategies instruction.	MTSS/RtI Leadership Team, Assistant Principal of Curriculum, and English Department Chair	Monitor student progress using cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Assessments and the FAIR Assessments. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being adjusted as necessary	Formative: Baseline and Interim Assessments Summative: FCAT 2.0 2013 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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
CRISS Training	9-12	Marlene Cabrera	School-wide	11/6/2012 & 2/1/2013	Constant monitoring of CRISS Strategies incorporated in lesson plans	Language Arts/Reading Dept. Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities for students in need of remediation (FCAT Levels 1 and 2 and 11th Grade FCAT Retakers)	After school tutoring	School Based Budget	$5,000.00
Accelerated Reader	Reading Incentive	School Based Budget	$2,000.00
			Subtotal: $7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicates that 100% of our students scored proficient in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

100%

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	These students come from homes where English is a second language and this is a barrier to the development of their listening/speaking skills. More family and community involvement allowing students to be able to practice proficiency both in school and at home	Identify these students and provide data for these students to their teachers. Utilize CRISS strategies to improve overall listening/speaking skills	MTSS/RtI Leadership Team, Assistant Principal, Teacher	Samples of student work will be collected and analyzed by the teacher and Language Arts Department Chair. Scores from the Interim, FAIR, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress with instruction modified as necessary.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA indicates that 100% of our students scored proficient in Reading.

2012 Current Percent of Students Proficient in reading:

100%

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	These students come from homes where English is a second language and this is a barrier to the development of their reading skills.	Identify these students and provide data for these students to their teachers. Utilize CRISS strategies to improve overall reading skills	MTSS/RtI Leadership Team, Assistant Principal, Teacher	Samples of student work will be collected and analyzed by the teacher and Language Arts Department Chair. Scores from the Interim, FAIR, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress with instruction modified as necessary.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicates that 100% of our students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:
100%

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	These students come from homes where English is a second language and this is a barrier to the development of their writing skills.	Identify these students and provide data for these students to their teachers. Utilize CRISS strategies to improve overall writing skills	MTSS/RtI Leadership Team, Assistant Principal, Teacher	Samples of student work will be collected and analyzed by the teacher and Language Arts Department Chair. Scores from the Interim, FAIR, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress with instruction modified as necessary.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 CELLA

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
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:

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

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

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

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

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 32% (53) of students scored in Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students in Level 3 by one (1) percentage point to 33% (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (53)	33% (54)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematic	Provide additional practice in solving quadratics equations and simplifying rational and radical expressions. Provide additional practice using Venn diagrams to solve real world problems. Continue with after school tutoring sessions allowing students additional practice to master concepts. Continue enforcing departmental guidelines for student learning notebooks proven to increase student achievement.	MTSS/RtI Leadership Team and Mathematics Department Head	Continue enforcing Algebra weekly meetings for learning teams to research, discuss, design, and implement organizational strategies. Review results of weekly assessments to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed..	Formative weekly assessments and District Interim Data reports Summative Results from the 2013 Algebra EOC assessment.
	Some deficiencies may be due to limited use of	Develop math lesson plans ensuring the proper	MTSS/RtI Leadership Team	During the Algebra weekly meetings for	Formative weekly assessments and

2	manipulative and real world applications for each classroom.	use of manipulative is being utilized in tandem with hands-on activities to reinforce math concepts		learning teams, discuss a variety of hands on activities and real world applications to be implemented in the classroom and their results after implementation.	District Interim Data reports Summative Results from the 2013 Algebra 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 Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 56% (93) of students scored in Levels 4 and 5. Our goal for the 2012-2013 school year is to maintain the percentage of students in Levels 4 and 5 at 56% (92)
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (93)	56% (92)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics. . Students do not receive enough practice in Category 3 so we will be offering additional tutoring for Rationales, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving quadratics equations and simplifying rational and radical expressions. Provide additional practice using Venn diagrams to solve real world problems. Continue enforcing departmental guidelines for student learning notebooks proven to increase student achievement. Provide enrichment opportunities through real world problem solving and problem presentation, summarizing and synthesizing various methods and approaches to the same problem.	MTSS Leadership Team and Mathematics Department Head	Continue enforcing Algebra weekly meetings for learning teams to research, discuss, design, and implement organizational strategies. Review results of weekly assessments to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative weekly assessments and District Interim Data reports Summative Results from the 2013 Algebra EOC assessment.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Results from the FCAT 2.0 or Algebra EOC baseline data indicate that 81% of students achieved proficiency levels 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83	84	86	87	89	

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

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

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

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The results of the 2012 Algebra EOC Assessment indicate that 73%(10) Students with Disabilities achieved proficiency. Our goal for the 2013 Algebra EOC assessment is to increase the percentage of students with disabilities achieving proficiency to 80%(11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(10)	80%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics. . Students do not receive enough practice in Category 3 so we will be offering additional tutoring for Rationales, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving quadratics equations and simplifying rational and radical expressions. Provide additional practice using Venn diagrams to solve real world problems. Continue enforcing departmental guidelines for student learning notebooks proven to increase student achievement. Provide enrichment opportunities through real world problem solving and problem presentation, summarizing and synthesizing various methods and approaches to the same problem.	MTSS Leadership Team and Mathematics Department Head	Continue enforcing Algebra weekly meetings for learning teams to research, discuss, design, and implement organizational strategies. Review results of weekly assessments to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative weekly assessments and District Interim Data reports Summative Results from the 2013 Algebra EOC assessment.

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

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

<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
No Data Submitted				

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	The results of the 2012 Geometry EOC assessment indicate that 19% (83) of students scored in the middle third.

Geometry.

Geometry Goal #1:

Our goal for the 2013 school year is to maintain the percentage of students who score in the middle third at 19% (83).

2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (83)	19% (83)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was Reporting Category 2 – Three-Dimensional Geometry.	Provide more hands on activities with three dimensional models to enable visualization and draw cross-sections of solids. Enrichment: Using Geometers Sketchpad, the students will explore, compose, decompose, draw, classify and analyze three-dimensional solids which develop concepts and skills through hands-on experiences. Continue with after school tutoring sessions allowing students additional time to master concepts. Continue enforcing departmental guidelines for student learning notebooks proven to increase student achievement.	MTSS/RtI Leadership Team and Mathematics Department Head	Continue enforcing Geometry weekly meetings for learning teams to research, discuss, design, and implement organizational strategies. Review results of weekly assessments to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	1.1. Formative weekly assessments and District Interim Data reports Summative Results from the 2013 Geometry EOC assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 76% (341) of students scored in the upper third. Our goal for the 2013 school year is to maintain the percentage of students who score in the upper third at 76% (341).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (341)	76% (341)

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was Reporting Category 2 – Three-Dimensional Geometry	Provide more hands on activities with three dimensional models to enable visualization and draw cross-sections of solids. Enrichment: Using Geometers Sketchpad, the students will explore, compose, decompose, draw, classify and analyze three-dimensional solids which develop concepts and skills through hands-on experiences. Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through group discovery geometry lessons imbedded on the textbook. Continue with after school tutoring sessions	MTSS Leadership Team and Mathematics Department Head	Continue enforcing Geometry weekly meetings for learning teams to research, discuss, design and implement organizational strategies. Review results of weekly assessments to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative weekly assessments and District Interim Data reports Summative Results from the 2013 Geometry EOC assessment.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #
	The results of the 2012 Geometry EOC Assessment indicate that 95 percent of students scored in the middle and top third (34 – 100 percentile). 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84	86	87	89	

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

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

<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
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS Targeting Number Sense and Operations	Algebra/Geometry	District	Mathematics Teachers	Start July 2012 – ongoing	Grade level planning sessions, Reports from Computer Assisted Program	Administrator / Mathematics Department Chair
Differentiated Instruction during the Mathematics Instructional Block	Algebra/Geometry	District	Mathematics Teachers	Start July 2012 – ongoing	Grade level planning sessions	Administrator / Mathematics Department Chair
GEOMETER'S SKETCHPAD training	Algebra/Geometry	District	Mathematics Teachers	Start July 2012 – ongoing	Grade level planning sessions	Administrator / Mathematics Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities for students that are in need of remediation	After school tutoring	School Based Budget	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To provide hands-on opportunities	Graphing Calculators	School Based Budget	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with an opportunity to receive GIZMOS and Geometer's sketchpad training in addition to PD's offered	Substitutes	School Based Budget	$2,500.00

by the district through the year			
		Subtotal:	$2,500.00

<table>
<tr><td colspan="4" style="background:darkred;color:white">Other</td></tr>
</table>

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$9,500.00**

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

<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
		No Data Submitted		

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2011-2012 Biology EOC Test indicate that 26% , middle third (120) of students enrolled in Biology achieved proficiency. Our goal is to maintain student proficiency on the Biology EOC Assessments for middle third of students 26% (120) enrolled in Biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(120)	26%(120)

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 inability for students to model abstract concepts in the reporting category of Life Science.	1.1. Students will participate in more hands-on activities in the classroom. They will use concrete models to visualize molecular concepts. Implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.	1.1. MTSS/RtI Leadership Team and Science Department Head	1.1. Provide students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts during field experiences, laboratory activities and classroom discussions. Instruction will be adjusted to meet student's needs in the area of Life Science.	1.1. Formative: Bi-weekly assessments, District interim data reports, student work samples Summative: Results from the 2013 EOC Biology

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2011-2012 Biology EOC Test indicate that 70% , upper third (327) of students enrolled in Biology achieved proficiency Our goal is to maintain student proficiency on the Biology EOC Assessments upper third 70% (327) of students enrolled in Biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(327)	70%(327)

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

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		The inability for students to model abstract concepts in the reporting category of Life Science. Developmental proficiency in critical thinking techniques	Students will participate in more hands-on activities in the classroom. They will use concrete models to visualize molecular concepts. Implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.	Principal, Assistant Principal for Curriculum, Leadership Team	Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real life experiences and explain their results. Instruction will be adjusted to meet student's needs in the area of Life Science.	Formative: Biweekly assessments, District interim data reports, student work samples Summative: Results from the 2013 EOC Biology

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
GIZMOS targeting Life Science	9-11	Science Dept. Chair	Science Department	Nov. 6, 2012	Grade Level planning sessions, Reports from Computer Assisted Program	Administrator/Science Dept. Chair
Differentiated Instruction during the Science Instructional Block	9-11	Science Dept. Chair	Science Department	Feb. 1, 2013	Science small group schedule	Administrator/Science Dept. Chair

Science 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
Provide teachers with an opportunity to receive GIZMOS Training	Visual implementation of virtual labs	School Based Budget	$2,000.00

			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 99% (433) of our students scored a Level 3.0-6.0. Our goal for the 2012-13 school year is to maintain the percentage of (99% (433) Students scoring a Level 3.0-6.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99%(433)	99%(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	Historically, based on trends noted by teachers in classroom writing assessments, the area of deficiencies for student writers is limited practice on essays and focus and elaboration on expository and persuasive essays that contain at least three paragraphs including a topic sentence, supporting details, and relevant information.	During writing instruction, students will use graphic organizers/outlines to draft and organize with a logical sequence of beginning, middle, and end, using supporting details, with a focus on specificity of details, statistics, anecdotes, and facts, as well as elevated vocabulary. Students will be graded holistically using the updated rubric of the FCAT Writes exam. Teachers will be trained in Writing Traits and Writing Across the Curriculum. Students will be afforded the opportunity to partake in after or before school tutoring through the peer-staffed TERRA Writing Center run by the English Honor Society.	MTSS/RtI Leadership Team, LLT Learship Teams, Assistant Principal of Curriculum, and English Department Chair.	Administer and score students' monthly writing prompts to monitor students' progress and to adjust instruction accordingly. Provide occasion for authentic writing experiences, both academic and creative, in order for students to develop voice and purpose.	1.1. Formative – District Baseline data and monthly writing prompts Summative – 2013 FCAT Writing Test

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:	

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
Writing Across the Curriculum	9-12	Language Arts Department Chair	School Wide	11/6/2012 & 2/1/2013	Monitor Lesson Planning	Assistant Principal of Curriculum
Writing Traits Workshop	9-10	Language Arts Department Chair	Language Arts and 9th Grade Social Studies Department	Ongoing	Monitor Lesson Planning	Assistant Principal of Curriculum

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school Tutoring	Writing Curriculum Plan	School Based Budget	$2,000.00
		Subtotal: $2,000.00	
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: $2,000.00	

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:	
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:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History 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
Am. History EOC	11th	Dept Chair	American History Teachers	Aug. 20, 2012-ongoing	Monitor Teacher Lesson Planning	AP Curriculum/S.S. Dept. Chair
Writing Traits Workshop	9th-11th	Language Arts/S.S. Dept Chairs	Language Arts and Social Science Dept.	Aug 20, 2012/Monthly Meetings	Monitor Teacher Lesson Planning	Language Arts and S.S. Dept. Chairs
AP Reading/Grading	9th-12th	College board	AP Teachers	June 2013	Monitor Lesson Plans/AP Scores	AP Curriculum/S.S. Dept Chair

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities	After School tutoring	School Based Budget	$1,800.00
		Subtotal: $1,800.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Edusoft Training	S.S. Dept.	School Based Budget	$200.00
		Subtotal: $200.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AP Annual Conference	AP American History Course Teachers/ AP Instructional Strategies	School Based Budget	$500.00
		Subtotal: $500.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $2,500.00	

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to maintain attendance to 97.11% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.11%(1310)	97.11%(1310)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
183	174
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
301	286

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	Absences, both excused and excused, are occurring excessively due to travel time. Many tardies are due to transportation problems. Since this is a magnet school, we do not provide district transportation and must rely on others to get them to school	Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Committee (ARC) for intervention services. Organize car-pool through PTSA. Select personnel will attend the Truancy Prevention professional development. Provide awareness of PTSA carpool service and communication network at Open House and Student Orientation. Also make students and parents aware of public transportation options. Students are placed on probation for violating the attendance requirement based on the magnet contract.	1.1. Assistant principal and/or designee	1.1. Weekly updates to Administration by the ARC and to entire faculty during faculty meetings.	1.1. ARC logs and attendance rosters
2	1.2. Illnesses – excused absences have increased	1.2 Maintain a clean school environment. Teach and emulate healthy choices and prevention strategies.	1.2. Administrators	1.2. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	1.2. Attendance rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9-12	Staff from attendance services and counselor	All teachers, counselor and attendance clerk	Start September 6, 2012 – ongoing	A Truancy Intervention Program will be developed during the PD. An Assistant Principal will monitor the implementation of this program by teachers and staff.	Assistant Principal
School representatives will attend professional development sessions offered by district regarding attendance and tardies	9-12	Staff from attendance services and counselor	Counselors and two teachers	11/6/2012 & 2/1/2013	The school will create committee in order to monitor the attendance and tardy reports	Assistant 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 number of suspensions by 10%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
26	23
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24	22

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of outdoor suspension exceeded our 2012 expected suspension rate as there are some behaviors that merit an automatic out-of school suspension.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance. Selected personnel will attend Truancy Workshops.	1.1. Administrative Team	1.1. Monitor COGNOS report on student outdoor suspension rate	1.1. COGNOS Suspension Report
2	1.2. Parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's suspensions.	1.2. n/a for in school suspensions, we have no CSI. The school's Lead Teacher will contact parents of students who have been placed on outdoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct and a copy of the Magnet Contract.	1.2. Lead Teacher	1.2. Monitor Parents Contact Log for evidences of communication with parents of students who have been placed on outdoor suspension.	1.2. Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	9-12	School wide	Assistant Principal	August 28, 2012 - ongoing	Utilize classroom walk throughs to monitor teachers' enforcement of the Student Code of Conduct.	Assistant Principal
Attend Truancy Workshops	9-12	Lead Teacher	Assistant Principal	September 7, 2012 Continue to monitor/Ongoing	Monitoring of Attendance and Truancy Reports	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school's Magnet Lead Teacher will contact parents of students who have violated the Magnet Contract. Parents will be provided with training on building an understanding the Magnet Contract.	Printing of the Magnet Contract	School Based Budget	$50.00
			Subtotal: $50.00
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: $50.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	n/a
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

n/a	n/a
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

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

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

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

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

Dropout Prevention Budget:

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

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.*	During the 2011-2012 school year, parent participation in school wide activities was 75%. Our goal for the 2012-2013 school year is to increase parent participation by 10 percentage points from 75% to 85%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75%	85%

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. Incoming 9th graders have not acclimated to the policies and procedures of the magnet program.	1.1. Encourage incoming 9th grade parents to complete a mock School Climate Survey half way through the school year in order to ensure we are working towards our goal. Incoming 9th grade parents will attend Parent Academy workshops to increase amount of Parent Academy informational sessions offered to parents.	1.1. Activities Director	1.1. Students will participate in an orientation geared towards school wide magnet policies and procedures.	1.1 Evaluation will occur by comparing records from 2011-2012 using event attendance logs, 2012-2013 PTSA membership roster, Educational Excellence School Advisory Council (EESAC) meeting attendance rosters, and the School Climate Survey report.
2	1.2. Parents have limited knowledge and understanding of information regarding the PTSA.	1.2 Implement campaign to increase PTSA membership and activity participation.	1.2. Activities Director	1.2. Review membership applications and participation	1.2. PTSA Membership Applications
3	1.3. Parents have limited understanding of student data (Baseline, Mid-Year, FAIR, and FCAT) and how it affects teaching and learning.	1.3. Family members, students and teachers are invited to participate in workshops, to learn how the school uses assessment results to improve student achievement.	1.3. School Administration, Reading Department Chairperson	1.3. Review sign in sheets/logs to determine the number of parents attending school or community events.	1.3. Sign in Sheets Parental Involvement Monthly School Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attend Parent Academy Workshops to increase amount of Parent Academy informational sessions offered to parents	9-11	Activities Director	School-wide participation	11/6/12 and 02/01/13	Participants will complete and submit follow up activities in order to be awarded credit for attendance at the workshops.	School administration, Reading Department Chair

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
Keep parents informed on school news and activities.	Website maintenance	School Based Budget	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 10% for each academy: Engineering, Biomedical, and Environmental.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of adequate classroom time to practice and prepare for local and national competition within the block schedule.	Provide students with extracurricular opportunities to practice and prepare for competitions.	Academy Lead Teacher	Progress monitoring of student preparedness and qualification for competitions: VEX Robotics and FIRST (Engineering) HOSA (Biomedical) Fairchild Challenge (Environmental)	The percent of students participating in competitions and placement of competitive teams in competitions.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Competition Review	9-12	Academy Lead Teacher	Academy Teachers	September 7, 2012 - ongoing	Monthly Academy Meetings	Administration

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. CTE **CTE Goal #1:**			Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 10% for each academy: Engineering, Biomedical, and Environmental.	

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	Identification of appropriate career specific mentors to encourage participation in competitions and guide students in college selection and on career path.	Recruit internal (school faculty) and external (professionals in field of study) mentors for students through competition participation, orientation, and school events.	Academy Leader and Assistant Principals	Progress monitoring of participation in competitions by academy: VEX Robotics (Engineering) HOSA (Biomedical) Fairchild Challenge (Environmental)	The percent of students participating in CTSO competitions.

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
Utilizing Data to Drive Instruction	9-12	Magnet Lead	All Academy Teachers	10/26/2012 11/6/2012 2/1/2013	Classroom visits, monitor data to identify students who might need additional support in order to gain Industry Certification.	Administration

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)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide extended learning opportunities for students in need of remediation (FCAT Levels 1 and 2 and 11th Grade FCAT Retakers)	After school tutoring	School Based Budget	$5,000.00
Reading	Accelerated Reader	Reading Incentive	School Based Budget	$2,000.00
Mathematics	Provide extended learning opportunities for students that are in need of remediation	After school tutoring	School Based Budget	$5,000.00
Writing	After school Tutoring	Writing Curriculum Plan	School Based Budget	$2,000.00
U.S. History	Provide extended learning opportunities	After School tutoring	School Based Budget	$1,800.00
Suspension	The school's Magnet Lead Teacher will contact parents of students who have violated the Magnet Contract. Parents will be provided with training on building an understanding the Magnet Contract.	Printing of the Magnet Contract	School Based Budget	$50.00
			Subtotal: $15,850.00	

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	To provide hands-on opportunities	Graphing Calculators	School Based Budget	$2,000.00
U.S. History	Edusoft Training	S.S. Dept.	School Based Budget	$200.00
Parent Involvement	Keep parents informed on school news and activities.	Website maintenance	School Based Budget	$500.00
			Subtotal: $2,700.00	

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide teachers with an opportunity to receive GIZMOS and Geometer's sketchpad training in addition to PD's offered by the district through the year	Substitutes	School Based Budget	$2,500.00
U.S. History	AP Annual Conference	AP American History Course Teachers/ AP Instructional Strategies	School Based Budget	$500.00
			Subtotal: $3,000.00	

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Provide teachers with an opportunity to receive GIZMOS Training	Visual implementation of virtual labs	School Based Budget	$2,000.00
			Subtotal: $2,000.00	
			Grand Total: $23,550.00	

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/10/2012)

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
EESAC funds will be used for improving student achievement and providing incentives for the students in meeting their academic goals.8995.00	$8,995.00

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

The School Advisory Committee (SAC) plays a prominent role in the development and monitoring of the implementation of the School Improvement Plan.
- Develop a plan to reach more community partners.
- Sponsor motivational outreach programs to increase parent involvement.
- Assist the school in creating and analyzing school climate surveys for parents as well as students.
- Help and support varied educational and extracurricular school-wide activities.
- Organize varied parental and community day and evening events and workshops.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
TERRA ENVIRONMENTAL RESEARCH INSTITUTE
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	93%	92%	41%	302	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	69%	89%			158	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	85% (YES)			144	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

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	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	84%	88%	34%	278	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	68%	79%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	63% (YES)			122	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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested