FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: YOUNG MEN'S PREPARATORY ACADEMY

District Name: Dade

Principal: Leonard Ruan

SAC Chair: Ann Pope

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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	Leonard Ruan	Bachelor of Science in Biology, Masters of Science in Science Education, Educational Leadership Certificate, Principal Certification – State of Florida	5	16	'12 '11 '10 '09 '08 School Grade X C B A N/A AMO X N N Y N/A High Standards Rdg. 50 37 38 65 N/A High Standards Math 63 72 78 86 N/A Lrng Gains-Rdg. 67 46 54 65 N/A Lrng Gains-Math 70 87 84 88 N/A Gains-Rdg-25% 72 40 60 63 N/A Gains-Math-25% 42 83 80 93 N/A Young Men's Preparatory Academy 2008 - 2012 Young Men's Preparatory Academy 2007-2008 (Construction) F. S. Tucker Elementary 2006--2007

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)
N/A					

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. Provide professional development 2. Continue Small Learning Communities 3. Technology Training	1. PD Liaison 2. Lead Teacher 3. Small Learning Communities	May 2013 May 2013 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
13.33% (2), out-of-field	Provide teachers will the resources and opportunity to take the necessary professional development courses.

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
15	6.7%(1)	26.7%(4)	46.7%(7)	20.0%(3)	53.3%(8)	40.0%(6)	6.7%(1)	6.7%(1)	20.0%(3)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Andre L. Gainey	Gamaliel Fleurantin	Both have performing arts backgrounds and the lead teacher is a trained district mentor.	Shared instructional planning, mentor observations, data chats and completion of the district MINT Program.

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership Team is composed of the principal, lead teacher, department chairs of general education classes, the special education teacher, and the school counselor.

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/RtI Leadership Team meets bi-weekly to engage in the following activities: Universal screening and progress monitoring of the reading development of students, diagnostic reading assessment of student performance, make data-based decisions for the provision of professional development and response to intervention determined by the results of on-going progress monitoring. In addition, the team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

A description of the role of each member of the team is described below:
• Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
• Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with other staff to implement interventions, and integrates materials/instruction of intervention activities.
• Special Education (SPED) Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.
• School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provided feedback on academic, social and emotional concerns that needed to be addressed through the SIP strategies and helped set expectations for instructional rigor, relevance, and relationship.

MTSS Implementation

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

Baseline: FAIR Assessment, Progress Monitoring Reporting Network (PMRN), Edusoft data management system, Florida Comprehensive Assessment Test (FCAT) and End-of-Course (EOC) Exam trend data, teacher assessments, and student grades.

Progress Monitoring: PMRN, Edusoft, FCAT and EOC District's Progress Monitoring Test through Edusoft, teacher/student data chats, teacher grade analysis reports and student progress reports.

Summary: FCAT 2.0 Assessments in Reading and Writing, EOC Exams in Mathematics, Science, and Social Studies, student retention rate and percentage of FCAT re-takers.

Frequency of Data Analysis: Monthly data meetings with the Leadership team and teachers.

Behavioral Response to Intervention Provides: additional tiers of support through differentiated instruction, services to students in least restrictive environments using least restrictive interventions, time away to reflect on their behaviors and develop better coping systems, peer mentors that can be used to support individual students, and actively engage students in the classroom.

Describe the plan to train staff on MTSS.

Instructional staff will be trained using the Multi-Tiered System of Support Implementation to ensure that all staff members understand the basic RtI principles and procedures. Guide available on the Florida RtI website entitled MTSS Implementation Components: Ensuring Common Language and Understanding by October 2012.
http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Describe the plan to support MTSS.

The school's Leadership team will support MTSS by modeling the FCIM problem-solving process, communicating and reinforcing the expectation for data-based decision making, facilitating "Data Chats" to ensure that instruction is being driven by data, and creating frequent opportunities to address opportunities for improvement and recognize successful practices. Additionally, the school will implement the following:
• Alignment of policies and procedures across classroom, grade, building, district, and state levels.
• Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team for Young Men's Preparatory Academy is as follows:
• Principal – Leonard Ruan
• Counselor – Holly Howard
• Lead Teacher – Andre Gainey
• ESE Specialist – Mindy Fernandez
• English Department Chair – Ramona Clark
• Math, Science, Social Studies Department Chair – Ann Pope
• Electives Department Chair – Gamaliel Fleurantin

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

The principal is charged with cultivating the vision for increased literacy across the disciplines by actively participating in all LLT meetings and initiatives. The principal is responsible for the following functions:
• Providing necessary resources to the LLT.
• Providing professional development materials.
• Monitoring lesson plans during classroom visitations.
• Monitoring the collection and utilization of assessment data.

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

With only 52% of the students achieving high standards in Reading on the 2012 administration of the FCAT, it is the goal of Young Men's Preparatory Academy to design and implement a literacy model that infuses reading instruction across all disciplines of the core curriculum. Our targeted Reading performance for the 2013 FCAT examination is to have 57% of our students achieving high standards. In order to increase reading achievement in all subgroups, Young Men's Preparatory Academy's three major initiatives are to focus on weakest cluster, implement data chats, and increase student reading inside and outside of school.

The FCAT data showed students were least proficient in Reading Application. Young Men's Preparatory Academy will focus on this cluster using direct instructional strategies and explicit instructional strategies. The Reading Application cluster requires students to determine author's purpose of writing, informing, telling a story, conveying a particular mood, entertaining and or explaining. In order to increase student proficiency in this cluster, we will employ a variety of instructional strategies and activities to include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text

The initial stage of the data chats requires both the teachers and the students to analyze the data to identify primary weakness and review strategies and tools that will enable the students to meet their own personal goals. Students will be assigned a mentor who will meet with the individual students on a regular basis to review their progress and provide more assistance and techniques.

In order to increase student proficiency in reading, the Literacy Leadership Team will establish monthly reading goals. Additionally, the principal will provide time for the media specialist to plan collaboratively with the teachers and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The reading teachers and media specialist will provide professional development activities to promote the library resources and services at the monthly faculty and PTSA meetings. The school will also be participating in the Drop Everything and Read (D.E.A.R.) program so all students will be given time to read during the school day.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

In mathematics courses, teachers will provide instruction in:
• Analyzing, evaluate, and interpret, information from text features (charts, graphs, diagrams i.e. data analysis)
• Locating and verifying details necessary to critically analyze text (ex. solving word problems)
• Identifying advanced word/phrase relationships and their meanings (mathematical term prefixes, suffixes, roots i.e. geo, poly, mono).
• Use graphic organizers (ex. Venn diagrams)
In social science courses, teachers will provide instruction in:
• Determining the main idea or essential message from core text or higher through inferring, paraphrasing, summarizing, and identifying relevant details.
• Analyzing text structures and organizational patterns of historical events for the purpose of comparing and contrasting, cause and effect, and chronological order.
• Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources (maps, diagrams).
In science courses, teachers will provide instruction in:
• Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources (charts, graphs, diagrams).
• Identifying advanced word/phrase relationships and their meanings (scientific term prefixes, suffixes, roots i.e. bio, geo, astro).
In elective courses, teachers will provide instruction in:
• Determining the main idea or essential message from core text or higher through inferring, paraphrasing, summarizing, and identifying relevant details.
• Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several sources of information (graphic organizers, charts, graphs, diagrams).
• Identifying advanced word/phrase relationships and their meanings (prefixes, suffixes, roots).

The principal will monitor the implementation of these strategies during classroom walkthroughs and observations. Departments will also discuss the effectiveness of these strategies during their monthly meetings.

*High Schools Only

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

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

Young Men's Preparatory Academy offers students elective courses in art, music, business, technology, and leadership skills. All disciplines emphasize curriculum relevance and real-world applications as a best practice. Students will also be able to apply the skills and knowledge acquired in their classes through internships.

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?

Young Men's Preparatory Academy high school incorporates students' academic and career planning through a rigorous curriculum featuring honors level, Advance Placement and Dual Enrollment courses. Career planning activities include monthly leadership/career awareness symposiums and student services presentations. Emphasis is placed on employability skills, 7 Habits of Highly Effective People, and Financial Literacy. Students and parents develop and revise an educational plan

designed to ensure the relevance of course selections.

Postsecondary Transition

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

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

As part of our college preparatory model, Young Men's Preparatory Academy will prepare students for postsecondary transition through a tiered program that consists of the following:

o Offer a college preparatory program with emphasis on postsecondary matriculation.
o Provide assistance in planning for college, finding a college, applying to college, and paying for college.
o Provide preparatory courses for PSAT, SAT, ACT and Industry Certifications.
o Provide curriculum support to assist families with college essays, resumes, completing postsecondary applications.
o Assist students in developing portfolios, creating college profiles, and interview techniques.

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 nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level student proficiency by 4 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (18)	33% (20)

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 for 6th grade students as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application due to limited exposure to determining the main idea in grade-level texts through inferring, summarizing, and identifying relevant details.	Increased instruction will be provided to help students determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and indentifying relevant details.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency for 9th grade students as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction due to unfamiliarity with literary elements, figurative language, and literary allusions.	Increased instruction will be provided on reading closely to identify relevant details that support comparison and contrast. Emphasis will be placed on recognizing implicit meaning or the details within a text that supports inference. Instructional strategies include graphic organizers and concept maps.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment
3	The area of deficiency for 10th grade students as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application due to limited exposure to determining the main idea in grade-level texts through inferring, summarizing, and identifying relevant details.	Increase the variety of instructional and CRISS strategies and activities that include interacting and making marking in texts, using graphic organizers to analyze text, analyzing stated versus implied main ideas.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 23% of students achieved proficiency levels 4 and 5. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 1 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (14)	24% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction due to unfamiliarity with literary elements, figurative language, and literary allusions.	Engage students in districted approved creative writing projects and activities that incorporate literary devices such as the Scholastic Writing Competition.	Leadership Team	The Leadership team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports -Entries in creativ writing projects and competitions. Summative: Results from the 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 2012 FCAT 2.0 Reading Test indicate that 67% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (40)	72% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application due to limited exposure to determining the main idea in grade-level texts through inferring, summarizing, and identifying relevant details.	Increase the variety of instructional and CRISS strategies and activities that include interacting and making marking in texts, using graphic organizers to analyze text, analyzing stated versus implied main ideas.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 72% of the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% making learning gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (N<30)	77% (N<30)

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 2.0 Reading Test was Reporting Category 2 Reading Application due to limited exposure to determining the main idea in grade-level texts through inferring, summarizing, and identifying relevant details.	Provide after school tutoring for students to develop individualized study plans that include strategies and activities focusing on interacting and making marking in texts, using graphic organizers to analyze text, analyzing stated versus implied main ideas.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 50% of the Hispanic subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup making learning gains by 18 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: N/A Black: N/A Hispanic: 50% (10) Asian: N/A American Indian: N/A	White: N/A Black: N/A Hispanic: 68% (14) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application due to limited exposure to determining the main idea in grade-level texts through inferring, summarizing, and identifying relevant details.	Increase the opportunities for students to work in small groups focusing on strategies and activities that include interacting and making marking in texts, using graphic organizers to analyze text, analyzing stated versus implied main ideas.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of the Economically Disadvantaged subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Economically Disadvantaged subgroup making learning gains by 9 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (19)	52% (23)

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 2.0 Reading Test was Reporting Category 2 Reading Application due to limited exposure to determining the main idea in grade-level texts through inferring, summarizing, and identifying relevant details.	Increase the opportunities for students to work in small groups focusing on strategies and activities that include interacting and making marking in texts, using graphic organizers to analyze text, analyzing stated versus implied main ideas.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible fo Monitoring
Common Core Standards Training	6, 9-12	Common Core Team	School-Wide	September 26, 2012	Mini-assessments and student work folders	MTSS/RtI Leadership Tea
Using the Data to Drive Instruction	Language Arts/Reading and Social Studies	Language Arts and Social Studies Teacher	PLC Language Arts and Social Studies Teachers	Early release days starting October 25, 2012 - ongoing	Data Chats/Data Binders	Principal, Lead Teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
(#4a) After school tutoring for students in the lowest 25%	Pay hourly teachers for tutoring.	General Fund	$2,400.00
			Subtotal: $2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1 - 5	Common Core Training	EESAC	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
(#1a) Students Achieving Proficiency	Provide incentives for school-wide literacy program.	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $3,400.00

End of Reading Goa

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 current percent of students proficient in Listening/Speaking is 75% (3). Our goal for the 2012 – 2013 school year is to increase the number of students proficient in Listening/Speaker to 85% (4).
2012 Current Percent of Students Proficient in listening/speaking:	
75% (3)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have sufficient opportunities to practice communication skills (speaking/listening).	Students will work in cooperative learning groups to assess, organize, synthesize, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment & 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 current percent of students proficient in Reading is 50% (2). Our goal for the 2012 – 2013 school year is to increase the number of students proficient in Reading to 60% (3).
2012 Current Percent of Students Proficient in reading:	
50% (2)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will use have difficulty identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.	Students will be given the opportunity to practice using context clues to distinguish the correct meaning of words that have multiple meanings, focus on key vocabulary from each lesson, and develop vocabulary notebooks	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment & 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 current percent of students proficient in Writing is 50% (2). Our goal for the 2012 – 2013 school year is to increase the number of students proficient in Writing to 60% (3).
2012 Current Percent of Students Proficient in writing:	
50% (2)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will have difficulty creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.	Students will conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist and improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports Summative: Results from the 2013 FCAT 2.0 Reading Assessment & 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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 nee of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra I EOC indicate that 54% of students achieved level 3. Our goal for the 2012-2013 school year is to increase the number of achieving level 3 by 2 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (13)	56% (13)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the Algebra I End-of-Course Exam is Category 2 Polynomials.	Provide students with opportunities to factor and multiply polynomial expressions, divide polynomials by monomials and polynomials with various techniques including synthetic division.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments -APEX Learning and Teacher made assessments Summative: Results from the 2013 End-of-Course Algebra I Exam.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 I EOC indicate that 4% of students achieved levels 4 and 5. Our goal for the 2012-2013 school year is to increase the number of students achieving levels 4 and 5 by 1 percentag point to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	5% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the Algebra I End-of-Course Exam: Algebra I: Standard 10 Mathematical Reasoning and Problem Solving due to limited experience with utilizing problem-solving skills to work backwards and decide whether a solution is	Provide inquiry-based investigations and explorations that allow students to manipulate, question, and problem-solve using Explore Learning GIZMOS.	Leadership Team	The Leadership team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments -GIZMOs Report Summative: Results from the 2013 End-of-Course Algebra I Exam.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26	33	39	46	53	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Algebra EOC Goa

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry baseline indicate that 58% of students scored in the middle third. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency by 2 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (14)	60% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the Geometry End-of-Course Exam is Category 3 Trigonometry and Discrete Mathematics.	Provide students with opportunities to define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, and cosecant) in terms of angles in right triangles.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments -Teacher made assessments Summative: Results from the 2013 End-of-Course Geometry Exam.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry baseline indicate that 13% of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain the number of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (3)	13% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the Geometry End-of-Course Exam: Geometry: Standard 8 Mathematical Reasoning and Problem Solving due to limited experience with utilizing problem-solving skills to make conjectures, use axioms and theorems, construct logical	Provide inquiry-based investigations and explorations that allow students to manipulate, question, and problem-solve using Explore Learning GIZMOS.	Leadership Team	The Leadership team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments -GIZMOs Reports Summative: Results from the 2013 End-of-Course Geometry Exam.

	arguments, and write geometric proofs.				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : N/A			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Using Data to Drive Instruction	Mathematics and Science	Mathematics and Science Teachers	PLC Mathematics and Science Teachers	Early release days starting October 25, 2012 - ongoing	Data Chats/Data Binders	Principal, Lead Teacher

Mathematics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology baseline indicate that 46% of students scored in the middle third. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency by 3 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (12)	49% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the Biology End-of-Course Exam is Category 1 Molecular and Cellular Biology.	Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments - Teacher made assessments Summative: Results from the 2013 End-of-Course Biology Exam.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology baseline indicate that 8% of students scored in the upper third. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency by 1 percentage point to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

8% (2)	9% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the Biology 1 End-of-Course Exam is Standard 1 The Practice of Science due to limited experience in generating explanations that explicate natural phenomena and using appropriate evidence to justify these explanations.	Engage students in hands-on, real-world STEM applications through district approved projects and activities such as SECME and Fairchild.	Leadership Team	The Leadership team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments -Projects entered at the Science Fair, SECME, and Fairchild. Summative: Results from the 2013 End-of-Course Biology 1 Exam.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Data to Drive Instruction	Mathematics and Science	Mathematics and Science Teachers	PLC Mathematics and Science Teachers	Early release days starting October 25, 2012 - ongoing	Data Chats/Data Binders	Principal, Lead Teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

	Subtotal: $0.00
	Grand Total: $0.00

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 2.0 Writing Test indicate that 83% of the students scored Level 3.0 or higher. Our goal for the 2012-2013 school year is to increase the number of students scoring at Level 3.0 or higher by 2 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (25)	85% (26)

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 2.0 Writing was writing process, focus and elaboration of expository prompts due to limited practice in evaluating and revision of the draft for the development of content that supports the essential idea.	During writing instruction, students will develop a prewriting plan and utilize graphic organizers to draft a expository essay using supporting details and use a rubric to evaluate and edit their work.	MTSS/RTI	Administer and score students bi-weekly writing prompts to monitor students' progress and to adjust focus as needed using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Mid-Year Data -Bi-weekly writing prompts Summative: Results from the 2013 FCAT 2.0 Writing Test
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing was writing application, writing a persuasive essay that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments.	During writing instruction, students will review persuasive writing techniques for a variety of audiences and purposes, use figurative and descriptive language to convey style and tone, understand how word connotations/denotations impact meaning, analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing.	MTSS/RTI	Administer and score students bi-weekly writing prompts to monitor students' progress and to adjust focus as needed using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Mid-Year Data -Bi-weekly writing prompts Summative: Results from the 2013 FCAT 2.0 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:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Drafting an Expository Essay	9-10	English Teachers	English Teachers Students 9-10	October 3rd & 4th, 2012	Share Best Practices and student results at department meetings	English Chairperson, English Teachers, Literary Team
Drafting a Persuasive Essay	9-10	English Teachers	English Teachers Students 9-10	October 10th & 11th, 2012	Share Best Practices and student results at department meetings	English Chairperson, English Teachers, Literary Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	The results of the 2012 U.S. History baseline indicate that 0% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in U.S. History by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated area of deficiency for the 2013 Administration of the U.S. History End-of-Course Exam is Category 1 Late 19th and Early 20th Century 1860-1910	Students will have the opportunity to analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments - Teacher made assessments Summative: Results from the 2013 End-of-Course U.S. History Exam.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The anticipated area of deficiency for the 2013 Administration of the U.S. History End-of-Course Exam is	Students will have the opportunity to analyze how images, symbols, cartoons, charts, graphs, maps and	Leadership Team	The Leadership team will review student work folders along with school based assessments and	Formative: -District Baseline and Interim Assessments - Teacher made

1	Standard 1Social Studies Skills: Students will have difficulties using research and inquiry skills to analyze United States History using primary and secondary sources.	artwork may be used to interpret the significance of time periods and events from the past.		district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	assessments Summative: Results from the 2013 End-of-Course U.S. History Exam.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Using the Data to Drive Instruction	Language Arts/Reading and Social Studies	Language Arts and Social Studies Teacher	PLC Language Arts and Social Studies Teachers	Early release days starting October 25, 2012 - ongoing	Data Chats/Data Binders	Principal, Lead Teacher

U.S. History Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
	Our goal for the 2012-2013 school year is to increase the attendance rate to 96.27% by minimizing absences due

1. Attendance Attendance Goal #1:	to illnesses and truancy. In addition, our goal for the 2012-2013 school year is to decrease the number of students with excessive absences from 34 to 32 and the number of students with excessive tardiness from 112 to 106.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.77% (133)	96.27% (134)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
34	32
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
112	106

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	Tardies increased by 20% during the 2011-2012 school year mostly as a result of parents dropping their children to school late.	Provide students and parents with training on understanding the attendance policy (specifically the negative repercussions excessive tardies have on a student's eligibility to participate in extra-curricular activities) with frequent follow-ups through school newsletters and Connect-ED messages.	Attendance review committee	Monitor daily attendance bulletin and provide biweekly updates to administration and staff during faculty meetings.	Formative: Daily attendance bulletin Summative: District attendance summary
2	Absences increased by 13% during the 2011-2012 school year mostly as a result of illnesses.	Promote healthy habits to minimize the likelihood of students becoming ill.	Attendance review committee, Health Teacher	Monitor daily attendance bulletin and provide biweekly updates to administration and staff during faculty meetings.	Formative: Daily attendance bulletin Summative: District attendance summary

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

Attendance Symposium	6, 9-12	Counselor	School-wide	Week of September 17-21, 2012	Teachers will follow up by consistently checking attendance bulletins for accuracy and reporting any students who may be in danger of truancy to the counselor.	Administration, Counselor, and Teachers

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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 maintain the total number of in-school suspensions at 4. Our goal for the 2012-2013 school year is to maintain the total number of students suspended in-school at 3. Our goal for the 2012-2013 school year is to decrease the number of out-of-school suspensions from 21 to 19. Our goal for the 2012-2013 school year is to decrease the number of students suspended out-of-school from 17 to 15.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
4	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
21	19
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17	15

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are not enough opportunities to recognize students for positive behavior.	Utilize the student code of conduct by providing incentives for compliance through the use of our SPOT Success Recognition program.	Administration	Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Log provided through SPOT Success.
2	Parents and students are unfamiliar with the Student Code of Conduct and therefore are unaware of the reasons for the suspension.	Provide training on understanding the Student Code of Conduct for parents and students and contact the parents of students who have been placed on indoor suspension.	Counselor	Monitor parent contact logs for evidence of communication with parents to students who have been placed on indoor suspension.	Parent communication logs, parent sign-in logs

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct Symposium	6, 9-12	Counselor	School-wide	Week of September 17-21, 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct.	Leadership Team

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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.*	Our goal for the 2012-2013 school year is to maintain our dropout rate of 0% and our graduation rate of 100%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.00% (0)	0.00% (0)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
100% (41)	100% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not familiar with the graduation requirements and need to become aware of the resources available.	Provide training to inform parents of the graduation requirements to ensure students receive the proper support, such as credit recovery.	Administration	Monitor parent sign-in sheets and contact absent parents.	Parents sign-in sheets, Parent contact logs
2	To ensure that we maintain a zero percent drop-out rate, at-risk students are being enrolled in alternative programs.	Identify and refer students who contain the following: - poor attendance (10 or more unexcused absences)	Counselor	Monitor enrollment log tracking at-risk students registering for alternative programs.	Enrollment logs

		- students with a grade point average of less than 2.0 - poor classroom conduct/behavior			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements Symposium	12	Counselor	12th grade students and their parents	Week of September 17-21, 2012	Monitor parents sign-in logs and contact parents who were absent.	Counselor

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	Our goal for the 2012-2013 school year is to increase the

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	percentage of parents participating in school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
13% (18)	26% (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
1	Limited participation in school wide activities by parents due to conflicts with work schedules.	Provide more opportunities for families to attend PTSA/parent group programs and school activities by offering daytime and evening sessions.	School Administration, Parent Advisory Council	Review sign-in sheets to determine the number of parents attending school events.	Parent sign-in sheets

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
Parental Involvement	6, 9-12	Counselor	Parents	Monthly PTSA Meetings	Monthly Parent Participation in School-Wide Activities Report	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
(#1) Parental Involvement	Parent Newsletter	General Fund	$600.00
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal for the 2012-2013 school year is to increase the quality and quantity of STEM activities within the school from 20% (23) of students participating in STEM related external projects and/or competition to 25% (35).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited authentic and collaborative problem solving and proficiency in applying multidisciplinary knowledge and skills through STEM.	Students will participate in SECME and Fairchild Competitions to practice applying multidisciplinary knowledge and skills.	Leadership Team	Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will review monitor project entries and schools performance in competitions, and student project submissions to STEM related events.	Formative: Results from District Interim Assessments, GIZMOs Reports and student projects and participation in SECME, Fairchild, and Odyssey of the Mind. Summative: Fairchild Challenge rating, ratings of projects entered at the Fair and Performance on Industry Certification Exams.

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
SECME Seminar	6 - 12	Miami-Dade County Public Schools	Science Teacher	October 13, 2012, October 27, 2012, November 17, 2012, December 1, 2012	Students participating in SECME Olympiad and STEM Expo	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
(#1) After school program to provide students time to work collaboratively on SECME and Fairchild projects.	Pay hourly teachers to supervise students.	General Fund	$600.00
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	During the 2011-2012 school year, 55% of students who took a industry certification exam passed. Our goal for the 2012-2013 school year is to increase student achievement in industry certification exam by 50%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not prepared for certification exam in timely manner.	CTE Teacher will implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Leadership Team	The Leadership team will monitor the effective implementation of lessons and timely instruction in the CTE classrooms through review of test data including baseline, practice and readiness tests, and student work folders to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments. -FAIR Reports -CTE teacher made assessments Summative: Results from the 2013 Industry Certification Exams.

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
Cisco	9-12	Sonia Samaroo	Networking Teachers	June 11-15, 2012	Implementation of the curriculum	Sonia Samaroo

CTE Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

Middle School Mathematics (6th Grade FCAT 2.0 Mathematics) Goal:

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. Middle School Mathematics (6th Grade FCAT 2.0 Mathematics) Goal Middle School Mathematics (6th Grade FCAT 2.0 Mathematics) Goal #1:	The 2012-2013 school year is the first year with 6th grade students. The baseline assessment indicated that 0% of our students achieved proficiency. Our goal for the 2012-2013 school year is to have 10% of our students achieving proficiency. The 2012-2013 school year is the first year with 6th grade students. The baseline assessment indicated that 0% of our students achieved above proficiency. Our goal for the 2012-2013 school year is to have 10% of our students achieving above proficiency
2012 Current level:	2013 Expected level:
0% (0)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted by the results of the 2012 FCAT 2.0 Mathematics Assessment for 6th grade students was Reporting Category 3 – Geometry and Measurement.	Provide students with models, both digital and tangible, to enable them to visualize, draw, and find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.	MTSS/RTI	The MTSS/RtI team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.
2	The area of deficiency as noted by the results of the 2012 FCAT 2.0 Mathematics Assessment for 6th grade students was Reporting Category 2 – Expressions and Equations.	Provide students with real-world opportunities to construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.	Leadership Team	The Leadership team will review student work folders along with school based assessments and district interim assessments to ensure adequate progress and to adjust interventions using the Florida Continuous Improvement Model (FCIM).	Formative: -District Baseline and Interim Assessments Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Data to Drive Instruction	Mathematics and Science	Mathematics and Science Teachers	PLC Mathematics and Science Teachers	Early release days starting October 25, 2012 - ongoing	Data Chats/Data Binders	Principal, Lead Teacher

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Middle School Mathematics (6th Grade FCAT 2.0 Mathematics) Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	(#4a) After school tutoring for students in the lowest 25%	Pay hourly teachers for tutoring.	General Fund	$2,400.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	(#1) Parental Involvement	Parent Newsletter	General Fund	$600.00
STEM	(#1) After school program to provide students time to work collaboratively on SECME and Fairchild projects.	Pay hourly teachers to supervise students.	General Fund	$600.00
CTE	N/A	N/A	N/A	$0.00
Middle School Mathematics (6th Grade FCAT 2.0 Mathematics)	N/A	N/A	N/A	$0.00
				Subtotal: $3,600.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
Middle School Mathematics (6th Grade FCAT 2.0 Mathematics)	N/A	N/A	N/A	$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1 - 5	Common Core Training	EESAC	$500.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00

Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
Middle School Mathematics (6th Grade FCAT 2.0 Mathematics)	N/A	N/A	N/A	$0.00
				Subtotal: $500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	(#1a) Students Achieving Proficiency	Provide incentives for school-wide literacy program.	EESAC	$500.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
Middle School Mathematics (6th Grade FCAT 2.0 Mathematics)	N/A	N/A	N/A	$0.00
				Subtotal: $500.00
				Grand Total: $4,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus (•) Prevent ( ) NA

Are you a reward school: (•) Yes ( ) No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds will be available to support school-wide literacy programs through requests for proposals.	$500.00

Provide Common Core Training for all instructional staff members.	$500.00

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

The School Advisory Council activities for the 2012-2013 school year include the following:
-Monitor implementation of the School Improvement Plan through ongoing data analysis
-Review the bylaws
-Approve the School Improvement Plan
-Develop and monitor the implementation of the School Improvement Plan
-Budget training
-Vote on EESAC expenditures
-Complete SIP midyear review
-Complete the needs assessment

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District YOUNG MEN'S PREPARATORY ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	72%	74%	51%	234	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	46%	87%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	83% (YES)			123	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					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District YOUNG MEN'S PREPARATORY ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	78%	86%	34%	234	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	54%	84%			138	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?	60% (YES)	80% (YES)			140	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					512	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested