

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MAVERICKS HIGH D WADE'S SCHOOL OF SOUTH MIAMI DADE

District Name: Dade

Principal: Alberto Quirantes (Chairman of the Board of Direct

SAC Chair: Troy Gilde

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

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

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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	Alejandro Madrigal	Bachelors in Health and Physical Education K-12 Masters Educational Leadership	1	6	2003-2011 Barbara Goleman High School School Grades C,C,D,C,B AYP N, Y, N, N, N High Standards Rdg. 47,43,37,32,34, High Standards Math 78,75,67,60,62 Learning Gains-Rdg. 52,57,53,45,57 Learning Gains Math 72,76,76,68,72 Gains-Rdg. -25% 51,56,54,49,63 Gains-Math- 25% 58,65,70,60 2011-2012 Mavericks High North Miami Learning Gains Rdg.11% Lowest 25%: 32% Learning Gains Math 12% Lowest 25%: 42%
Assis Principal	Glidden Nieves	English For Speaker s Of Other Languages (E.S.O.L.), (grades K-12) English, (grades 6-12)	1	12	1989-2009 Osceola District Schools School Grades C grade from 2001-2009 AYP N High Standards in Reading: 27, 27, 26, 26, 26, 25, 23, 25, 30 High Standards in Math: 51, 57, 54, 57, 56, 57, 59, 67, 70

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	N/A	N/A			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-Staff will be provided the opportunity to participate in relevant professional development	Glidden Nieves	06/2013	
2	2. Professional Learning Communities-Professional Learning Communities will be implemented by core subject areas	Administration/Lead Teachers	06/2013	
3	3. Leadership Opportunities- Staff will be provided the opportunity to participate in school leadership through participation in school and district communities.	Glidden Nieves	06/2013	
4	4. Grade/Team Level Meetings	Administration	On-going	
5	5. Recruitment of qualified teachers	Administration	05/2013	

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
Out-of-field and have signed waiver (3) Less than effective rating (0)	Staff is encouraged to pursue certification via Miami Dade Professional Development. Staff will be given a timeline to complete his/her certification. Staff will be allowed to attend the relevant certification meetings within the school work hours when requested in advance and feasible. Reimbursements of fees for certification examinations.

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
9	11.1%(1)	77.8%(7)	11.1%(1)	0.0%(0)	22.2%(2)	66.7%(6)	0.0%(0)	0.0%(0)	11.1%(1)

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
Stephen Mufuka	Lindi Rigg	Experience content area teacher with new teacher	Classroom management for at risk students Writing effective lesson plans Process towards professional teacher certification

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

High School Only

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal, Family Coordinator, S.P.E.D. teacher, Guidance Counselor, Language Arts teacher, and Math teacher and Social Studies teacher.

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?

Assistant 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.

Reading Teacher: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The school-based MTSS/RtI team will meet twice a month to discuss and focus on student data that has been collected from the school's SIS, enrollment assessments and academic assessments, all of which are available in real time, in the moment. With data available, the team will determine which students are at or above meeting the benchmarks and those who are below or at-risk of not meeting the benchmarks. Determination of professional development, decision making and implementation of best practices and new skills will also result from the work of the MTSS/RtI school-based team. The MTSS/RtI Leadership Team will work with the administration, EESAC and Governance Board to develop and implement the School Improvement Plan (SIP) in the development of instructional strategies designed to improve student achievement in reading, mathematics, science, social studies and writing. The school will work with other schools to identify student's past performance and academic deficiencies by meeting with them through MTSS/RtI meetings, held monthly. Communication will also take place through telephone interview with the home school of the students.

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 will work with the administration, EESAC and Governance Board to develop and implement the SIP through the implementation of instructional strategies designed to impact student achievement.

The MTSS/RtI team will use the continuous improvement model to identify best practices and interventions for addressing the academic deficiencies of our students. Although certain intervention strategies have been identified in the SIP plan for addressing these deficiencies, the MTSS/RtI process is a continuously changing process, which will evolve as the Leadership Team identifies the needs of our students. The correlation between the MTSS/RtI process and the SIP plan is brought together through the identification of students needing different levels of intervention, as identified through FAIR data, District Baseline and Interim Assessment data, FCAT and SAT/ ACT data. The MTSS/RtI Leadership Team, the School Advisory Council (SAC), and the Principal will meet to develop the SIP.

The MTSS/RtI Leadership Team will provide data on: Tier 1, 2 and 3 targets; academic and social/emotional areas that needed to be addressed. The MTSS/RtI Leadership Team also set clear expectations for instruction.

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.

Academics:
Baseline and quarterly data for reading and mathematics from NWEA; District Baseline and Interim Assessments for reading, mathematics and science through Edusoft program; CELLA testing for all ELL students; FCAT scores from 2011-2012; FAIR Assessment data (both baseline and interim); use of the state PMP; DORA/DOMA Assessment data; PERT

Behavior:
Student case management system; Detention tracking system; Suspension/Expulsions, Attendance records, In- house student climate survey

Describe the plan to train staff on MTSS.

The MTSS/RtI school-based team will partner with the District and attend District-sponsored workshops and training. In addition, the school will use the "Train the Trainer" program from the District. After the reading teacher is trained, then he/she will train the rest of the staff on strategies used to improve student achievement and the identification of students needing further intensive educational strategies. Staff will be trained using Professional Learning Communities once per month.

Describe the plan to support MTSS.

Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Alejandro Madrigal - Principal, Glidden Nieves - Assistant Principal, Kyle Bailey - Language Arts Teacher, Troy Gilde - Math Teacher, Elizabeth Thompson - ESE Coordinator

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

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross-section of the faculty and administrative team that represents highly-qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal will cultivate the vision for increased school-wide literacy across all content-areas by being an active participant in all LLT meetings and activities. The principal will direct the reading teacher to participate in all District and State-driven professional development activities. The reading teacher must be a member of the LLT. The team will meet monthly throughout the school year. The LLT may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. Monthly meetings will take place for the purpose of analyzing student progress toward the acquisition of standards and benchmarks inherent in acquiring academic proficiency. The LLT will also discuss strategies and interventions which will be implemented by the classroom teacher for the purpose of strengthening student progress in identified weak areas for literacy skills. The principal will serve as the lead person during these meetings and will be guided by the data which will be a living document containing both current and previous data reflecting student literacy achievement levels.

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

The major goal of the LLT will be to improve students individual learning gains in reading and develop lifelong literacy skills through the implementation of the NWEA. Additionally, the LLT will develop small group direct instruction with implementation of novel studies as well as various passages covering different genres.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All computer-based curriculum includes literacy strategies in all content areas. For non-mastery students, literacy strategies will be used in small-group instruction and differentiated instructional strategies will be utilized based on individual student weaknesses. All teachers will teach and monitor the use of effective reading strategies. Teachers will refer to the Miami-Dade County Public Schools District Pacing Guide for Reading, Mathematics and Science as a guide to ensure compliance with District standards. All instructional staff are required to complete the necessary professional development to gain Reading Endorsement.

*High Schools Only

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

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

Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. The Career Coordinator will use the curriculum "Tools for Success," created through the Miami-Dade School District as a springboard for the development of career skills with our incoming students as an ancillary curriculum for Career Education. As well, students will complete the Florida Choices Career Program to determine possible careers related to their interests. While some students will pursue vocational programs, others will seek employment or enroll in a two or four-year college. Career development is required of each student enrolled. Coursework is designed to prepare students to meet Florida's Next Generation Sunshine State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skills development, social/emotional well-being and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for post-secondary plans.

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?

With the use of our Career Coordinator and mentors, students are guided through discussion to determine and align coursework to obtain students' career goals. The Career Coordinator will monitor student employment in accordance with the policies and procedures of Miami-Dade County Public Schools. As well, every student completes a Graduation Plan with the guidance of the Family Coordinator and the Guidance Counselor.

Postsecondary Transition

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

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

The Graduation Committee regularly meets with potential graduates to review student progress toward graduation. All students entering Mavericks will receive a Graduation Plan with an expected graduation date. They will be issued a "Passport to Graduation" which outlines all classes they have completed as well as gives them a picture of what they must complete within a timeline to graduate. Students will have the opportunity to participate in multiple College Fairs to determine educational and financial opportunities for pursuing post-secondary educational plans. In discussing necessary steps of process to become college ready, the counselor will discuss the importance of participating in PSAT, SAT and ACT testing as an entrance requirement of post-secondary education. Additional assistance with post-secondary planning include the development of tutoring for the college entrance exam (SAT/ACT Prep Class), determining qualifications for taking honors/dual enrollment courses, career training, assisting them with their college/ career application, financial aid, college seminars, and calling colleges on their behalf. In the 2011-2012 school year, 4.3% of seniors graduated at Mavericks High School. The balance continues to strive to complete required credits and pass required exams. This year, the goal is to graduate 100% of the 60 seniors.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1A: The results of the 2012 FCAT 2.0 Reading Test indicated that 4% of students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 15 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (4)	19% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and relevant details</p> <p>L.A.910.1.7.2 Analyze the author's purpose in a variety of texts</p>	<p>Implement across the curriculum the use of reading strategies in teaching the core areas of math, science and social studies</p>	<p>All math, science and social studies teachers</p>	<p>Monthly department meetings to discuss the effectiveness of the strategy put in place</p>	<p>Interim assessments, teacher made tests 2013 Reading FCAT 22.0</p>
2	<p>1a.1. Vocabulary</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.1.6.6 Student have difficulty distinguishing between denotative and connotative meanings of words</p> <p>L.A.910.1.6.9 Students have difficulty determining correct meaning of words depending on contexts</p>	<p>1a.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.</p> <p>Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning),</p>	<p>1a.1. MTSS/RtI and Literacy Leadership Team</p>	<p>1a.1. English department, MTSS/RtI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>1a.1. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment</p>

		reading from a variety of texts, and engaging in affix or root word activities.			
3	<p>1a.2. Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and relevant details</p> <p>L.A.910.1.7.2 Analyze the author's purpose in a variety of text</p>	<p>1a.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), opinion proofs (e.g., giving an opinion, find facts to support the opinion within the texts), text marking, and encouraging students to read a wide variety of texts.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, plot, and purpose, practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.</p>	<p>1a.2. MTSS/RTI and Literacy Leadership Team</p>	<p>1a.2. English department, MTSS/RTI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>1a.2. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment</p>

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicated that fewer than 10 students achieved level 4 and above proficiency.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>NA</p>	<p>NA</p>

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>Reading Goal #2A:</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicated that 2% of students achieved level 4 or 5 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase level 4 or 5 proficiency students by 5 percentage points to 9%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>2% (2)</p>	<p>9% (9)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. Literary Analysis</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of author's use of literary elements</p> <p>L.A.910.2.1.7 Students have difficulty analyzing and evaluating the author's use of figurative language.</p>	<p>2a.1. Provide students with learning enrichment such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.</p>	<p>2a.1. MTSS/RtI and Literacy Leadership Team</p>	<p>2a.1. English department, MTSS/RtI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>2a.1. Formative: Baseline Assessment Interim Assessment</p> <p>Summative: FCAT 2.0 Reading Assessment Content-Area Final Exam Projects</p>
	<p>2a.2. Informational Text and Research Process</p> <p>The follow benchmarks are areas of concern:</p> <p>LA.910.6.2.2 Students are unfamiliar with strategies used to evaluate the validity and reliability of information.</p>	<p>2a.2. Provide students with learning enrichment that will focus on locating, organizing, interpreting, synthesizing and evaluating information from a variety of sources. Various strategies that should be used are graphic organizers, concept maps, reciprocal teaching, opinion proofs, summarization skills, open compare/contrast, questioning the author,</p>	<p>2a.2. MTSS/RtI and Literacy Leadership Team</p>	<p>2a.2. English department, MTSS/RtI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>2a.2. Formative: Baseline Assessment Interim Assessment</p> <p>Summative: FCAT 2.0 Reading Assessment Content-Area Final Exam Projects</p>

2		<p>and reading a wide variety of texts.</p> <p>These strategies will target determining reliability and validity of arguments, using maps, charts, photos, illustrations, advertisements, and schedules for gathering information, as well as organizing information for variety of purposes including making reports and conducting interviews. Other methods of targeting the validity and reliability of information include breaking down the specific arguments being made by the texts, encourage the utilization of Bloom's Taxonomy to evaluate each argument, and ingrain the practice of justifying decision with direct examples from the text.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>Reading Goal #3A:</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicated that fewer than 10 students made learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of students making learning gains to 20 %.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA

NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.</p>	<p>Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.</p> <p>3a.3. Literary Analysis</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements</p> <p>L.A.910.2.1.7 Students have difficulty analyzing and evaluating the author's use of figurative language.</p>	<p>All math, science and social studies teachers</p>	<p>All departments meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>Benchmark Assessments, Interim Assessments and Teacher made tests</p>
	<p>3a.1. Vocabulary</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and</p>	<p>3a.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in</p>	<p>3a.1. MTSS/RTI and Literacy Leadership Team</p>	<p>3a.1. English department, MTSS/RtI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p>	<p>3a.1. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment</p>

2	<p>taught directly.</p> <p>L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.</p>	<p>everyday conversations.</p> <p>Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.</p>		<p>Changes to instructional focus and strategies will be implemented as necessary.</p>	
3	<p>3a.2. Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.</p>	<p>3a.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.</p>	<p>3a.2. MTSS/RtI and Literacy Leadership Team</p>	<p>3a.2. English department, MTSS/RtI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>3a.2. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment</p>
	<p>3a.3. Literary Analysis</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements</p> <p>L.A.910.2.1.7 Students have difficulty</p>	<p>3a.3. Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of</p>	<p>3a.3. MTSS/RtI and Literacy Leadership Team</p>	<p>3a..3. English department, MTSS/RtI, and Literacy Leadership Team meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>3a..3. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment</p>

4	analyzing and evaluating the author's use of figurative language.	development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 Reading FCAT indicate that 5% of students in the lowest 25% made learning gains. Our goal for the 2012- 2013 school year is to increase the percentage of student in the lowest 25% that made learning gains by 20 percentage points to 25%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4a.1.	4a.1.	MTSS/RtI and	4a.1.	Interim baseline

1

Vocabulary

The following benchmarks are areas of concern:

L.A.910.1.6.1
Students have difficulty using new vocabulary that is introduced and taught directly.

L.A.910.1.6.3
Students have difficulty using context clues to determine meanings of unfamiliar words.

Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.

Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.

In addition, anticipated barriers will be targeted using task cards, graphic organizers, multiple meaning words, interactive word walls, word banks/ vocabulary notebooks, and structural analysis.

Literacy Leadership Team

English and Reading Departments meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.

Changes to instructional focus and strategies will be implemented as necessary.

tests,benchmark tests,Jamestown Assessments via N.W.E.A.,2013 F.C.A.T.scores

2

4a.2.
Reading Application

The following are areas of concern:

L.A.910.1.7.3
Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.

4a.2.
Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts.

These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into

4a.2.
MTSS/RtI and Literacy Leadership Team

4a.2.
English and Reading Departments meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.

Changes to instructional focus and strategies will be implemented as necessary.

4a.2.
Interim baseline tests,benchmark tests,Jamestown Assessments via N.W.E.A.,2013 F.C.A.T.scores

		each student.			
3	<p>4a.3 Literary Analysis</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of author's use of literary elements.</p> <p>L.A.910.2.1.7 Students have difficulty analyzing and evaluating the author's use of figurative language.</p>	<p>4a.3. Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing. The school will also offer after school/Saturday tutoring by staff for 2 hours</p>	4a.3. MTSS/RtI and Literacy Leadership Team	<p>4a.3. English and Reading Departments meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	4a.3. Interim baseline tests, benchmark tests, Jamestown Assessments via N.W.E.A., 2013 F.C.A.T. scores

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 # The 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
	18%	25%	33	40	48	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Reading Goal #5B:</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicated that % of Black students achieved level 3 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase level 3 Black proficient students by % percentage points to 19%(9) respectively.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
***	19%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. Vocabulary</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly.</p> <p>L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.</p>	<p>5B.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations. Vocabulary instruction will be cross-cultural.</p> <p>Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.</p>	5B.1. MTSS/RtI and Literacy Leadership Team	<p>5B.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5B.1. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading District Assessments 2013 FCAT Results</p>
2	<p>5B.2. Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.</p>	<p>5B.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts. All learning strategies will include components that are cross-cultural.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying</p>	5B.2. MTSS/RtI and Literacy Leadership Team	<p>5B.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5B.2. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading District Assessments 2013 FCAT Results</p>

		answers by going back to the text for support should be ingrained into each student.			
3	<p>5B.3. Literary Analysis</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements</p>	<p>5B.3. Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. All learning strategies will include components that are cross-cultural.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.</p>	5B.3. MTSS/RtI and Literacy Leadership Team	<p>5B.3. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5B.3. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading District Assessments 2013 FCAT Results</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Reading Goal #5C:</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicated that % of ELL students made learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of ELL students making learning gains by X percentage points to %.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>5C.1. Vocabulary</p> <p>The following benchmarks are areas of concern:</p>	<p>5C.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy</p>	5C.1. MTSS/RTI/LLT team	5C.1. English department, including the ESOL Coordinator, meet on a monthly basis to review and discuss the	5C.1. Formative: Benchmark Assessments Interim Assessments

1	<p>L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly.</p> <p>L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.</p>	<p>access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.</p> <p>Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.</p> <p>In addition, anticipated barriers will be targeted using task cards, graphic organizers, multiple meaning words, interactive word walls, word banks/ vocabulary notebooks, and structural analysis.</p>		<p>effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>Summative: FCAT 2.0 Reading Assessment CELLA Assessment</p>
2	<p>5C.2. Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.</p>	<p>5C.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.</p>	<p>5C.2. MTSS/RTI and Literacy Leadership Team</p>	<p>5C.2. English department, including the ESOL Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5C.2. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment CELLA Assessment</p>
	<p>5C.3. Literary Analysis</p>	<p>5C.3. Provide students with learning strategies such</p>	<p>5C.3. MTSS/RTI and Literacy Leadership</p>	<p>5C.3. English department, including the ESOL</p>	<p>5C.3. Formative: Benchmark</p>

3	<p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary element</p>	<p>as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.</p>	Team	<p>Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment CELLA Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Reading Goal #5D: The results of the 2012 FCAT 2.0 Reading Test indicated that % of SWD students made learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of SWD students making learning gains by X percentage points to %.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>NA</p>	<p>NA</p>

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
	<p>5D.1. Vocabulary</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly.</p> <p>L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.</p>	<p>5D.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.</p> <p>Provide students with vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve</p>	<p>5D.1. MTSS/RtI and Literacy Leadership Team</p>	<p>5D.1. English department, including the ESE Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5D.1. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment</p>

1		<p>constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.</p> <p>In addition, anticipated barriers will be targeted using task cards, graphic organizers, multiple meaning words, interactive word walls, word banks/ vocabulary notebooks, and structural analysis.</p> <p>Students' deficiencies will be targeted in line with the student's educational plan.</p>			
2	<p>5D.2. Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.</p>	<p>5D.2. Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.</p> <p>Students' deficiencies will be targeted in line with the student's educational plan.</p>	<p>5D.2. MTSS/RtI and Literacy Leadership Team</p>	<p>5D.2. English department, including the ESE Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5D.2. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment</p>
	<p>5D.3. Literary Analysis</p> <p>The following benchmarks are areas of concern:</p>	<p>5D.3. Provide students with learning strategies such as graphic organizers, concept maps, open</p>	<p>5D.3. MTSS/RtI and Literacy Leadership Team</p>	<p>5D.3. English department, including the ESE Coordinator, meet on a monthly basis to review</p>	<p>5D.3. Formative: Benchmark Assessments Interim</p>

3	<p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements</p>	<p>compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.</p> <p>Students' deficiencies will be targeted in line with the student's educational plan.</p>	<p>and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Reading Goal #5E:</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicated that 11%(10) of economically disadvantaged students made learning gains.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of economically disadvantage student making learning gains by 11 percentage points to 20.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>11%(10)</p>	<p>22%(20)</p>

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
	<p>5E.1. Vocabulary</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.1.6.1 Students have difficulty using new vocabulary that is introduced and taught directly.</p>	<p>5E.1. Provide students with a vocabulary-centric environment that makes use of vocabulary word maps, word walls, easy access to personal dictionaries, and frequent encounters with grade-appropriate vocabulary in everyday conversations.</p> <p>Provide students with</p>	<p>5E.1. MTSS/RtI and Literacy Leadership Team</p>	<p>5E.1. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5E.1. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment</p>

1	<p>L.A.910.1.6.3 Students have difficulty using context clues to determine meanings of unfamiliar words.</p>	<p>vocabulary learning strategies in both Direct Instruction and the online curriculum that target prior knowledge, involve constant integration of known vocabulary with new vocabulary, using new vocabulary in context, using strategies to help identify unfamiliar vocabulary words (e.g., context clues, cueing, etc.), meaningful usage of vocabulary, instruction in different levels of content-specific words (shades of meaning), reading from a variety of texts, and engaging in affix or root word activities.</p>			
2	<p>5E.2. Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and identifying relevant details.</p>	<p>5E.2 Provide the students with learning strategies such as graphic organizers, summarization activities, questioning the author, anchoring conclusions back to the text (e.g., explaining and justifying decisions), text marking, and encouraging students to read a wide variety of texts.</p> <p>These strategies should target using and identifying details from the passage to determine main idea, practice analyzing the choice of words, style, and technique to understand how these elements influence the meaning of text, and practice making inferences, drawing conclusions, and identifying implied main idea. Further, the practice of justifying answers by going back to the text for support should be ingrained into each student.</p>	<p>5E.2. MTSS/RtI and Literacy Leadership Team</p>	<p>5E.2. English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5E.2. Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment</p>
3	<p>5E.3 Literary Analysis</p> <p>The following benchmarks are areas of concern:</p> <p>L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements</p>	<p>5E.3 Provide students with learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts.</p> <p>These strategies should target graphically depicting compare/contrast relationships, identifying the methods of development, as well as multiple patterns within a single passage, reducing</p>	<p>5E.3 MTSS/RtI and Literacy Leadership Team</p>	<p>5E.3 English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.</p> <p>Changes to instructional focus and strategies will be implemented as necessary.</p>	<p>5E.3 Formative: Benchmark Assessments Interim Assessments</p> <p>Summative: FCAT 2.0 Reading Assessment Woodcock Johnson Assessment</p>

	textual information to key points so that comparisons can be made in and across texts, comparing/ contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details within a text that support inferencing.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for teaching content area vocabulary	All teachers 9-12	Content Area lead Teachers	All teachers	July 11,2012	Leadership Team will evaluate teacher effectiveness during implementation of strategy in classroom using informal assessment.	Assistant Principal
Teaching with technology	9-12	Apex Representative	School-wide	9/26/2012	Classroom observations, walkthroughs, review lesson plans	Assistant Principal/ Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Technology based curriculum	FEFP	\$4,000.00
NWEA	Technology based assessment	FEFP	\$1,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer/license upgrades	Upgrade existing software	FEFP	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Training	PD for teachers	FEFP	\$500.00
NWEA Training	PD for teachers	FEFP	\$500.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$6,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

<p>1. Students scoring proficient in listening/speaking.</p> <p>CELLA Goal #1:</p>	<p>CELLA Goal #1:</p> <p>The results of the 2012 CELLA assessment indicated that 22% of ELL students were proficient in listening/speaking.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of proficient listening/speaking ELL students by 22 percentage points to 44%.</p>
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2012 Current Percent of Students Proficient in listening/speaking:

22% (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	1.1. Students have difficulty understanding short listening passage	1.1. Provide students with a focus on understanding and using verbal communication of the English language through modeling, use of simple/direct language, use of substitution, expansion, paraphrase and repetition, use of cooperative learning, role-play, thinking aloud, and panel discussion/debates.	1.1. MTSS/Rtl and Literacy Leadership Team	1.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	1.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment
2	1.2. Students have difficulty understanding extended listening passage	1.2. Provide students with a focus on understanding and using verbal communication of the English language through modeling, use of simple/direct language, use of substitution, expansion, paraphrase and repetition, use of cooperative learning, role-play, thinking aloud, and panel discussion/debates.	1.2. MTSS/Rtl and Literacy Leadership Team	1.2. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	1.2. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment

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

<p>2. Students scoring proficient in reading.</p> <p>CELLA Goal #2:</p>	<p>CELLA Goal #2:</p> <p>The results of the 2012 CELLA assessment indicated that 0% of ELL students were proficient in reading.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of proficient reading ELL students by 40 percentage points to 40 %.</p>
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2012 Current Percent of Students Proficient in reading:

0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students have difficulty understanding vocabulary words	2.1. Provide students with the opportunity to utilize context clues, interactive word walls, use of cognates, easy access to heritage/ English language dictionaries, and immersion into a vocabulary-centric environment with exposure to and interactive with non-ELL students.	2.1. MTSS/Rtl and Literacy Leadership Team	2.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	2.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment
2	2.2. Students have difficulty understanding reading passages.	2.2. Provide students with the opportunity to activate prior knowledge, make predictions, utilize K-W-L (Know, Want to know, Learned), use task cards, incorporate cooperative learning, and encourage reading a variety of reading-level texts.	2.2. MTSS/Rtl and Literacy Leadership Team	2.2. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	2.2. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment

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

<p>3. Students scoring proficient in writing.</p> <p>CELLA Goal #3:</p>	<p>The results of the 2012 CELLA assessment indicated that 40% of ELL students were proficient in writing</p> <p>Our Goal for the 2012-2013 school year is to increase the number of proficient writing ELL students by 40 percentage points to 40%.</p>
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2012 Current Percent of Students Proficient in writing:

0% (0)

Problem-Solving Process to Increase Student Achievement

	<p>Person or</p> <p>Process Used to</p>
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students have difficulty answering questions related to English grammar, sentence structure and word choice.	3.1. Provide students with learning strategies such as graphic organizers, process writing, reading response journals, rubrics, writing prompts, spelling strategies, syntax strategies, diction strategies, and summarizing.	3.1. MTSS/Rtl and Literacy Leadership Team	3.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	3.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24	31	38	45	52	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Algebra 1 Goal #3b The results of the 2012 FCAT 2.0 Reading Test indicated that % of White, 5% of Black, and 22% of Hispanic students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase level 3 White, Black, and Hispanic proficient students by %, 15 %, and 30% percentage points to %, (3), and (7) respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA 5%(1) 22%(5)	NA 15%(3) 30%(7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The following are areas of concern: Standard 4 Polynomials The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	3B.1. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within the APEX online curriculum. Provide students access to graphing software that make abstract concepts more concrete.	3B.1. MTSS/RtI Team	3B.1. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3B.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

		<p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>			
2	<p>3B.2. The following are areas of concern:</p> <p>Standard 5 Rational Expressions and Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>3B.2 Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>	3B.2. MTSS/RtI Team	3B.2. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3B.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results
3	<p>3b.3. The following are areas of concern:</p> <p>Standard 6 Radical Expressions and Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>3B.3. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>	3B.3. MTSS/RtI Team	3B.3. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3B.3. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results
4	<p>3B.4. The following are areas of concern:</p> <p>Standard 7 Quadratic Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>3B.4. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>	3B.4. MTSS/RtI Team	3B.4. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3B.4. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

design.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Algebra 1 Goal #3C: The results of the 2012 Algebra EOC assessment indicated that % of ELL students made learning gains. Our Goal for the 2012-2013 school year is to increase the number of ELL students making learning gains by X percentage points to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. The challenges for this group vary across many content areas. The use of best practices for ELL will be most beneficial to this group.	3C.1. Mathematics teachers will work closely with ELL teachers to develop instruction to reach students at their reading level. Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with scaffolding lessons and worksheets Provide students with opportunities for peer group learning. Provide students with opportunities for one-on-one instruction.	3C.1. MTSS/RtI team	3C.1. MTSS/RtI Team, Mathematics and ELL teachers will meet monthly to discuss and review student assessments. Instructional focus and strategy will be adjusted as necessary.	3C.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Algebra 1 Goal #3D: The results of the 2012 Algebra EOC assessment indicated that % of SWD students made learning gains. Our Goal for the 2012-2013 school year is to increase the number of SWD students making learning gains by X percentage points to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA
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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	3D.1. The challenges for this group vary across many content areas. The use of best practices for SWD will be most beneficial to this group	3D.1. Mathematics teachers will work closely with ESE teachers to develop instruction to meet each student's individual needs. Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with scaffolding lessons and worksheets Provide students with opportunities for peer group learning. Provide students with opportunities for one-on-one instruction.	3D.1. MTSS/RtI team	3D.1. MTSS/RtI Team, Mathematics and ESE teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	3D.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Algebra 1 Goal #3E: The results of the 2012 Algebra EOC assessment indicated that 17%(7) of economically disadvantaged students made learning gains. Our Goal for the 2012-2013 school year is to increase the number of economically disadvantaged students making learning gains by 37 percentage points to 15.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(7)	37%(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
	3E.1. The following are areas of concern:	3E.1. Strategically assign students to small groups	3E.1. MTSS/RtI team	3E.1. MTSS/RtI Team, and Mathematics teachers	3E.1. Formative: Interim

1	<p>Standard 2 Relation and Functions</p> <p>The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits</p>	<p>where each member of the group has the shared responsibility to encourage the group to improve in the areas of attendance and study habits.</p> <p>Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate.</p> <p>Make available to students a compiled list of out-of-school resources that they may access to address their economical and academic needs</p> <p>Provide students with scaffolding lessons and worksheets.</p>		<p>will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.</p>	<p>assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>
2	<p>3E.2. Standard 3 Linear Equations and Inequalities</p> <p>The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits</p>	<p>3E.2 Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits.</p> <p>Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate.</p> <p>Make available to students a compiled list of out-of-school resources that they may access to address their economically and academic needs</p> <p>Provide students with scaffolding lessons and worksheets.</p>	3E.2. MTSS/RtI team	<p>3E.2. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.</p>	<p>3E.2. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>
3	<p>3E.3 Standard 4 Polynomials</p> <p>The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits</p>	<p>3E.3 Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study habits.</p> <p>Develop a plan as to what are the best days of the week to introduce new content based on attendance and school climate.</p> <p>Make available to students a compiled list of out-of-school resources that they may access to address their economically and</p>	3E.3 MTSS/RtI team	<p>3E.3 MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.</p>	<p>3E.3 Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>

academic needs

Provide students with scaffolding lessons and worksheets.

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Algebra 1 Goal #1: The results of the 2012 Algebra EOC assessment indicated that 5% of students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 13 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2)	18% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and relevant details</p> <p>L.A.910.1.7.2 Analyze the author's purpose in a variety of texts</p>	<p>Implement across the curriculum the use of reading strategies in teaching the core areas of math, science and social studies</p>	<p>All math, science and social studies teachers</p>	<p>Monthly department meetings to discuss the effectiveness of the strategy put in place</p>	<p>Interim assessments, teacher made tests 2013 Reading FCAT 22.0</p>
2	<p>1.1. The following are areas of concern:</p> <p>Standard 4 Polynomials</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.1. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within the APEX online curriculum.</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible</p>	<p>1.1. MTSS/RtI Team</p>	<p>1.1. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.</p>	<p>1.1. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>

		<p>solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>			
3	<p>1.2. The following are areas of concern:</p> <p>Standard 5 Rational Expressions and Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.2 Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>	1.2. MTSS/RtI Team	1.2. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim assessments Benchmark assessments
4	<p>1.3. The following are areas of concern:</p> <p>Standard 6 Radical Expressions and Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.3. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>	1.3. MTSS/RtI Team	1.3. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.3. Formative: Interim assessments Benchmark assessments
5	<p>1.4. The following are areas of concern:</p> <p>Standard 7 Quadratic Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.4. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating</p>	1.4. MTSS/RtI Team	1.4. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.4. Formative: Interim assessments Benchmark assessments
					Summative: 2013 Algebra EOC results
					Summative: 2013 Algebra EOC results
					Summative: 2013 Algebra EOC results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Algebra Goal #2: Algebra Goal #2: The results of the 2012 Algebra EOC assessment indicated that % of students achieved level 4 or 5 proficiency. Our Goal for the 2012-2013 school year is to increase level 4 or 5 proficiency students by X percentage points to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1)	8% (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	2.1. The following are areas of concern: Standard 5 Rational Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.1. Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating technology in their lesson design.	2.1. MTSS/RtI Team	2.1. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results
2	2.2. The following are areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.2. Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with	2.2. MTSS/RtI Team	2.2. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

		training in integrating technology in their lesson design.			
3	<p>2.3 The following are areas of concern:</p> <p>Standard 7 Quadratic Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas</p>	<p>2.3 Provide students the opportunity to collaborate on projects simulating real-world problems.</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design.</p>	2.3 MTSS/RtI Team	2.3. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.3 Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	<p>Geometry Goal #1:</p> <p>The results of the 2012 Geometry EOC assessment indicated that 15% of students achieved level 3 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 6 percentage points to 21%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (8)	21% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Reading Application</p> <p>The following are areas of concern:</p> <p>L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and relevant details</p> <p>L.A.910.1.7.2</p>	Implement across the curriculum the use of reading strategies in teaching the core areas of math, science and social studies	All math, science and social studies teachers	Monthly department meetings to discuss the effectiveness of the strategy put in place	Interim assessments, teacher made tests 2013 Reading FCAT 22.0

	Analyze the author's purpose in a variety of texts				
2	<p>1.1. Polyhedra and Other Solids</p> <p>The deficiencies for this group of students may be caused by limited opportunities available for practice and exploration.</p>	<p>1.1. Provide students with opportunities to explore and re-enforce concepts, through manipulatives within APEX online curriculum.</p> <p>Provide students with hands on activities via graphing software or hard paper which involves the creation of solid objects, analyzing their different parts, calculating various measures, and deriving formulas.</p> <p>Provide student with practice solving real-world problems using solids.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p> <p>Provide teachers with training in integrating technology in their lesson design</p>	1.1. MTSS/RtI Team	1.1. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	<p>1.1. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Geometry EOC results</p>
3	<p>1.2. Trigonometry and Discrete Mathematics</p> <p>The deficiency may be cause by not covering the content area in depth</p>	<p>1.2. Adhere to scope and sequence and align lesson plans to districts pacing guide to ensure that all content areas are sufficiently covered.</p> <p>Provide student with practice solving real-world problems using trigonometric ratios.</p>	1.2. MTSS/RtI Team	1.2. MTSS/RtI Team, and Mathematics teachers will meet monthly to plan lessons, discuss and review student assessments. Instructional focus will be adjusted as necessary.	<p>1.2. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Geometry EOC results</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	<p>Geometry Goal #2:</p> <p>The results of the 2012 Geometry EOC assessment indicated that 0% of students achieved level 4 or 5 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase level 4 or 5 proficiency students by 9 percentage points to 9%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (1)
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	2.1. Polyhedra and Other Solids The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.1. Provide students with hands on activities via graphing software or hard paper which involves the creation of solid objects, analyzing their different parts, calculating various measures, and deriving formulas. Provide student with practice solving real-world problems using solids	2.1. MTSS/RtI Team	2.1. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results
2	2.2. Trigonometry and Discrete Mathematics The deficiency may be cause by not covering the content area in depth.	2.2. Adhere to scope and sequence and align lesson plans to districts pacing guide to ensure that all content areas are sufficiently covered. Provide student with practice solving real-world problems using trigonometric ratios.	2.2. MTSS/RtI Team	2.2. MTSS/RtI Team, and Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results

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
Teaching with technology	9-12	Apex Representative	School-wide	9/26/2012	Classroom observations, walkthroughs, review lesson plans	Assistant Principal/ Leadership Team
Teaching problem solving techniques	9-12	Assistant Principal/ Mathematics teacher	Mathematics teachers	9/26/2012	Classroom observations, walkthroughs, review lesson plans	Assistant Principal/ Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Technology Based Curriculum	FEFP	\$2,000.00
NWEA	Technology Based Assessment	FEFP	\$1,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer/License Upgrades	Upgrade to existing software	FEFP	\$500.00
			Subtotal: \$500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Training	PD for teachers	FEFP	\$500.00
NWEA Training	PD for teachers	FEFP	\$500.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$4,500.00			

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	<p>Biology 1 Goal #1:</p> <p>The results of the 2012 Biology EOC assessment indicated that 20% of students achieved level 3 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase the number of level 3 proficiency students by 6 percentage points to 26%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (12)	26% (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	<p>1.1. Students scored low in the Category of Molecular and cellular Biology.</p> <p>The deficiencies were in organization and development of living organisms and could be attributed to limited laboratory and hands on activities.</p>	<p>1.1. Provide students more opportunities to participate in inquiry-based activities.</p> <p>Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.</p>	1.1. MTSS/RtI Team	1.1. MTSS/RtI Team, and Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	<p>1.1. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Biology EOC results</p>
2	<p>1.2. Students scored low in the Category of Classification, Heredity, and Evolution</p> <p>The deficiencies were in heredity and reproduction and could be attributed to limited hands on activities and visual aids in lesson presentations</p>	<p>1.2. Provide students more opportunities to participate in inquiry-based activities.</p> <p>Integrate visual aids such as video, animation, and diagrams into lessons.</p>	1.2. MTSS/RtI Team	1.2. MTSS/RtI Team, and Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	<p>1.2. Formative: Interim and Benchmark assessments</p> <p>Summative: 2013 Biology EOC results</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Biology 1 Goal #2: The results of the 2012 Biology EOC assessment indicated that 0% of students scored at or above achievement level 4 and 5. Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2% (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	2.1. Students scored low in the Category of Molecular and cellular Biology. The deficiencies were in organization and development of living organisms and could be attributed to limited laboratory and hands on activities.	2.1. Provide students more opportunities to participate in laboratory experiments and inquiry based activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	2.1. MTSS/RtI Team	2.1. MTSS/RtI Team, and Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results
2	2.2. Students scored low in the Category of Classification, Heredity, and Evolution The deficiencies were in heredity and reproduction and could be attributed to limited hands on activities and visual aids in lesson presentations	2.2. Provide students more opportunities to participate in inquiry based activities. Integrate visual aids such as video, animation, and diagrams into lessons.	2.2. MTSS/RtI Team	2.2. MTSS/RtI Team, and Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2.2. Formative: Interim and Benchmark assessments Summative: 2013 Biology EOC results

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
Inquiry-Bases Instructions	9-12	Science Teacher	Science Teachers	11/6/2012	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Assistant Principal/ Leadership Team
					Leadership team will	

Teaching with technology	9-12	Apex Representative	School wide	9/26/2012	evaluate implementation of strategy during classroom visits and reviewing lesson plans	Assistant Principal/ Leadership Team
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Technology Based Curriculum	FEFP	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer/license upgrades	Upgrade existing software	FEFP	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Training	PD for teachers	FEFP	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	Writing Goal #1A: The results of the 2012 FCAT Writing test indicated that 63% of students achieved level 3 or higher proficiency.
Writing Goal #1a:	Our Goal for the 2012-2013 school year is to increase the number of level 3 or higher proficiency students by 4 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (55)	67% (58)

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
	1a.1. Writing Application: Persuasive writing The deficiency may be	1a.1. Provide students with example of a variety of persuasive text (ads, editorials, speeches,	1a.1. LLT/L.A. Teachers	1a.1. Monthly writing prompt will be to administered and review by teachers,LLT and	1a.1. Formative: Monthly writing prompts

1	caused by students' choice of vocabulary words, limited exposure to a variety of persuasive text.	posters) and review the persuasive writing techniques used in each text. Review word choice and explain how connotation and denotation of words affect meaning, and appeals to different emotions. All writing strategies should be utilized across curriculum.		MTSS/RTI team . Instructional focus will be adjusted as necessary.	Summative: 2013 FCAT Writing assessment
2	1b.1 Students who have not mastered the conventions of writing may not have been exposed to individualized instruction to ascertain mastery.	1b.1 Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: <ul style="list-style-type: none"> • using left to right progression and sequencing, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations • correctly spelling approximations previously circled, • capitalizing the first word in each sentence, • completing sentences with correct capitalization including proper nouns, names and the proper noun I, • using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, • using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, • including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns. 	1b.1 LLT/L.A. Teachers	1b.1 Monthly writing prompt will be to administered and review by teachers, LLT and MTSS/RTI team . Instructional focus will be adjusted as necessary	1b.1 Formative: Monthly writing prompts Summative: 2013 FCAT Writing assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Persuasive writing	9-12	Assistant Principal/ Language Arts Teacher	School-wide	11/6/2012	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Assistant Principal/ Leadership Team
Teaching with technology	9-12	Apex Representative	School-wide	9/26/2012	Classroom observations, walkthroughs, review lesson plans	Assistant Principal/ Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Technology Based Curriculum	FEFP	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer/license upgrades	upgrade existing software	FEFP	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Training	PD for Teachers	FEFP	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,500.00

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	U.S. History Goal #1: The results of the 2012 District Baseline assessment indicated that % of students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase the number of level 3 proficiency students by X percentage points to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

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	Reading Application The following are areas of concern: L.A.910.1.7.3 Determining main idea via inferences, paraphrasing, summarizing, and relevant details L.A.910.1.7.2 Analyze the author's purpose in a variety of texts	Implement across the curriculum the use of reading strategies in teaching the core areas of math, science and social studies	All math, science and social studies teachers	Monthly department meetings to discuss the effectiveness of the strategy put in place	Interim assessments, teacher made tests 2013 Reading FCAT 22.0
2	1.1. Student score low in the following category: Standard 5 Analyze the effects of the changing social, political, and economic conditions of the roaring twenties and the great depressions. The deficiency may be attributed to students have difficulty learning new vocabulary word and reading comprehension.	1.1. Integrate literacy development by provide opportunities to strengthen read comprehension, interpret graphs, charts, maps, timeline, and other graphic representations Provide students with activities (word wall, etymology exercises) which help them develop content-specific vocabulary word.	1.1. MTSS/RtI Team	1.1. MTSS/RtI Team, and History teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC District Spring assessment results
	1.2. Standard 6 Understand the causes and course of world war II, the character of the war at home and	1.2. Integrate literacy development by provide opportunities to strengthen read comprehension,	1.2. MTSS/RtI Team	1.2. MTSS/RtI Team, and History teachers will meet monthly to discuss and review student assessments.	1.2. Formative: Interim and Benchmark assessments

3	abroad, and its reshaping of the United State role in the post world war. The deficiency may be attributed to students have difficulty learning new vocabulary word and reading comprehension	interpret graphs, charts, maps, timeline, and other graphic representations Provide students with activities (word wall, etymology exercises, etc) which help students develop content-specific vocabulary word.		Instructional focus will be adjusted as necessary.	Summative: 2013 U.S. History EOC District Spring assessment results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	U.S. History Goal #2: The results of the 2012 District Baseline assessment indicated that % of students scored at or above achievement level 4 and 5. Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by X percentage points to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Pending	Pending

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Standard 7 Understanding the rise and continuing international influence of the U.S. as a world power and the impact of contemporary social and political movements on American life	2.1. Provide students with opportunities to deepen their understanding through writing activities – informative, persuasive. Provide opportunities for students to research specific events and personalities and prepare class presentations.	2.1. MTSS/RtI Team	2.1. MTSS/RtI Team, and History teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC District Spring assessment results

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

Teaching with technology	9-12	Apex Representative	School-wide	9/26/2012	Classroom observations, walkthroughs, review lesson plans	Assistant Principal/Leadership Team
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U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance Goal #1: The attendance percentage for students for the 2011-2012 school year was 70.8%. The goal for 2012-2013 school year is to increase the overall attendance by 3 percentage points to 73.8%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
70.84% (460)	73.83% (479)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
553	525
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
286	272

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Students experience situations outside of school that impede upon their ability to attend school regularly, such as child care, work schedule conflicts, etc.</p> <p>Some students lack motivation to be present and/or on-time every day.</p>	<p>1.1. Provide information on community services, such as TAP, KidCare, etc. to students.</p> <p>Encourage attendance through the incentive programs offered through Mavericks which earns them recognition and monetary reward.</p> <p>Teachers make daily call to students who are absent from school or tardy to school.</p> <p>Enforce attendance policy.</p>	1.1. Leadership team	1.1. Monitoring of attendance every day by data collection person and leadership team.	1.1. Attendance records in SIS

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maestro	Technology based record tracking	FEFP	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Maestro	PD for Teachers	FEFP	\$1,000.00
			Subtotal: \$1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Suspension Goal #1: Data indicates that the number of suspensions for 2011-2012 school year was 311. The goal from 2012-2013 school year is to reduce the number of suspensions by 31 students to 280.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
166	149
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
75	68
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
311	280
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
178	160

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The barrier for this goal is that students are unfamiliar with Student Code of Conduct. necessary tools to make good choices when faced with a situation that is challenging or unacceptable to them	1.1. Consistence enforcement of rules and consequences as noted in the Student Code of Conduct and provide students with the necessary tools to make choices that benefit themselves and the school. Teach students daily coping strategies,	1.1. Leadership Team	1.1. Track the number of referrals and monitor counseling moments related to behavior	1.1. Referrals

1		<p>problem-solving strategies, and the importance of forming healthy behavioral habits. Utilization of the Positive Behavioral Support System (PBS).</p> <p>Professional development will be provided to school personnel on effective classroom management skills to assist with prevention of extreme behavioral issues.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	9-12	Assistant Principal	All teachers	10/26/2012	Classroom observations, walkthroughs and tracking detentions and referrals	Assistant Principal/ Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use of behavioral incentives to improve student behavior	Gift cards for movies and local restaurants	EESAC	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Dropout Prevention Goal #1: The dropout rate for the 2011-2012 school year was 40%. The goal for the 2012-2013 school year is to reduce the dropout rate by 3 percentage points to 37.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
38.98.% (253)	37.03% (240)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
4.3% (8)	6.3% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are under exposed to the opportunities available with the achievement of a high school diploma. Some students are under motivated because of their lack of self-confidence in their ability to achieve a high school diploma.	1.1. Educate students on the opportunities that are available for those who have a high school diploma through field trips to colleges, vocational schools, technical schools, other post-secondary opportunities. And career fairs. Assist motivation through the mentorship program and the "Passport to Graduation."	1.1. Leadership Team	1.1. Continued monitoring of credit completion of all students	1.1. Progress tracking charts; Student Passport to Graduation

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		We are a Title 1 School and will complete the online PIP			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:		Increase the number of Honors courses offer by 3 in Science and Math			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students not taking advantage of the	Create criteria to follow to identify students	Science and Math teachers.	Number of students registered in Honors	ISIS Maestro

1	opportunity that honors can provide. In addition to lacking the foundation to be successful.	that would be able to master the subject matter	Guidance Counselor	Courses	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Project Based Learning	Science and Math	Michael Vetiac	Math and Science Teachers	10/25/2012	MPP	School Leadership

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the number of career and technical courses offered by adding 3 careers and 3 technical.
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 make-up of our curriculum is not built to provide instruction in the area of career and technical education.	Implementation of career and technical education courses.	School Leadership	Number of students that earn industry certifications.	School Data

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Apex Learning	Technology based curriculum	FEFP	\$4,000.00
Reading	NWEA	Technology based assessment	FEFP	\$1,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Apex Learning	Technology Based Curriculum	FEFP	\$2,000.00
Mathematics	NWEA	Technology Based Assessment	FEFP	\$1,000.00
Science	Apex Learning	Technology Based Curriculum	FEFP	\$3,000.00
Writing	Apex Learning	Technology Based Curriculum	FEFP	\$5,000.00
Attendance	Maestro	Technology based record tracking	FEFP	\$2,500.00
Dropout Prevention	Field Trips	Buses	Host Institution Sponsored	\$0.00
				Subtotal: \$18,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer/license upgrades	Upgrade existing software	FEFP	\$500.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Computer/License Upgrades	Upgrade to existing software	FEFP	\$500.00
Science	Computer/license upgrades	Upgrade existing software	FEFP	\$500.00
Writing	Computer/license upgrades	upgrade existing software	FEFP	\$500.00
				Subtotal: \$2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Apex Training	PD for teachers	FEFP	\$500.00
Reading	NWEA Training	PD for teachers	FEFP	\$500.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Apex Training	PD for teachers	FEFP	\$500.00
Mathematics	NWEA Training	PD for teachers	FEFP	\$500.00
Science	Apex Training	PD for teachers	FEFP	\$1,000.00
Writing	Apex Training	PD for Teachers	FEFP	\$1,000.00
Attendance	Maestro	PD for Teachers	FEFP	\$1,000.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Use of behavioral incentives to improve student behavior	Gift cards for movies and local restaurants	EESAC	\$250.00
				Subtotal: \$250.00
				Grand Total: \$25,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school: Yes No

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

No Attachment

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
Use of behavior incentives to improve student behavior.	\$250.00

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

The EESAC will meet monthly to discuss, evaluate, and change processes or procedures that will continuously improve the overall performance of the students, staff or school climate. The School Improvement Plan strategies and assessment data will be reviewed, analyzed, and updated on an ongoing basis throughout the year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
 No Data Found

Dade School District MAVERICKS HIGH D WADE'S SCHOOL OF SOUTH MIAMI DADE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	13%	25%	69%	14%	121	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	29%	51%			80	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	19% (NO)	43% (NO)			62	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					263	
Percent Tested = 68%						Percent of eligible students tested
School Grade*					1	Grade based on total points, adequate progress, and % of students tested