FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI EDISON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Try K. Diggs

SAC Chair: Delphine Gervais

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Mr. Leon Maycock	Bachelor of Science – Structural Design, Idaho State University Certificate - Exceptional Education, Nova Southeastern University Master of Science – Educational Leadership, Union Institute & University Certification in Computer Science, Exceptional Student	4	4	'12 '11 '10 '09 '08 School Grade P C C A A High Standards Rdg. 22% 15% 12% 63% 65% High Standards Math 46% 41% 42% 65% 65% Lrng Gains-Rdg. 64% 41% 41% 63% 65% Lrng Gains-Math 66% 70% 77% 70% 70% Gains-Rdg-25% 84% 57% 49% 76% 66% Gains-Math-25% 74% 65% 89% 71% 66%

		Education, and Educational Leadership			
Assis Principal	Amy Stevens-Cox	Bachelor of Arts- English, University of Florida Master of Science- Educational Leadership, University of Florida Certificate- English (6-12) and Educational Leadership	1	1	'11 '10 '09 '08 '07 School Grade P D D F F AYP 67% 23% 22% 87% 90% High Standards Rdg. 21% 23% 22% 18% 16% High Standards Math 59% 56% 51% 44% 34% Lrng Gains-Rdg. 36% 37% 25% 42% 41% Lrng Gains-Math 66% 71% 70% 69% 59% Gains-Rdg-25% 47% 73% 44% 49% 56% Gains-Math-25% 62% 73% 66% 70% 55%
Assis Principal	Mr. James Dominique	Educational Specialist- Barry University Masters in Guidance and Counseling- Florida International University Bachelor of Arts in Social Work- Florida International University	3	3	'12 '11 '10 '09 '08 School Grade P C C A A High Standards Rdg. P 15% 12% 63% 65% High Standards Math P 41% 42% 65% 65% Lrng Gains-Rdg. P 41% 41% 63% 65% Lrng Gains-Math P 70% 77% 70% 70% Gains-Rdg-25% P 57% 49% 76% 66% Gains-Math-25% P 65% 89% 71% 66%
Principal	Ms. Try K. Diggs	Specialist- Educational Leadership Nova South eastern University Masters in English- Nova Southeastern University Bachelor of Arts in English- Hampton University	1	5	School Grade History 2012 –P 2011- C 2010- D 2009- D 2008- F High Standards Reading: Math: 2012- 26% 48% 2011-17% 50% 2010- 17% 47% 2009- 20% 50% 2008 16% 42% Learning Gains Reading Math: L25% R L25% M 2012- 51% 54% 60% 69% 2011- 39% 65% 48% 71% 2010- 38% 72% 72% 72% 2009- 19% 73% 51% 75% 2008- 37% 67% 44% 72%

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)
Mathematics	Monfort Olibrice	Mathematics (6-12)	18	5	'12 '11 '10 '09 '08 School Grade P C C F F AYP 79% 85% 74% 77% High Standards Rdg. 22% 15% 12% 12% 14% High Standards Math 46% 41% 42% 38% 41% Lrng Gains-Rdg. 64% 41% 41% 45% 35% Lrng Gains-Math 66% 70% 77% 64% 71% Gains-Rdg-25% 84% 57% 61% 36% 82% Gains-Math-25% 66% 65% 71% 79% 89%
					'12 '11 '10 '09 '08 School Grade P C C D B AYP 79% 85% 85% 79% High Standards Rdg. 22% 15% 12% 52%

Mathematics	Anton Ragoonan	Mathematics (6-12)	4	4	61% High Standards Math 46% 41% 42% 37% 64% Lrng Gains-Rdg. 64% 41% 41% 72% 63% Lrng Gains-Math 66% 70% 77% 52% 70% Gains-Rdg-25% 84% 57% 49% 65% 61%
Science	Walfrido Valdes	Biology (6-12) Chemistry (6-12)	3	7	'12 '11 '10 '09 '08 School Grade P P NA NA NA AYP 79% High Standards Rdg. 22% 15% High Standards Math 46% 41% Lrng Gains-Rdg. 64% 41% Lrng Gains-Math 66% 70% Gains-Rdg-25% 84% 57% Gains-Math-25% 66% 65%
Reading	Emily Wentzel	Reading	1	1	School Grade 2012: P Proficient Reading: 23% Proficient Math: 32% Learning Gains-Reading: 51% Learning Gains Math: 44% Reading Gains, Lowest 25%- 60% Math Gains, Lowest 25%- 51%
Reading	Hope Grant	Reading	2	3	'12 '11 '10 '09 '08 School Grade P C D D F AYP 85% 82% 74% 74% High Standards Rdg. 22% 18% 17% 20% 16% High Standards Math 46% 46% 47% 50% 42% Lrng Gains-Rdg. 64% 35% 38% 40% 37% Lrng Gains-Math 66% 63% 72% 73% 67% Gains-Rdg-25% 84% 44% 43% 51% 44% Gains-Math-25% 66% 65% 72% 75% 72%

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. Recruit from Teach for America Program	Principal	August 2012	
2	2. Maintain a collaborative relationship with Teach for America Coach and Liaison to support new teachers with coaching cycles and PD	Principal and Dean of Instruction	June 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
5%(4) of teachers are currently out of field	PD support, TFA Collaboration, Communication with teacehr regarding status

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
83	28.9%(24)	24.1%(20)	32.5%(27)	14.5%(12)	44.6%(37)	36.1%(30)	6.0%(5)	2.4%(2)	14.5%(12)

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
Hiram Rosas	Thecla Backhouse-Prentiss	Voluntary Pairing	Planning, Observation
Aaron Harris	Milton Muller and Natalie Drew	Voluntary Pairing	Planning, Observation
Alina Gonzalez	Raul Mendez	Reading background; proximity	Planning, Observation
Melissa Wray	Sarajanee Davis	Voluntary Pairing	Planning, Observation
Daniel Bernal	Andrew Davis, Shane Poloyni	English background	Planning, Observation
Nana Ntsakey	Gerald Jean-Baptiste	Reading, ELL background	Planning, Observation
Ana Figueras	Mark Lonergan	Math	Planning, Observation
Oscar Spurlock	Breanne Ceranske and Lauren Fox-Montano	Math	Planning, Observation
Sharon Cooper	Nana Ntsakey	MINT	MINT Activities/Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Miami Edison SHS will provide services to ensure students requiring additional remediation are assisted through afterschool programs or Saturday Academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student 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;" assist in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, neglected and delinquent students. Miami Edison also has an active DFYIT program.

Title I, Part C- Migrant

NA

Title I, Part D

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

Title II

Miami Edison SHS utilizes the District 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 protocols

Title III

Miami Edison SHS provides education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of district funds.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education for students at Miami Edison SHS.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Miami Edison SHS offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests and counseling.

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 Wellness Policy.

Housing Programs

NA

Head Start

NA

Adult Education

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

Career and Technical Education

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

Job Training

Through a partnership with the City of Miami, Miami Edison SHS provides students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success and perform well during a job interview. Also, special education students are offered opportunities to work through Project Victory.

Other

Parental

Miami Edison SHS involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title 1 School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Funds/School Improvement Grant Initiative

Miami Edison SHS receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment and specific interventions such as extended day remedial tutorial instruction, Differentiated Instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of access to high quality public school choice options for all parents in Miami-Dade County, Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership team will be comprised of the school administrative teams, department chairs, instructional coaches and counselors. Members were selected due to their status as leaders in the building (administrative/teacher leader). Additionally, Subject Area experts will be invited to join the team based on the specific area or challenge being addressed. All team members will be chosen to build staff support, internal capacity and sustainability over time.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:
Academic
• FAIR assessment
• Interim Assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
• At-Risk Monitoring
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI organized schools through the feeder pattern.

Describe the plan to support MTSS.

The plan to support MTTS will include professional development for all staff on the premises of MTSS, and a "checks and balances" approach for the meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team will be comprised of the school administrative team, a representative from each department, and academic coaches.

Diggs, Try- Provost
Grant, Hope- Reading Coach
Jean-Baptiste, Gerald- ELL
Louis- Sherley- SPED
Philips, Robert- Electives

Robinson, Constance- Student Services
Simpson, Jacqueline- Media Specialist
Stevens-Cox, Amy- Dean
Valdes, Walfrido- Science Coach
Wentzel, Emily- Reading Coach
Wilson, Cindy- Test Chair

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

The team will meet monthly to discuss concerns and plan activities that can be implemented school-wide. A reading coach will serve as the chairperson and roles will be assigned throughout the year as activities are implemented. Quarterly activities will include a cross-curricular literacy approach.

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

The major goals for the LLT will be as follows:
• Implement school-wide literacy strategies,
• Partner with feeder schools to promote literacy,
• Organize parent and community literacy activities.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

A Schoolwide Instructional Focus Calendar will be given each nine weeks that delineates a reading benchmark that the entire school will be focused on. All teachers will be trained in strategies that support these benchmarks at faculty meetings and other professional development opportunities. In most content areas, bell ringers that support the instructional focus of the week have been designed by a committee with the Educational Transformation Office and will be utilized in those respective classes.

*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?

Through the academy courses, students participate in various programs such as the First Responder and EMT vocational programs; guest speakers are also brought to meet with students regarding career paths; and students participate in job shadowing experiences throughout the school year.

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?

Students actively participate in the articulation process. Counselors meet with student and review student academic history. This coming school year, Seniors will be mentored through the CORE program (Challenging Our Raiders to Excellence). The mentor will meet with their students monthly to review checklist items such as college applications, ACT and SAT testing, and scholarship possibilities.

Postsecondary Transition

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

The Act Online Prep Program, funded by Title 1 Program, will be made mandatory for all seniors. This will allow students the opportunity to receive individualized feedback and instructions in preparations for the ACT and post secondary academia. Additionally, the ACT Standards will be referenced in guiding development of relevant courses to increase rigor of content. Every student will receive an individual password to access the ACT Online Prep Program from home and or school. In addition, the College Summit program will be run through the ACT Prep class in order to answer students' questions about college selection, campus life, et al. Further, Miami Edison will continue to solidify the academy process for all students. Every student will choose a career academy that will provide them real world experience, as well as internship opportunities throughout their high school career.

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:	In grades 9-10, 14% (65) of students achieved proficiency on 2012 administration of the FCAT Reading Test. This represents a 6% increase compared to students who achieved mastery in 2011. Given instruction using the Next Generation Sunshine State Standards, 21% (99) of students will achieve proficiency on the 2013 administration of the FCAT Given instruction using the Next Generation Sunshine State Standards, 15% (68) of students will achieve proficiency on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (65)	21% (99)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. 1.1 Teachers have a difficult time creating and referencing higher order thinking questions in lesson plans.	1a.1. 1.1. Ensure that active coaching cycles are conducted with an explicit focus on rigor; promote school-wide strategies in accessing visuals as reminders of the need to ask higher order questions.	1a.1. Reading Coach and Dean	1a.1. Consistently monitor for higher order thinking questioning and response techniques via walkthroughs, Schoolwide IFC, etc.	1a.1.Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments.
2	1A.2. 1.2. Rigor is not always the focus of modeled lessons.	1A.2. 1.2. Identify select teachers in the building whose classes/classrooms can serve as observational classrooms just for rigor and higher order activities; teachers may observe this observational classroom in order to see rigor in practice.	1a.2. Dean	1a.2.Monitor teacher improvement and collaboration after a visit to the observational classroom; ensure probing and dialogue follow the visit.	1a.2.Teacher observations Lesson plans Coaching logs Data from FAIR/Interim Assessments.
3	1A.3. Students often don't have meaningful independent reading.	1A.3. In addition to the AR program, commit to a teacher created independent reading program administered through Language Arts classes, emphasizing the reading/writing connection and exposure to grade level text.	1a.3.Reading Coach	1a.3.Student dialogue and work regarding select independent reading should be monitored to ensure that the reading is meaningful.	1a.3.Student work folders Observations Administrative Monitoring of Work Folders
	Teachers ineffectively using data to increase mastery of standards	Collaborate with Language Arts and content area teachers to	Provost, Reading Coaches and the Language Arts	Analyze FAIR, interim, and monthly ETO assessments to	FAIR, Interim and Monthly ETO assessment data

4		develop an Instructional Focus Calendar in Language Arts classes using student data. Instructional focus will include data-driven secondary benchmarks. Conduct professional development on how to analyze data and utilize this data to address benchmark deficiencies	Chair	determine student progress on secondary benchmarks.	
5	Students lack reading stamina	Encourage independent reading through home learning, Reading and Language Arts classes. Assign students reading logs to be completed and collected weekly.	Reading Coaches and the Language Arts Chair	Conduct classroom walkthroughs to monitor independent reading. Examine reading logs and reader response journals.	Classroom walkthrough log Reading logs
6	Inability of students to comprehend complex text due to students' lack of vocabulary acquisition.	Implement school-wide vocabulary building activity to be introduced in homeroom classes. New vocabulary will be utilized cross curriculum.	Provost and Reading Coaches	Conduct classroom walkthroughs to ensure fidelity of strategy implementation	Classroom walkthrough log

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In grades 9-11, 27% (3) students achieved proficiency on the 2012 administration of the Florida Alternative Assessment. Given instruction using the Next Generation Sunshine State Standards, 32% (4) of the students will achieve proficiency on the 2013 administration of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	32% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students require a scaffolded approach towards assignments	1b.1. Provide PD for teachers on scaffolding and explicit instruction.	1b.1. SPED Program Specialist, Associate Provost	1b.1. Gauge student progress towards goals on IEPs.	1b.1. Student work, Walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 9-10, 6% (27) of students achieved above proficiency on the FCAT Reading Test. This represents a 4% increase compared to students who achieved above mastery in 2011. Given instruction using the Next Generation Sunshine State Standards, 9% (42) of students will achieve above proficiency on the 2013 administration of the FCAT Reading Test. Given instruction using the Next Generation Sunshine State Standards, 5% (21) of students will achieve above proficiency on the 2012 administration of the FCAT Reading Test.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	6% (27)		9% (42)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers have difficulty creating higher order questions.	2a.1. Continue to promote the use of active responses (i.e. think-pair-share) and develop higher order thinking questions through common planning and lesson study.	2A.1. Reading Coach	2A.1. Lesson plans will be reviewed by administrators to ensure that Higher order questions are being addressed with each lesson	2A.1. Lesson plans
2	2A.2. Students often don't have meaningful independent reading.	2A.2. In addition to the AR program, commit to an independent reading program administered through Language Arts classes, emphasizing the reading/writing connection and exposure to grade level text.	2A.2. Reading Coach	2A.2. Student dialogue and work regarding select independent reading should be monitored to ensure that the reading is meaningful.	2A.2. Student work folders Observations Administrative Monitoring of Work Folders
3	2A.3. Inability to create higher order questioning and activities by classroom teachers.	2A.3. Utilize WEBB's DOK and Task Cards to scaffold instruction and increase higher order thinking	2A.3. Teachers and Reading Coaches	2A.3. Consistently monitor for higher order thinking questioning and response techniques via walkthroughs, Schoolwide IFC, etc.	2A.3. Lesson plans, Administrative logs of Walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments.
4	Inability to create higher order questioning and activities by classroom teachers.	Utilize WEBB's DOK and Task cards to scaffold instruction and increase higher order thinking.	Provost and Reading Coaches	Conduct classroom walkthrough to evaluate the evidence of higher order questioning. Evaluate student folders	Classroom walkthrough log Student folders

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In grades 9-11, 55% (6) students achieved proficiency on the 2012 administration of the Florida Alternative Assessment. Given instruction using the Next Generation Sunshine State Standards, 58% (4) of the students will achieve proficiency on the 2013 administration of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (6).	58% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.

	1	Teachers in the SPED lack guidance with regards to benchmark/item specifications.	Create benchmarks as s department, and assessments to accompany each benchmark.	SPED Program Specialist	Monitor department meetings for a concentrated focus on benchmarks.	Benchmark assessments, lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 9-10, 64% (263) of students achieved learning gains on the 2012 administration of the FCAT Reading Test. This represents a 23% increase compared to students who achieved learning gains in 2011. Given instruction using the Next Generation Sunshine State Standards, 69% (248) of students will achieve learning gains on the 2013 administration of the FCAT Reading Test. Given instruction using the Next Generation Sunshine State Standards, 51% (197) of students will achieve learning gains on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (263	69% (284)

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	3A.1. Teachers lack additional strategies to convey their content using active learning strategies and targeting the benchmark.	3A.1. Increase student discourse and "accountable" talk among students through the use of active learning strategies, active reading strategies, Think Pair Share, Socratic Circles, and Literature Circles; focus Lesson Study to these skills. Provide training on Unwrapping the Benchmarks and Distracter Items so that student accountability talk can target skills.	3A.1. Reading Coaches Dean	3A.1. Walkthroughs should reveal a varied amount and type of student work; in addition, student engagement and student accountability talk should be evident.	3A.1. Student Work Folders Student Discourse
2	3A.2. Literacy is not often embraced by teachers outside of Language Arts and Reading.	3A.2. Increase literacy opportunities through all content areas by providing consistent opportunities to students to engage in rigorous writing opportunities related to text, active reading strategies to scaffold understanding of complex text, and engaging in during reading strategies (i.e. GIST, WIN), and post reading strategies (learning logs, journals, etc.); focus all teachers on literacy via common planning and lesson study.	3A.2. Reading Coaches Dean	3A.2. Monitor lessons in all content areas for the infusion of literacy strategies.	3A.2. Student work folders Lesson plans Administrative Walk throughs Student Data
	Inability to use data to drive instruction	FAIR assessment will be administered and used to	Provost and the Reading Coaches	Review FAIR data reports to ensure teachers are	FAIR Assessment reports

		monitor student progress. Data analysis will be used to target small group instruction.		assessing students and using data to guide instruction. Lesson plans reflecting data driven lessons will be reviewed to during classroom walkthroughs.	
3					
4	Inability of students to read fluently	Implement strategies to increase fluency in the 9th and 10th grade reading intervention courses using Jamestown Navigator and Hampton Brown Edge.	Provost and the Reading Coaches	Lesson plans will be reviewed during classroom walkthrough. Administer Florida Oral Reading Fluency test after each FAIR assessment period.	Classroom observation and walkthroughs. FORF data

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:	In grades 9-10, 84% (91) of students in the lowest quartile achieved learning gains on the 2012 administration of the FCAT Reading Test. This represents a 27% increase compared to students who achieved learning gains in 2011. Given instruction using the Next Generation Sunshine State Standards, 89% (96) of students will achieve above proficiency on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (91)	89% (96).

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. There are a high number of ELL students at Miami	4A.1. Incorporate visuals and realia into all content	4A.1. Reading Coaches Dean	4A.1. Lessons will be monitored for the incorporation of	4A.1. Lesson Plans Administrative

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Edison, and the majority of them are ESOL Levels 1 or 2.	area classes to maximize learning connections for ELL students, and use CELLA student data to make strategic instructional decisions (i.e. secondary benchmark focus).		ELL strategies that focus on visuals, realia, and tactile learning; evidence of use of data will be monitored.	Walkthrough Logs
2	4A.2. Students are often resistant to grade-level text due to their reading deficiencies.	4A.2. Implement the Accelerated Reader Program so that students may begin reading at their comfort level, and begin to move forward; incorporate writing reflections and a rewards program to encourage use.; implement literature circles and Socratic circles in order to generate student interest in reading.	4A.2.Reading Coaches	4A.2. The number of AR books will be monitored as well as the student culture should be focused on literacy; evidence of literature and Socratic circles will be sought	4A.2. AR test, Book Counts, Lesson Plans
3	Limited ability to effectively use reading strategies to construct meaning of text	Ensure selected reading strategies-Reciprocal Teaching, Think Aloud, and Marginal Notes are implemented in reading intervention courses after explicit modeling of each strategy.	Provost and Reading Coaches	Review lesson plans and conduct classroom walkthrough to observe teacher modeling of strategy and student use of selected reading strategies	Lesson plans and classroom walkthroughs

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Given instruction using the Next Generation Sunshine State Standards, 33% of Black students and 31% of Hispanic students will demonstrate improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 21% (86) Hispanic: 29% (18)	Black: 33%(135) Hispanic: 31% (20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1. Black:	5B.1. Black: Provide active coaching	5B.1. Black:	5B.1. Black:	5B.1. Black:

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge due to poverty and illiteracy.	tin the use of Discovery Learning to activate and build prior knowledge in connections to learning objectives. Use the explicit instruction format to gradually release students into independent work, and provide students with metacognitive strategies. Provide Smartboard Training	Dean	Consistently monitor the use of Discovery learning and explicit instruction to activate or build connections to learning.	Common planning sheets Discovery Learning usage reports Lesson Plans
2	5B.2. Students often require explicit guidance with regards to the skill that they are tackling.	5B.2. Utilize and monitor the use of the common board configuration to establish a consistent instructional routine which includes an outline of the objectives, and reference and revisiting the essential question (using the CBC as a modified classroom approach to FCIM).	5B.2. Reading Coaches Dean	5B.2. Common board configurations should be visible in all classes and should be references in the process of a lesson.	5B.2. Common Boards Observations/Administrative Walk through Logs
3	Students lack motivation to read independently for leisure	Incorporate independent reading within the instructional framework of reading courses. Students will engage in independent reading activities during small group rotations.	Reading Coaches	Lesson plans will be reviewed and reflect independent reading.	Lesson plan and Classroom walkthrough

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 9-10, 8% of students made progress on the FCAT reading test. Given instruction using the Next Generation Sunshine State Standards, 19% (21) of students will improve on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (9)	19% (21)

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
	5C.1. ELL students struggle with grade-level vocabulary, academic vocabulary in English, and lack oral language proficiency. Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4)	5C.1. Use the coaching cycle to increase evidence-based vocabulary instruction, preteaching of effective vocabulary, and the effective use of interactive theme charts/word walls, visuals, realia, graphic organizers, and word to word dictionary use in all content areas. Increase active engagement,	5C.1. Reading Coaches Dean	5C.1. Active coaching should focus on vocabulary, and student accountability talk in ELL classes. Monitoring of common planning, lesson plans, and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are	5C.1. Coaching Logs Common planning sheets Walkthough Logs Student Data

1		cooperative grouping, and increased student to student interaction to promote vocabulary instruction. Utilize common planning to create scaffolded activities to include increased frontloading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk. Ensure that appropriate scaffolds, ESOL strategies and accommodations are evident in daily lesson plans.		provided.	
2	5C.2. Students often need explicit guidance with regards to the skill that they are tackling.	5C.2. Utilize and monitor the use of the common board configuration to establish a consistent instructional routine which includes an outline of the objectives, and reference and revisiting the essential question. Ensure that content and language objectives are part of the common board configuration.	5C.2. Reading Coaches Dean	5C.2. Common board configurations should be visible in all classes and should be references in the process of a lesson.	5C.2. Common Boards Observations/Administrative Walk through Logs
3	5C.3. Limited use of Achieve 3000	5C.3. ELLs will complete two Achieve 3000 activities on a weekly basis.	5C.3. Developmental ESOL teacher, Administration	5C.3. Monitoring of monthly usage reports. Make instructional decisions based on reports for individualized instruction.	5C.3. Achieve 3000 usage and learning gains reports.
4	5C.4. Lack of understanding and use of CELLA data to drive instruction for all ELLs (levels 1-4)	5C.4. Conduct professional development on use of CELLA (how to pull scores from FDM and align resources for whole group and DI to meet language needs.) Utilize CELLA Connections lessons.	5C.4. Reading Coaches, ESOL Coach, Administration	5C.4. Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA Connections in Lesson Plans	5C.4. Professional Development Log and Follow up forms, data chat forms, classroom observations, coaching logs.
5	Increase of students with limited English proficiency.	Ensure the use of effective reading strategies-Read Aloud, Think Aloud, and Reciprocal Teaching in the developmental courses using Hampton Brown Edge.	Provost,Reading Coaches and ELL Chair	Classroom walk through, interim and FAIR data.	Interim and FAIR data Classroom walkthrough

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 9-10, 24% (8) of SWD students made progress on the 2012 administration of the FCAT Reading Test. Given instruction using the Next Generation Sunshine State Standards, 38 % (13) of students will make progress on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (8)	38% (13)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students require instructional routines and the opportunity to have tailored assignments as opposed to whole group instruction	5D.1. Implement and monitor the ETO Instructional Frameworks that follow a model of explicit instruction and the effective use of small group instruction; align coaching cycles to this goal.	5D.1. Reading Coaches Dean	5D.1. Continue to develop lesson plans that utilize the frameworks through active coaching, Lesson studies, and Common planning.	5D.1. Lesson plan Observations of DI
2	Students have limited Vocabulary	Increase vocabulary through the use of interactive word walls, read alouds, and audio books	Provost and Reading Coaches	Classroom walk through and review of lesson plans	Classroom Walkthrough
3	Limited use and knowledge of strategies for the development of reading comprehension	Utilize testing data to pull out struggling students in order to provide additional reading instruction and strategies	Provost and Reading Coaches	Interim Assessments and FAIR data	Review of Interim Assessment and FAIR data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 9-10, 22% (97) of ED students made progress on the 2012 administration of the FCAT Reading Test. Given instruction using the Next Generation Sunshine State Standards, 33% (145) of students will make progress on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (97)	33% (145)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Teachers are not well-trained on effective corrective feedback.	5E.1. Develop protocols in common planning including professional development to provide corrective feedback on select assignments to observe student mastery.	5E.1. Samples of corrective feedback should be reviewed for specificity and effectiveness of comments.	5E.1. Discussion and analysis of student work sample should be occurring in common planning; allow students to revise based on targeted skills and feedback.	5E.1. Common planning logs Student Work Folders Posted Work
2	Limited vocabulary of students	Increase vocabulary through the use of an interactive word wall composed of student-generated vocabulary drawn from reading text.	Provost and Reading Coaches	Classroom walkthroughs will be conducted and lesson plans will be reviewed indicating vocabulary activities.	Classroom Walkthrough

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
Smartboard Training	Reading/Language Arts (all grade levels)	Smartboard Representative	Reading/Language Arts CTE, Ss, Reading, Language Arts, Freshman Foundations Teachers	August and September, 2012	Walkthroughs will monitor the use of technology in the classroom	Dean (School)/ ETO
Unwrapping the Benchmarks	Reading/Language Arts	Reading Coaches	Reading/Language Arts CTE, Ss, Reading, Language Arts, Freshman Foundations Teachers	October 2012- May, 2013	Monitor lesson plans for scaffolded, explicit instruction	Administrative Team (School)/ETO
Test-taking/Distracter Items on the FCAT	9th/10th grade teachers	Reading Coaches	Reading and Language Arts Teachers (all)	September, 2012	Monitor lesson plans for overt-test-taking strategies	Dean (School)/ ETO

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions via REWARDS, SIPPS etc	Materials geared towards reading deficiencies	ETO	$12,000.00
City Year interventionists	Support personnel to mentor Lowest 35%	ETO	$0.00
			Subtotal: $12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Smartboard for Visuals	Samrtboard.Promethean	ETO/SIG	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporating Rigor into Reading	TFA Guest Speaker	NA	$0.00
Corrective and Explicit Feedback	In-house PD	SIG	$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: $13,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In grades 9-12, 35% (77) of students achieved proficiency on the 2012 administration of CELLA Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

35% (77)

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. Teachers are not trained to incorporate listening and speaking opportunities into their lessons.	1.1. Focus coaching cycles and lesson plans on listening and speaking opportunities.	1.1. Dean	1.1. Walkthroughs that focus on listening and speaking opportunities.	1.1. Coaching calendars/Walkthrough Logs
2	1.2. Teachers do not have systems for talking/listening opportunities.	2.1. Offer a dual language program to ELL Level 1 students in the 9th grade.	2.1. Dean	2.1. Evaluate student performance as compared to performance of Level I students in previous years.	2.1. CELLA scores Interim Scores

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

2. Students scoring proficient in reading. CELLA Goal #2:	In grades 9-12, 11% (25) of students achieved proficiency on the 2012 administration of CELLA Reading.

2012 Current Percent of Students Proficient in reading:

11% (25)

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 lack formal education/schooling in their primary language.	2.1. Offer a dual language program to ELL Level 1 students in the 9th grade.	2.1. Dean	2.1. Evaluate student performance as compared to performance of Level I students in previous years.	2.1. CELLA scores Interim Scores
2	2.2.Students require extensive exposure to tier 2 vocabulary words, and to the use of the dictionary.	2.2. Increase evidence-based vocabulary instruction, dictionary guidance, and the effective use of word walls and theme charts.	2.2.Dean	Evaluate teacher lesson plans for a focus on syntax, student work for reflection on syntax.	2.1. Student papers, Lesson plans

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

3. Students scoring proficient in writing.	In grades 9-12, 13% (28) of students achieved

CELLA Goal #3:	proficiency on the 2012 administration of CELLA Writing.

2012 Current Percent of Students Proficient in writing:

13% (28)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Syntax is different in foreign languages.	3.1. Ensure there is an overt focus on syntax and sentence structure in ELL writing classes	3.1 Dean	3.1 Evaluate teacher lesson plans for a focus on syntax, student work for reflection on syntax.	3.1. Student papers, Lesson plans
2	3.2. Students' vocabulary must be augmented to ensure elaboration in essay writing	3.2. Provide professional development and active coaching in effective vocabulary instruction through Lesson Study.	3.2 Dean/Writing Coach	3.2.Review products from lesson study and data from interim assessments.	3.2 Write Score papers

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions	MAterials designed for ELL	ETO	$0.00
City Year	Interventionists to work with select students	ETO	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Computer based ELL software	ETO	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	PD workshop	ETO	$2,000.00
Lesson Study	LSG	ETO	$3,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	In grades 9-11, 18% (2) students achieved proficiency on the 2012 administration of the Florida Alternative Assessment. Given instruction using the Next Generation Sunshine State Standards, 23% (3) of the students will achieve proficiency on the 2013 administration of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2)	23% (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	1.1. Students struggle with understanding the abstract language of mathematics.	1.1. Provide students with the opportunity to develop the meaning of mathematics terms and concepts through direct and systematic vocabulary instruction.	1.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.1. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	1.1. -Student Work Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
2	1.2. Students lack skills to organize their notes as related to mathematical concepts.	1.2. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	1.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.2. Effectiveness will be determined during classroom visitations, student notebook check rubric and rewards.	1.2. - Rubric of students' notebooks - Evidence of the use of notebooks by students during class sessions
3	1.3. Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	1.3. Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	1.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.3. Effectiveness will be determined through classroom visitations and common planning sessions	1.3. - Topic Assessments Interim Assessments -Data Binder -Student Groups

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:		In grades 9-11, 64% (7) students achieved proficiency on the 2012 administration of the Florida Alternative Assessment. Given instruction using the Next Generation Sunshine State Standards, 67% (3) of the students will achieve proficiency on the 2013 administration of the Florida Alternative Assessment.			

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (7)	67% (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	2.1. Students' familiarity with manipulatives, geometry tools, scientific and graphing calculators is limited.	2.1. Infuse manipulatives and practice with the scientific graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	2.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	2.1. Effectiveness will be determined through classroom visitations and common planning sessions	2.1. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
2	2.2 Students are not exposed to higher order thinking questions.	2.2. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	2.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	2.2. Ensure that higher order questions represent a component of the lesson plans, use during lesson sessions and address in common planning sessions.	2.2. - Lesson plans -Common planning sheets - Implementation of lessons
3	2.3. Students lack skills to organize their notes as related to mathematical concepts.	2.3. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	2.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair	2.3. Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	2.3. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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
1	3.1. Students require extensive modeling in order to obtain the mathematical procedures.	3.1. Ensure that interactive whiteboards, Gizmo, and Discovery Learning and explicit instruction are being used in all mathematics classes on a regular basis to ensure students' participation in interactive simulations and mathematical ideas.	3.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair	3.1. Evidence of technology and explicit instruction will be monitored through observations and administrative class visitations	3.1. -Walk-through logs Lesson plans Usage reports for the programs
2	3.2. Students need extensive correct feedback in order to fully understand mathematical processes.	3.2. Ensure that common planning focuses on reviewing student work and descriptive feedback on student work in order to provide opportunities for students to make adjustments and improvements towards mastery of specific standards.	3.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair	3.2. Student work should have corrective feedback, as well as student notebooks.	3.2. Posted student work Student notebooks and work folders
3	3.3. Students lack skills to organize their notes as related to mathematical concepts.	3.3. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair	3.3. Effectiveness will be determined through classroom visitations, notebook check rubric and rewards.	3.3. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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:	In grade 9, 33% (71) of students scored in the upper third on the 2012 Algebra I End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 36% of students in grade 9 will score in the upper third on the 2013 Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (71)	36% (78)

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. Students struggle with	1.1. Provide students with the	1.1. - Provost	1.1. Effectiveness of this	1.1. -Student Work

	1	understanding the abstract language of mathematics.	opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	-Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
	2	1.2. Students lack skills to organize their notes as related to mathematical concepts.	1.2. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	1.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.2. Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	1.2. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions
	3	1.3. Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	1.3. Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous groups homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models..	1.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.3. Effectiveness will be determined through classroom visitations and common planning sessions	1.3. ETO Monthly Assessments Interim Assessments Data Binder Seating Charts

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:	In grade 9, 7% (16) of students achieved proficiency on the 2012 Algebra I End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 8% of students in grade 9 will achieve proficiency on the 2013 Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (16)	8% (17)

			Problem-Solving Process to Increase Student Achievement		
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	2.1. Students' familiarity with manipulatives, Four-function calculators and graphing calculators is limited.	2.1. Infuse manipulatives and practice with the scientific graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	2.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	2.1. Effectiveness will be determined through classroom visitations and common planning sessions	2.1. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
	2	2.2 Students are not exposed to higher order thinking questions.	2.2. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being	2.2. Associate Provost Mathematics Coaches	2.2. Ensure that higher order questions are on lesson plans and addressed in common planning.	2.2. Lesson plans Common planning sheets

		used to promote critical, independent, creative thinking and a deeper understanding of the content.			
3	2.3. Students lack skills to organize their notes as related to mathematical concepts.	2.3. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal	2.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	2.3. Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	2.3. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Given instruction on the EOC Algebra Exam, the performance of Black students will rise to 50% (94), and the performance of Hispanic students will rise to 53% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 45% (85) Hispanic: 52% (15)	Black: 50% (94) Hispanic: 53% (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	3B.1. Students struggle with understanding the abstract language of mathematics.	3B.1. Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	3B.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3B.1. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3B.1. Student Work Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
2	3B.2. Students lack skills to organize their notes as related to mathematical concepts.	3B.2. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3B.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3B.2. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3B.2. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

3	3B.3. Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	3B.3. Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	3B.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3B.3. Effectiveness will be determined through classroom visitations and common planning sessions	3B.3. ETO Monthly Assessments Interim Assessments Data Binder Seating Charts

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	In grade 9, 44% (21) of ELL students scored in the upper third on the 2012 Algebra I End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 45% of ELL students in grade 9 will score in the upper third on the 2013 Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (21)	45% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. Students struggle with understanding the abstract language of mathematics.	3C.1. Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	3C.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3C.1. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3C.1. -Student Work Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
2	3C.2. Students lack skills to organize their notes as related to mathematical concepts.	3C.2. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3C.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3C.2. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3C.2. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions
3	3C.3. Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	3C.3. Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	3C.3. Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3C.3. Effectiveness will be determined through classroom visitations and common planning sessions	3C.3. ETO Monthly Assessments Interim Assessments Data Binder Seating Charts

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	In grade 9, 44% (9) of SWD students scored in the upper third on the 2012 Algebra I End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 48% (10) of SWD students in grade 9 will score in the upper third on the 2013 Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (9)	48% (10)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Students struggle with understanding the abstract language of mathematics.	3D.1. Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	3D.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3D.1. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3D.1. Student Work Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
2	3D.2. Students lack skills to organize their notes as related to mathematical concepts.	3D.2. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3D.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3D.2. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3D.2. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions
3	3D.3. Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	3D.3. Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	3D.3. Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3D.3. Effectiveness will be determined through classroom visitations and common planning sessions	3D.3. ETO Monthly Assessments Interim Assessments Data Binder Seating Charts

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In grade 9, 47% (94) of Economically Disadvantaged students scored in the upper third on the 2012 Algebra I End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 50%% of Economically Disadvantaged students in grade 9 will score in the upper third on the 2013 Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

47% (94)		50% (101)		

| | 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	3E.1. Students struggle with understanding the abstract language of mathematics.	3E.1. Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	3E.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3E.1. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3E.1. Student Work Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
2	3E.2. Students lack skills to organize their notes as related to mathematical concepts.	3E.2 Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3E.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3E.2. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	3E.2. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions
3	3E.3 Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	3E.3 Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	3E.3 Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3E.3 Effectiveness will be determined through classroom visitations and common planning sessions	3E.3 Effectiveness will be determined through classroom visitations and common planning sessions

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:	In grade 10, 26% (58) students scored in the middle third on the 2012 Geometry End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 31% of students in grade 10 will score in the middle third of the 2013 Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (58)	31% (68)
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 struggle with understanding the abstract language of mathematics.	1.1. Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	1.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.1. Effectiveness of this strategy will be determined through evidence of math applications, vocabulary and concepts in student work.	1.1. -Student Work Folders -District Interim Assessments -ETO Monthly Assessments -Teacher-made Assessments
2	1.2. Students lack skills to organize their notes as related to mathematical concepts	1.2. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	1.2. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.2. Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	1.2. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions
3	1.3. Teachers struggle with how to analyze data with administrators, academic coaches, interventionists and students	1.3. Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention materials.	1.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	1.3. Effectiveness will be determined through classroom visitations and common planning sessions	1.3. ETO Monthly Assessments Interim Assessments Data Binder Seating Charts

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:	In grade 10, 5% (12) students scored in the upper third on the 2012 Geometry End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 8% of students in grade 10 will score in the upper third of the 2013 Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (12)	8% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students' familiarity with manipulatives, geometry tools, scientific and graphing calculators is limited.	2.1. Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning;	2.1. - Provost -Associate Provost - Dean of Academic Affairs	2.1. Effectiveness will be determined through classroom visitations and common planning sessions	2.1. - Lesson Plans -Common planning sheets -Lesson Implementations

			- Mathematics Coaches -Math Dept. Chair -Teachers		- Student assignments
2	2.2 Students are not exposed to higher order thinking questions.	2.2. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	2.2. Associate Provost Mathematics Coaches	2.2. Ensure that higher order questions are on lesson plans and addressed in common planning.	2.2. Lesson plans Common planning sheets
3	2.3. Students lack skills to organize their notes as related to mathematical concepts.	2.3. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	2.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	2.3. Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	2.3. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students' familiarity with manipulatives, geometry tools, scientific and graphing calculators is limited.	3B.1. Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives	3B.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics	3B.1. Effectiveness will be determined through classroom visitations and common planning sessions	3B.1. - Lesson Plans -Common planning sheets -Lesson Implementations - Student

		are infused in the completion of performance-based activities.	Coaches -Math Dept. Chair -Teachers		assignments
2	3B.2. Students are not exposed to higher order thinking questions.	3B.2. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	3B.2. Associate Provost Mathematics Coaches	3B.2. Ensure that higher order questions are on lesson plans and addressed in common planning.	3B.2. Lesson plans Common planning sheets
3	3B.3. Students lack skills to organize their notes as related to mathematical concepts.	3B.3. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3B.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3B.3. Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	3B.3. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	3C.1. Students' familiarity with manipulatives, geometry tools, scientific and graphing calculators is limited.	3C.1. Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	3C.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3C.1. Effectiveness will be determined through classroom visitations and common planning sessions	3C.1. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
2	3C.2. Students are not exposed to higher order thinking questions.	3C.2. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	3C.2. Associate Provost Mathematics Coaches	3C.2. Effectiveness will be determined through classroom visitations and common planning sessions	3C.2. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
	3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	
3	Students lack skills to organize their notes as related to mathematical concepts.	Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	- Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	Effectiveness will be determined classroom visitations, notebook check rubric and rewards	Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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

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

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

Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. Students' familiarity with manipulatives, geometry tools, scientific and graphing calculators is limited.	3D.1. Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	3D.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3D.1. Effectiveness will be determined through classroom visitations and common planning sessions	3D.1. Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
2	3D.2. Students are not exposed to higher order thinking questions.	3D.2. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	3D.2. Associate Provost Mathematics Coaches	3D.2. Effectiveness will be determined through classroom visitations and common planning sessions	3D.2. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
3	3D.3. Students lack skills to organize their notes as related to mathematical concepts.	3D.3. Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3D.3. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3D.3. Effectiveness will be determined classroom visitations, notebook check rubric and rewards	3D.3. Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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

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

	Geometry Goal #3E:				
	2012 Current Level of Performance:		2013 Expected Level of Performance:		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Students' familiarity with manipulatives, geometry tools, scientific and graphing calculators is limited.	3E.1. Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	3E.1. - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3E.1. Effectiveness will be determined through classroom visitations and common planning sessions	3E.1. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
2	3E.2. Students are not exposed to higher order thinking questions.	3E.2 Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	3E.2. Associate Provost Mathematics Coaches	3E.2. Effectiveness will be determined through classroom visitations and common planning sessions	3E.2. - Lesson Plans -Common planning sheets -Lesson Implementations - Student assignments
3	3E.3 Students lack skills to organize their notes as related to mathematical concepts.	3E.3 Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	3E.3 - Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches -Math Dept. Chair -Teachers	3E.3 Effectiveness will be determined classroom visitations, notebook check rubric and rewards	3E.3 Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions

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
Lesson Study Workshop	Grade 9-12	Math Coaches	9-12 Grade Math Teachers	September 2012	Lesson Plans & Best Practices	- Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches

HOTS/Rigor	9-12 Grades	Math Coaches	9-12 Grade Math Teachers	October 2012	Lesson Plans & Implementations	Provost Dean Math Coaches
Cognitive Tutor for Algebra 1	GRade 9	Carnegie Learning Rep or Math Coaches	9th. Grade Mathematics Teachers	Sept- Oct 2012	Integrating technology in mathematics	- Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches
Cognitive Tutor for Geometry	Grade 10	Carnegie Learning Rep or Math Coaches	9th. Grade Mathematics Teachers	Sept- Oct 2012	Integrating technology in mathematics	- Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches
Scientific & Graphing Calculators	Grades 10-12	TI Rep. or Math Coaches	10-12 Grade math Teachers	Nov – Dec 2012	Infusion of Technology in Mathematics	- Provost -Associate Provost - Dean of Academic Affairs - Mathematics Coaches

Mathematics 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 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:	Of all the students enrolled in Biology, 30% (68) of students scored in the middle third on the 2012 Biology End of Course Exam. Given instruction using the Next Generation Sunshine State Standards, 34% of students will score in the middle third on the 2013 Biology End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (68)	34% (77)
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	1.1. Students lack background knowledge of the topics covered in the pacing guide.	1.1. Provide students with homework and mini lessons that scaffold the required background information.	1.1. AP over Science Science Coach	1.1. Review student work through common planning to ensure the background knowledge has been acquired and is evident in their application of the topics.	1.1. ETO Monthly Assessments Students Work Products District Interim Assessments End of Course Assessments, 2013
2	1.2. Teachers' limited knowledge and understanding of rigor, higher order questions and accountability talk delivery.	1.2. Promote the effective use of higher order questions and rigorous activities in the science classroom; facilitate the development of these in common planning and display evidence of higher order questioning and student accountability talk in the classrooms.	1.2. AP over Science Science Coach	1.2. Utilize strategies to develop and implement higher order questions and rigorous activities, and accountability talk during classroom instruction, lab experiences, and all other instructional activities. Utilize WEBB's DOK wheel to scaffold instruction and increase higher order thinking	1.2. ETO Monthly Assessments District Interim Assessments End of Course Assessments, 2013
3	1.3. Students lack laboratory skills and have not used the inquiry process.	1.3. Implement all the essential Labs for Biology, Physical Science, and Chemistry; support the labs with lab reports, and provide descriptive feedback on the reports.	1.3. AP over Science Science Coach	1.3. Establish a consistent routine where all teachers conduct all the Essential Labs according to the timeline established on the Pacing Guide. Support the implementation of the completed lab report for every student as a product of the lab experience. Promote the use of descriptive and corrective feedback in the students' Lab reports.	1.3. ETO Monthly Assessments District Interim Assessments End of Course Assessments, 2013
4	1.4 Students require extensive science instruction to make up for their academic deficiencies.	1.4 Establish a Research 3 Science class to double dose Biology students	1.4 AP over Science Science Coach	1.4 Work with counselors to ensure that students enroll into Biology and Research 3	1.4 ETO Monthly Assessments District Interim Assessments End of Course Assessments, 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Of all students enrolled in Biology, 13% (29) students scored in the upper third on the Biology End of the Course Exam. Given instruction using the Next Generation Sunshine State Standards, 14% will score in the upper third on the 2013 Biology End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (29)	14% (33)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	2.1. Students lack of motivation to participate in academic extracurricular activities	2.1. Incorporate the Science Fair, and any other science competition such as SECME, or Fairchild Challenge.	2.1. School Leadership Team Science Department Chair Science Coach Science Fair Coordinator	2.1. Monitor the participation of students in extracurricular activities and monitor the number and quality of projects submitted in competitions.	2.1. ETO Monthly Assessments District Interim Assessments End of Course Assessments, 2013
2	2.2. Teachers' failing to consistently use technology resources in class	2..2. Promote the use of FCAT Explorer/FOCUS, Gizmos, and iCORE in the Biology and Research 3 classes	2.2. AP over Science Science Coach	2.2. Conduct administrative classroom walkthroughs with the focus on the effective use of technology during rigorous activities and in conjunction with high order questions.	2.2. Logs Agendas Student Products
3	2.3 New teachers' knowledge of College Board resources.	2.3 Incorporate the AP College Board recommended science labs aligned with the College Board released essays questions as listed in the ETO pacing list of the recommended AP Science Labs and Essays.	2.3 AP Science Teachers Administrator over Science Science Coach	2.3 Monitoring AP student work such as College Board AP labs and released essays.	2.3 AP Science Exams

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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
H.O.T. Strategies	9-12	Science Coach	Science Department	August, 2012	Developing rigorous activities during common planning Monitor the use of H.O.T. strategies by checking lesson plans, CBC, and walkthrough	Science Coach, Science AP
FCAT Explorer	9-10	Science Coach	Biology / Biol Hon / Research 3 Teachers	October 2012	Usage reports	Science Coach, Science AP
Science Fair	9-10	Science Coach	Research 3 Teachers	February 2013	Develop a science fair framework to which teacher must follow	Science Coach, Science AP
Infusion of Common Core reading strategies into Biology	Biology teachers	Science coach supported by ETO CSS	Biology Teachers	First Early Release day	Lesson plans and classrooms walkthroughs	Administrators and Science Coach

Rigor and Accountability Talk PD	All science teachers	Science coach	Science teachers	Through Common Planning	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
College Board PD for the AP Science Courses	N/A	College Board staff	AP Science teachers	TBA	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
Descriptive and Corrective Feedback and strategies to guide students to complete lab reports	All science teachers	Science coach	Science teachers	Through Common Planning	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
District Science Fair, SECME, and Fairchild Gardens orientations	N/A	District and Fairchild Gardens staff	Competition sponsors	TBA	Evidence of school Science Fair projects and students' competitions attendance rosters	Administrators and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Double Dose Biology students into the Research 3 science class during the 2012-2013 school year.	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment.	SIG	$10,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 10, 74% (176) of students achieved proficiency on the 2012 administration of the FCAT Writing Test. This represents a 14% decrease from 2011. Given instruction using the Next Generation Sunshine State Standards, 77% (182) of students will achieve proficiency on the 2013 administration of the FCAT Writing Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (76)	77% (182)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Limited evidence of good writing models in the classroom. Models should correlate with the scoring of the FCAT Writing Rubric.	1A.1. Consistently utilize anchor papers, rubrics , and peer editing to increase the quality of students' writing in the creative writing classes and develop through active coaching, common planning and the Lesson Study process.	1A.1. Reading Coaches, Academic Dean	1A.1. Bi-weekly review of written assignments through the peer editing process as well mid-year writing assessments	1A.1. Evidence of Anchor Papers in Student Work Folders; Evidence of Use of Rubric
2	1a.2 Limited evidence of the students including main idea and supporting details through elaboration and word choice.	1.2. During writing instruction, students will practice utilizing a variety of graphic organizers that focus on main idea, magnified moments and sentence expansion. Students will use outlines and charts to create a plan for writing that identifies their main idea and supporting details to help organize their writing.	1.2 Principal, Vice Principal, Writing Coach, Language Arts Department Chair	1.2. Student writing samples should be reviewed to indicate that writing pieces reflect the writing phases and the writing process.	1.2. Student Work Folders Posted Work
3	1.3 Limited evidence of explicit instruction in the writing classroom.	1.3. Students will receive explicit instruction in Creative Writing on how to plan, organize, draft, revise, and publish a mode of writing using graphic organizers, anchor papers, and the "I do, You do, We do" model.	1.3. Principal, Vice Principal, Writing Coach, Language Arts Department Chair	1.3. Teachers lesson plans and observations should reflect an "I do, We Do, You Do" model.	1.3. Common Planning Sheets Lesson Plans

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
	1b.1 Students have	1b.1 Provide teacher	1b.1 Principal,	1b.1 Bi-weekly review	1b.1 Observe

1	difficulty grasping the "writing to convince" concept	explicit direct instruction focusing on activities that will enhance student's ability to write persuasively.	Vice Principal, Writing Coach, Language Arts Department Chair	of written letters through the peer editing process.	students' use of peer editing while conducting informal assessment.
2	1b.2. Students require scaffoled instructions on piecing paragraph writing together.	1b.2. Aide teachers in planning for their Differentiated Instruction to meet the needs of low-level learners.	1b.2. Principal, Vice Principal, Writing Coach, Language Arts Department Chair	1b.2. Review of student work, student data	1b.2. Student papers; Write Scores

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
1. 1. Differentiated Instruction- Language Arts and Writing teachers will delve into the specific areas of students' weaknesses in order to provide differentiated instruction.	Creative Writing	ETO Curriculum	Creative Writing Teachers	Job Embedded-Common Planning September 2012	Creating Lesson Plans during common planning	Dean Reading Coach
2. FCAT Scoring Guide – Language Arts teachers will review and practice using the FCAT Scoring Guide to ensure accuracy in holistic scoring of student essays.	Writing	Coach	Creative Writing Teachers	Job Embedded-Common Planning September 2012	Mini Workshops-Essay Scoring Graded Student Samples Writing Pretest compared to Midyear exam.	Dean Reading Coach
3. 6 Traits +1 – Language Arts teachers will review the 6 Traits + 1 material and discuss how to implement this program in their writing instruction.	9th-12 English/ Writing	Coach	Language Arts and Creative Writing Teachers	Job Embedded-Common Planning October 2012	Student Samples Journal Writing Timed Assessments	Dean Reading Coach

Writing Budget:

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

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

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

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Of all students enrolled in U.S. History, 0% (0) students scored proficient on the baseline assessment. Given instruction using the Next Generation Sunshine State Standards, 10% (18) will pass the U.S. History end of course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (18)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack background knowledge of content area	1.1 Use common planning strategies provided by reading coach for explicit instruction to aid students in questioning the text, visualizing, inferring and summarizing.	1.1. Social Science Dept. Chair	1.1. Classroom observations	1.1. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
2	1.2. Students are not reading at or grade level.	1.2. Vocabulary enrichment through frontloading, word sorting, and concept of definition maps.	1.2. Social Science Dept. Chair	1.2. Classroom observations	1.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and

					student work products

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students lack analytical skills to interpret primary source documents	2.1. Students will use a wide range of writing in composing research papers, document based interpretations, summaries and essay questions which require the use of historical facts to support an interpretation of events	2.1. Social Science Dept. Chair and Writing Coach	2.1. Common planning review of assignments	2.1. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
2	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
3	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
4	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
5	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work

					products
6	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
7	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products
8	2.2. Students lack technological savvy	2.2. Teachers will integrate use of technology in lesson and unit plans. On-going opportunities will be provided for computer based testing.	2.2. Social Science Dept. Chair	2.2. Classroom observations	2.2. Quarterly assessments created by the Division of Social Science and Life Skills, District created interim assessments and student work products

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common planning	11th Grade/ US History	Reading Coach	11th Grade, US History teachers	Weekly during 6th period common planning	Walkthroughs and common planning product.	Social Science Dept. Chairperson
Social Science Dept. Chair Meetings	11th Grade/ US History	Division of Social Science and Life Skills	Social Science Dept. Chairperson	As scheduled by the Division of Social Science and Life Skills	Walkthroughs and common planning product.	Social Science Dept. Chairperson

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

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:	Given explicit instruction and support in understanding the importance of "Being in School, On-Time, and Ready to Work," the attendance rate at Edison Senior will not fall below 92.23%, and the number of students with excessive tardies and absences will be reduced by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.23% (872)	92.23% (882)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
535	508
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
658	625

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	1.1Need for additional Parental Awareness, Support, and Involvement relevant to developing and encouraging "School-to-Career" behaviors, including proper sleep habits, nutrition, work ethics and/or work related behaviors	1.1. Continue to implement MTSS/RtI to improve attendance 1.2. Incorporate "Being in School, On-time and Ready to Work" as a core values into all Parent Meetings and Communications 1.3. Regularly scheduled Parent conferences related to Attendance/ Tardiness 1.4. Develop and deliver parental workshops related to Attendance/ Tardiness	1.1 School Leadership Team, MTSS/RtI Team, Dean Community Involvement Specialist, Student Services	1.1. Review of Attendance/ Tardiness Data by RtI Team, as needed 1.2. 1.2 Improved Attendance/ Tardiness Rates	1.1. Weekly, Monthly, Quarterly Attendance Reports

2	1.2. Students need greater awareness regarding relevance of "School-to-Career" behaviors, including proper sleep habits, nutrition, work ethics and/or work related behaviors	1.2. .1. Incorporate "Being in school, On-time and Ready to Work" as a core values into all Student Meetings and Communications 1.2 Regularly scheduled Student conferences related to Attendance/ Tardiness for targeted students 1.3 Develop and deliver students lessons related to Attendance/ Tardiness	1.2. School Leadership Team, MTSS/RtI Team, D Student Services, Homeroom and/or Classroom Teachers	1.2.11. Review of Attendance/ Tardiness Data by MTSS/RtI Team, as needed 1.2 Improved Attendance/ Tardiness Rates	1.2. Weekly, Monthly, Quarterly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	All	Dean	All	September, 2012 (Early Release)	Data on suspension/attendance	Dean
Improving Student Attendance/ Motivation	9-12	PLC Leader	School-wide	OPening of School Activities	Ongoing Monitoring Attendance Reports	Dean

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Suspensions will decrease by 10% in the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
96	86
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
79	71
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
198	178
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
138	124

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. Need to re-visit and revise school-wide progressive discipline plan with particular explicit emphasis on the connection between school conduct and "Work Related Behaviors"	1.1. a Implement Positive Behavioral Support emphasizing "Work Related Behaviors" as Core Values 1.1 b Continue to implement MTSS/RtI in support of reducing suspensions, and implement the Five Whys strategy to reduce suspensions 1.1c Implement Evening Intervention Program 1.1 d Freshman Foundation course content will emphasize "School-To-Career" planning and behaviors 1.1e Implement Peer Mediation Program with	1.1. a-d School Leadership Team 1.1 c &d Freshman Foundations Teacher(s) and TRUST Counselor	1.1. Review of Suspension by MTSS/RtI Team 1.2. Decreased Number of Referrals for Disruptive and/or Violent Behaviors 1.3. Reduction in the number of indoor and outdoor suspensions	1.1. Weekly, Monthly, Quarterly Referral Count and Suspension Reports

		all incoming freshman, in conjunction with the Freshman Foundations coursework			
2	1.2. Need for greater opportunity to capture and review relevant data in a timely, efficient and effective manner	1.2. Review and revise data gathering processes to determine the root cause of suspensions and continue to use the Five Whys strategy to "dig deep" into these causes	1.2. School Leadership Team,	1.2. Review of Suspension Reports by MTSS/RtI Team 1.2 Reduction in the number of indoor and outdoor suspensions	1.2. Weekly, Monthly, Quarterly Suspension Reports
3	Obtain current/correct Student Contact Information for Parent Contact	Review and revise data gathering process to determine accuracy	School Leadership Team, Attendance Clerk	Review of Suspension Reports by MTSS/RtI Team 1.3 Decreased Suspension Rates	Weekly, Monthly, Quarterly Suspension Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavioral Support	9-12	PD Facilitator	School-wide	Opening of School & Ongoing	Monthly Behavioral Improvement Strategy	Behavior Management Teacher (School)/ETO
PBS	All	Dean	All	October 2012 (Early Release)	Sata on suspension/attendance	Dean (school)/ETO
PLC Focus	9-12	PLC Leader	School-wide	Opening of School Activities	Ongoing Monitoring Suspension Reports	Administrative Assistant (School)/ETO
Peer Mediation and Spot Success	9	PD Facilitator	Ninth graders	Freshman Foundations Course Large, Small, and Individual Group TRUST Counseling Activities	Regular Monitoring	Freshman Foundations Teacher(s) TRUST Counselor (School)/ETO

Suspension Budget:

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

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Given additional support, guidance, and direction, the percentage of students who dropped out during the 2010-2011 school year will decrease by .50 percentage points, and the graduation rate for 2012 will increase to 71.11% (193)
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.44% (14)	0.94% (9)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
69.11% (188)	71.11% (193)

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. Significant percentage of students attending Edison Senior have high level of need for academic and/or behavioral support	1.1a CORE (Challenging Our Raiders to Excellence) teams of students will be developed and facilitated by school leaders to support school success 1.1b CORE Team Leaders will meet regularly to debrief, share results, and lessons learned. 1.1c Continue to implement RtI in support of reducing dropouts, and use the Five Whys strategy to curtail the droput rate	1.1. School Leadership Team, Student Services, Freshman Foundations Teacher(s)	1.1.a Student GPA 1.1.b Student Attendance 1.1.c Student Behavior 1.1d. Four Year Plan of Study for each Ninth Grader	1.1. Report Cards 1.1 Attendance 1.1 Referrals 1.1 Completed Freshman Plan of Study
2	1.2Students lack role models in their communities.	1.2. Implement City Year volunteers in the ninth grade classes as mentors, tutors, etc.	1.2. Dean of Academic Affairs	1.2. Student GPA, attendance, behavior	1.2. Report cards, referrals, attendance logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	12	PLC Leader	CORE TEam leaders	Bi-weekly to MOnthly, as needed	CORE Meetings CORE Leader meetings	Provost/ETO
PD Facilitator	9-12	Dean	School-wide	Early Release	Dean	Provost (School/ETO)

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the percentage of parents participating in school sponsored events, such as Parental Workshops and Parent Conferences by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

		5%		10%	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Many parents work, some more than one job due to low income, limited transportation.	1.1a Provide Parent Conference opportunities in the late afternoon and evenings, as needed (i.e. Parent Report Card Night) 1.1b Maintain Family Resource Center 1.1c Media (Haitian Radio Stations) 1.1d Parent Flyers 1.1e Faith-Based Organizations 1.1f Community-Based Organizations 1.1g Connect Ed 1.1h Use the 5 Why process to attempt to impropve parent involvement	1.1. Assistant Provost, Community Involvement Specialist, TRUST Specialist, Parent Academy, Classroom Teachers	1.1.a Parent responses to surveys 1.1 Parent Sign-In Log at Resource Center 1.1b Parent attendance at meetings	1.1.a Surveys 1.1 b Sign-In Sheets 1.1 c Parent Workshop Evaluations
2	1.2. Inaccurate contact information	1.2.a Follow-up on student contact information through Attendance Services. 1.2. b Conduct Home visits as needed to confirm accurate contact information.	1.2. Assistant Provost, Community Involvement Specialist, School Social Worker, Attendance Clerk	1.2. Improved accuracy of Student Contact Information available	1.2. Student Attendance Cards & ISIS PF3 Screen

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
PLC	9-12	PLC Facilitator	Schoolwide	Ongoing	Regular review of Student Contact Information	Attendance Clerk, School Social Worker (School)/ETO

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Resource Center/Programs	Education for parents	ETO	$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
FCAT REport Card Night	Parent conference meetings	SIG	$5,000.00
			Subtotal: $5,000.00
			Grand Total: $5,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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:	70% of CTE students attempting an industry certification will achieve a passing score in Business Education, Information Technology, Culinary and Health Science, and complete any other certification requirements such as work experience hours, etc.

	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. Expand CTE teacher CTSO participation	1.1. Encourage all CTE teachers to become CTSO sponsors.	1.1. CTE Assistant Principal CTE Coach	1.1. Monitor and support CTE teachers and student involvement and enrollment in State and National CTSO programs.	1.1. CTSO student rosters Monthly CTSO minutes Monthly CTSO agendas
2	1.2 Lack of CTE student program completion.	1.2. Develop and implement a CTE course sequence chart that identifies each CTE program's courses sequentially. Provide this chart to the student services department.	1.2. CTE Assistant Principal CTE Coach	1.2. Consistently monitor CTE class enrollment and CTE student schedules.	1.2. CTE Assistant Principal approves all CTE student schedules.
3	1.3 Increase rigor and real world applications through project based learning.	1.3. Provide professional development to increase rigor and real-world applications through Project Based Learning competitions curriculum from CTE Student Organizations (CTSO).	1.3. CTE Assistant Principal CTE Coach	1.3. Monitor timelines for CTE teacher training and CTE student competition projects.	1.3. Classroom walkthroughs. Competition projects.

4	1.4 Increase the effective use of Explicit and Systematic Instruction.	1.4 Provide CTE teachers professional development on how to promote the effective use of Explicit and Systematic Instruction.	1.4 CTE Assistant Principal CTE Coach	1.4 Monitor the implementation of Explicit and Systematic instruction through regular administrative walkthroughs, lesson plans, common planning, and lesson study.	1.4 Common planning logs. Classroom walkthrough logs. Completed Lesson Study Cycle. Coaching logs
5	1.5 Lack of CTE and STEM curriculum integration.	1.5. Provide professional development for CTE teachers on STEM curriculum and integration as it relates to CTE.	1.5. CTE Assistant Principal CTE Coach	1.5 Monitor the implementation of STEM in the CTE classrooms through administrative walkthroughs, lesson plans, common planning, and Lesson Study.	1.5 Common planning logs. Classroom walkthrough logs. Coaching logs
6	1.6 Through the FLDOE CTE frameworks and pacing guides, CTE teachers will follow the latest state curriculum standards, program sequence of courses following a curriculum pacing guide including pacing activities for industry certification	1.6. CTE Frameworks & Pacing Guides Each CTE program follows the latest state curriculum standards, program sequence of courses following a curriculum pacing guide including pacing activities for industry certification.	1.6 CTE Assistant Principal CTE Coach	1.6 Monitor the effective implementation of lessons and pacing guide in the CTE classrooms through administrative walkthroughs, common planning, and review of test data including baseline, interim and practice tests	1.6 Common planning logs. Classroom walkthrough logs. Completed Lesson Study Cycle. Coaching logs
7	1.7 Decrease CTE teacher displacement in CTE computer labs during statewide testing.	1.7 Assign a computer lab or a lab on wheels with the installation of required software to meet the needs of CTE class displacement. Create an ICE testing timeline which ends before statewide testing begins in March. Create an enrichment plan for CTE tutoring.	1.7 CTE Assistant Principal CTE Coach	1.7 Monitor that there is a consistent instructional routine utilizing the CTE computer lab and or the lab on wheels through regular classroom visitations. Monitor testing schedules for ICE testing.	1.7 Classroom walkthrough logs. Print out ICE 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
Integration Institute	9-12	FLDOE	CTE/RTTT Coach CTE, Science, & Math Instructors	May 2013	STEM Curriculum Integration	CTE/RTTT Coach ETO & FLDOE
NAF Summer COnferences	9-12	NAF	Academy of Information Technology	July 11-16, 2012	IMplementation of NAF Curriculum	Lead Teacher CTE/RTTT Coach
FACTE	9-12	FLDOE	CTE Program participants	July 2012	Travel memo, conference registration and conference agenda.	CTE Coach

ETO CTE Teacher Academy	9-12	A. Smith	Culinary Instructor	July 30 – August 3, 2012	Classroom Walkthroughs CTE/RTTT Coach Logs	CTE Administrator CTE/RTTT Coach
FETC	9-12	FLDOE	CTE Program Participants	January 2013	Travel memo, conference registration and conference agenda.	CTE Coach
CTE Career Pathways	9-12	FLDOE	CTE Program Participants	October 2012	Travel memo, conference registration and conference agenda	CTE Coach
NGCATER	9-12	FLDOE	CTE Program participants	July 2013	Travel memo, conference registration and conference agenda	CTE Coach
DA Summer Academy	9-12	FLDOE	CTE/RTTT Coach	August 6-9, 2012	Classroom Walkthroughs CTE/RTTT Coach Logs	CTE/RTTT Coach
CTE Instructional Strategies	9-12	District	All CTE Instructors	August 14, 2012	Classroom Walkthroughs CTE/RTTT Coach Logs	CTE Administrator CTE/RTTT Coach
Industry Certification	9-12	District	Business Information Technology	September 17 + 26, 2012	Industry Certification	CTE Administrator CTE/RTTT Coach District CTE
CTE Mentor/Mentee	9-12	FLDOE	Information Technology	July, 2012 – June 30, 2013	Mentor/Mentee Meetings	ETO & FLDOE
NCAC	9-12	NCAC	CTE Program participants	November 2012	Travel memo, conference registration and conference agenda.	CTE Coach
NGCARPD	9-12	FLDOE	CTE Program participants	January 2013	Travel memo, conference registration and conference agenda.	CTE Coach

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Adobe Photoshop(Certiport)	Race to the Top	Grant	$3,175.00
Microsoft Office (Certiport)	Race to the Top	Grant	$5,375.00
			Subtotal: $8,550.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Race to the Top	Grant	$2,000.00
NGCATER	Race to the Top	GRant	$700.00
NGCATER	Race to the Top	Grant	$700.00
			Subtotal: $3,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $11,950.00

End of CTE Goal(s)

Additional Goal(s)

CTE Goals Goal:

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

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

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

Budget:

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

End of CTE Goals Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Interventions via REWARDS, SIPPS etc	Materials geared towards reading deficiencies	ETO	$12,000.00
Reading	City Year interventionists	Support personnel to mentor Lowest 35%	ETO	$0.00
CELLA	Interventions	MAterials designed for ELL	ETO	$0.00
CELLA	City Year	Interventionists to work with select students	ETO	$0.00
Science	Double Dose Biology students into the Research 3 science class during the 2012-2013 school year.	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment.	SIG	$10,000.00
Parent Involvement	Parent Resource Center/Programs	Education for parents	ETO	$0.00
				Subtotal: $22,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Smartboard for Visuals	Samrtboard.Promethean	ETO/SIG	$0.00
CELLA	Achieve 3000	Computer based ELL software	ETO	$0.00
CTE	Adobe Photoshop (Certiport)	Race to the Top	Grant	$3,175.00
CTE	Microsoft Office (Certiport)	Race to the Top	Grant	$5,375.00
				Subtotal: $8,550.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporating Rigor into Reading	TFA Guest Speaker	NA	$0.00
Reading	Corrective and Explicit Feedback	In-house PD	SIG	$1,000.00
CELLA	Achieve 3000	PD workshop	ETO	$2,000.00
CELLA	Lesson Study	LSG	ETO	$3,000.00
CTE	Lesson Study	Race to the Top	Grant	$2,000.00
CTE	NGCATER	Race to the Top	GRant	$700.00
CTE	NGCATER	Race to the Top	Grant	$700.00
				Subtotal: $9,400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	FCAT REport Card Night	Parent conference meetings	SIG	$5,000.00
				Subtotal: $5,000.00
				Grand Total: $44,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

✗ Priority	✗ Focus	✗ Prevent	✗ NA

Are you a reward school: ✗ Yes ✗ No

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

(Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used as incentives for Saturday School, after school tutoring, FCAT Camps, student recognition, etc.	$3,000.00

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

The EESAC will be responsible for reviewing the School Improvement Plan and will also review data at each meeting. The EESAC will discuss the role of interventions, parental involvement, and the like. The EESAC team will oversee incentives to promote student success.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MIAMI EDISON SENIOR HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	15%	41%	63%	22%	141	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	41%	70%			111	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	65% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					374	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
MIAMI EDISON SENIOR HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	12%	42%	80%	24%	158	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	41%	77%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	89% (YES)			138	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					414	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested