FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOMESTEAD SENIOR HIGH SCHOOL

District Name: Dade

Principal: Ms. Cory Rodriguez

SAC Chair: Dr. Sadiq Abdullahi

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ms. Cory Rodriguez	BS, Science in Elementary Education, Nova Southeastern University MS, Emotionally Handicapped, Nova Southeastern University Certification: Ed Leadership Emotional Handicapped	2	8	PRINCIPAL, Homestead Senior High 2012: Grade pending, Reading Mastery 23%, Algebra Mastery 29%, Biology Mastery NA. Mastery in Writing 75%. Learning Gains Overall in Reading 54% and in Algebra 43%; Learning Gains in the Lowest 25% in Reading 68% and in Algebra 55%. AYP: N/A PRINCIPAL, Redland Elementary School 2011: Grade of A, 76% proficiency in reading, 84% proficiency in math, AYP was not met, 72% made learning gains in reading, 81% in math. Sixty-nine percent of the lowest quartile made learning gains in reading, 71% did the same in math. PRINCIPAL, Redland Elementary School 2010: Grade of A, 72% proficiency in reading, 73% proficiency in math, AYP criteria was not met, 68% made learning gains in reading, 71% in math. 5% of the lowest quartile made learning gains in

					reading, 70% did the same in math. PRINCIPAL, Avocado K-3 2009: Grade of N/A, 63% proficiency in reading, 62% proficiency in math, AYP not met,
Assis Principal	Mr. Uwezo Frazier	Bachelor of Art, Master in Educational Leadership Certifications: Art (K-12) Educational Leadership	1	11	Assistant Principal, Booker T. Washington Senior High School 2012: School Grade: 407 (pending 50%) FCAT High Standards: Reading (21%), Algebra EOC (29%), Biology EOC (15%), Writing (71%) Learning Gains: Reading (66%), Mathematics (56%) Lowest 25%: Reading (86%), Mathematics (63%) AYP: N/A Assistant Principal, Booker T. Washington Senior High School 2011: School Grade: 986 (D) FCAT High Standards: Reading (16%), Mathematics (59%), Science (22%), Writing (68%) Learning Gains: Reading (38%), Mathematics (75%) Lowest 25%: Reading (38%), Mathematics (72%) AYP: No Assistant Principal, Booker T. Washington Senior High School 2010: School Grade: 771(F) FCAT High Standards: Reading (15%), Mathematics (48%), Science (15%), Writing (78%) Learning Gains: Reading (34%), Mathematics (66%) Lowest 25%: Reading (35%), Mathematics (64%) AYP: No
Assis Principal	Mr. Andrew Post	BA, Political Science & Secondary Education, University of Miami; Master's in Educational Leadership, Nova Southeastern University Certifications: Educational Leadership, Social Sciences 6-12	3	3	Assistant Principal, Homestead Senior High 2012: Grade pending, Reading Mastery 23%, Algebra Mastery 29%, Biology Mastery NA. Mastery in Writing 75%. Learning Gains Overall in Reading 54% and in Algebra 43%; Learning Gains in the Lowest 25% in Reading 68% and in Algebra 55%. AYP: N/A Assistant Principal, Homestead Senior High 2011: Grade C, Reading Mastery 21%, Math Mastery 59%,Science Mastery 27%. Mastery in Writing 68%. Learning Gains Overall in Reading 36% and in Math 66%; Learning Gains in the Lowest 25% in Reading 47% and in Math 66%.
Assis Principal	Ms. Kelly Apolinar	MS Guidance & Counseling BS Special Education Certifications: Educational Leadership, Specific Learning Disabilities K-12, Guidance and Counseling (Prekindergarten – Grade 12)	2	2	Assistant Principal, Homestead Senior High 2012: Grade pending, Reading Mastery 23%, Algebra Mastery 29%, Biology Mastery NA. Mastery in Writing 75%. Learning Gains Overall in Reading 54% and in Algebra 43%; Learning Gains in the Lowest 25% in Reading 68% and in Algebra 55%. AYP: N/A
Assis Principal	Ms. Stacey Frater	BS, Broadcast Journalism, Florida A&M University; MS in Public Relations, University of Miami; MS in Reading Education, Nova Southeastern University Certifications: Educational Leadership, Reading K-12, English K-12 & ESOL K-12	1	1	2011-2012 Curriculum Support Specialist, Education Transformation Office MDCPS 2010-2011 Curriculum Support Specialist, Education Transformation Office MDCPS
		BS, Broadcast Journalism,			

Assis Principal	Ms. Stacey Frater	Florida A&M University; MS in Public Relations, University of Miami; MS in Reading Education, Nova Southeastern University Certifications: Educational Leadership, Reading K-12, English K-12 & ESOL K-12	1	1	2011-2012 Curriculum Support Specialist, Education Transformation Office MDCPS 2010-2011 Curriculum Support Specialist, Education Transformation Office MDCPS
Assis Principal	Ms. Stacey Frater	BS, Broadcast Journalism, Florida A&M University; MS in Public Relations, University of Miami; MS in Reading Education, Nova Southeastern University Certifications: Educational Leadership, Reading K-12, English K-12 & ESOL K-12	1	1	2011-2012 Curriculum Support Specialist, Education Transformation Office MDCPS 2010-2011 Curriculum Support Specialist, Education Transformation Office MDCPS
Assis Principal	Ms. Stacey Frater	BS, Broadcast Journalism, Florida A&M University; MS in Public Relations, University of Miami; MS in Reading Education, Nova Southeastern University Certifications: Educational Leadership, Reading K-12, English K-12 & ESOL K-12	1	1	2011-2012 Curriculum Support Specialist, Education Transformation Office MDCPS 2010-2011 Curriculum Support Specialist, Education Transformation Office MDCPS

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	Ms. Patricia Hickman-Miller	BS- Math and science, Rowan University, Master's in Mathematics Education, Rowan University Certifications: Math 5-9, Science 5-9	4	4	Mathematics Coach, Homestead Senior High 2010-2011: Grade pending, 59% proficiency in math, 66% of students making learning gains in math, 62% of the lowest quartile making learning gains in mathematics. AYP was not met. Mathematics Coach of Homestead Senior 2009-2010: Grade: D: 56% meeting high standards in math. AYP not met, 71% making learning gains in math. 76% of the lowest 25% made learning gains in math Math Coach of Homestead Senior in 2008-2009: Grade D, Math Mastery 51% No subgroup made AYP.
		BS- Exceptional Student Education, Miami Dade College			

Science	Ms. Ana Martin	MS – Earl Developmental Disabilities, University of Miami Certifications: Earth/Space Science 6-12, Middle Grades Science 5-9, Journalism 6-12, Elementary Education K-6, ESE, ESOL Endorsed	2	4	Science Coach, Homestead Middle 2010-2011: Grade C, 25% proficiency in science. AYP was not met. Science Coach, Homestead Middle 2009-2010: Grade: C, 30% meeting high standards in science. AYP was not met. Science Coach, Homestead Senior 2008-2009:Grade B, 25% proficiency in science. AYP was not met.
Reading	Ms. Valeria Blandino	BS Elementary Education, (MS) Reading K-12, (Ed. Sp) Ed. Leadership, ESOL Endorsement K-12	1	1	English/Writing teacher, Redland Elementary 2011: Grade of A, 76% proficiency in reading, 84% proficiency in math, AYP was not met, 72% made learning gains in reading, 81% in math. Sixty-nine percent of the lowest quartile made learning gains in reading, 71% did the same in math.
Reading	Ms.Regina Terry	Elementary Education K-6 ESOL Endorsement Reading K-12	1	2	Reading Coach/teacher, Miami Southridge Senior High 2009-2012: Grade A, 33% proficiency in reading; 4% made learning gains in reading and 59% of the lowest quartile made learning gains in reading. AYP was not met.

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. Establishing a mentor/mentee program (partnering a novice teachers with a experienced teacher within the same department	Principal, Assistant Principal	Ongoing	
2	2.Provide professional developments that assist highly qualified teachers with deepening their content knowledge	Assistant Principal, Academic Coaches	Ongoing	
3	3.In-house support networks, including collaborative planning, lesson study groups, and professional learning communities opportunities will be offered in an attempt to retain teachers	Principal, Assistant Principals, Academic Coaches	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
128	16.4%(21)	20.3%(26)	44.5%(57)	18.8%(24)	46.9%(60)	44.5%(57)	11.7%(15)	3.9%(5)	15.6%(20)

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
Ms. Wendy Kaslofsky	Norminicka Clare	Ms Kaslofsky is a master teacher, department chair and MINT trained.	The mentor and mentee are meeting biweekly to discuss classroom strategies and lesson planning. Release time is given to both the mentor and mentee for classroom observations, feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. 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. They identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies and assist with whole school screening programs that provide early intervening services for children to be considered "at risk". They assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Homestead Senior houses a Migrant Program that assists highly-transient students with support services, including academic, personal, social, career-counseling and behavioral services. Additionally, our Community Involvement Specialist (CIS) coordinates parental programs geared towards helping parents develop literacy-supportive homes, address attendance issues, and help students with the FCAT. The CIS also conducts home visits to address attendance concerns. Homestead Senior also works closely with South Dade Adult Education Center to provide adult education courses to students who are in need of credit recovery. Homestead Senior High collaborates with South Dade Skills Center to transition students who need academic redirection after extensive counseling and intervention strategies have taken place.

Title I, Part C- Migrant

Homestead Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

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

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

The following programs are provided for ELL and immigrant students at Homestead Senior. These services include tutorial programs, software for the development, language and literacy skills (i.e. Teen Biz), and reading and supplementary instructional materials.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for Homestead Senior High School students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Homestead Senior also has a Youth Crime Watch designed to foster a safe learning environment. The TRUST Specialist also trains and supervises a core of peer mediators whose goal is to support the resolution of student conflicts without the use of violence.

Nutrition Programs

1) Homestead Senior High 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

N/A

Head Start

N/A

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers through the following academies: Academies of Education, Hospitality & Tourism, Law, Justice & Informational Technology, Health Science and Visual & Performing Arts and have a better understanding and appreciation of the postsecondary 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. Academy teachers and counselors recruit regular, disadvantaged, and special needs students each Spring

Job Training

Academy leaders will be meeting with industry leaders in their respective fields to identify job training opportunities in their pertinent careers. These job training opportunities will expose students to industry-related objectives, requirements, and the expectations of the job (i.e. dressing for success, interviewing, etc.).

Other

Other
Parents of Homestead Senior will be involved in the planning and implementation of the Title I Program and will receive 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. Homestead Senior will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; 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. Homestead Senior will conduct informal parent surveys to determine the

specific needs of our parents, and will schedule subsequent 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. Homestead Senior will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08), the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the 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 Fund/School Improvement Grant Initiative
The school 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/Funds support funding and assistance to schools in Differentiated Accountability based on need.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Cory Rodriguez: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Vice Principal, Uwezo Frazier: Assists the principal in data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals, (Kelly Apolinar, Stacey Frater, Andrew Post): Assists the principal by carrying out the vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional Identify the school-based MTSS Leadership Team.

Principal, Cory Rodriguez: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Vice Principal, Uwezo Frazier: Assists the principal in data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals, (Kelly Apolinar, Stacey Frater, Andrew Post): Assists the principal by carrying out the vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teacher (Ana Martinez): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers& Program Specialist (Sabrena Payne, Cynthia Berner): Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as coteaching.

Instructional Coach(es) Reading/Math/Science (Regina Terry, Patricia Hickman-Miller and Ana Martin):
Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Technology Specialist, Daniel Colon: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Chair, Lucy Herrera: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

Test Chairperson, Dr. Linda Sorhaindo: Provides information concerning various assessments and testing environments. 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 team meets monthly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 team meets monthly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RTI Team meets monthly to review data, academic, social, and emotional needs of the students. The Team also discussed clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The information was provided to the Educational Excellence School Advisory Committee to help develop the SIP.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), 2011 Florida Comprehensive Assessment Test (FCAT), FCAT style pre-tests.
Mid-year: Florida Assessments for Instruction in Reading (FAIR), FCAT style mid-year tests
End of year: FAIR and FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will continue to be provided during the teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: RtI: Using Data to Drive Instruction and RtI: Effective Intervention will be hosted. The RTI team will also evaluate additional staff PD needs during the RTI Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Ms. Cory Rodriguez
Vice Principal: Uwezo Frazier
Assistant Principals: Ms. Kelly Apolinar, Ms. Stacey Frater & Mr. Andrew Post
Reading and Writing Coaches/Teachers: Regina Terry & Valeria Blandino
Mathematics Teachers/Coaches: Patricia Hickman Miller
Science Coach: Ms. Ana Martin
ESSAC Chari: Dr. Sadiq Abdullahi
Test Chair: Dr. Linda Sorhaindo
Activities Director: Christopher Ray
Foreign Language Instructor: Ana Martinez
Media Specialist: Dr. Piroska Hidvegi
SPED Chair: Cynthia Berner
Student Government Representative: TBD

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

The team will meet monthly to plan and coordinate school-wide literacy functions which may include:
School-wide literacy day (to be held several times a year)
Book clubs
Book studies
Literacy Classroom Makeovers
BTV Book Announcements
Parent literacy evening

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

The major initiatives will strive to meet two goals including (1) creating literacy role models among staff and increase independent reading in all classes (2) creating and maintaining a culture of literacy in the school through school wide efforts such as the word of the week and school wide writing plan.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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 monthly School-Wide Instructional Focus Calendar will be developed and will be reviewed with the faculty. At the monthly faculty meetings, the Reading Coaches will conduct mini professional development segments to train the faculty on selected reading strategies. The administration will make classroom visitations throughout the year to ensure that the IFC's are being implemented and followed in each classroom. In addition, the school has implemented a word of the week activity that all teachers must participate in with their students during the first instructional block.

*High Schools Only

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

Homestead Senior High follows an Academy model, and students in their respective academies are able to participate in internships and other job shadowing experiences. Elective departments also assist math, science and reading during the school year, and function as supporting departments, reinforcing these content areas in their own subject matter.
Through the lesson study process, teachers are allowed to plan and deliver lessons with a cross curricula focus.

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 have an array of elective courses to choose from in the fields of fine and performing arts, business, construction, et al. Teachers individually market these programs prior to Subject Selection using BTV, flyers, and announcements.

All students participate in a Curriculum Overview held by the Student Services Division in February. They receive flowcharts for their respective academies, review requirements for graduation, and have the opportunity for a question and answer session. After completing the subject selection form, each student meets individually with their counselor to ensure that their Course History and accrued credits are on track towards graduation.

Postsecondary Transition

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

An ACT/SAT/PERT prep class has been scheduled for all current 11th graders. This course also has an imbedded College Summit curriculum which prepares students for college. In addition12th graders also have an opportunity to take a college summit course with ACT/SAT/PERT remediation. These students will be exposed to a district provided test prep curriculum, college readiness accountability and ongoing personal career choices survey and preparedness while receiving the critical feedback and instruction in preparation for the SAT and ACT.

The ACT Online Prep Program, funded by the Title I program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password and access to the ACT Online Prep Program from home and/or school.

On August 15, 2012 a Freshman Orientation was held for all incoming ninth grader. Students had the opportunity to meet the staff, get a school tour and receive general information on school procedures, academic requirements, attendance policies and academy choices. Upon entering the ninth grade year, students are enrolled an annual leadership course. In this course, students learn the critical components of high school, financial literacy and college preparedness as well as receive reinforcement in reading comprehension and effective strategies.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 16% of students achieved level 3 in reading. We are expecting to increase that number by 3% on the 2013 FCAT Reading Test Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%	19%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1.The area of deficiency as noted on the 2012 administration of the FCAT Reading test was Reporting Category 2 - Reading Application. Students demonstrate difficulty in identifying author's purpose in grade level text and struggled with explaining how the author's perspective influences text.	1a.1.Grade-level appropriate texts will be utilized in assessing author's purpose, and will contain an identifiable author's purpose for writing, including, but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing, or expressing an opinion. Professional Development, Lesson Study and active coaching strategies will be utilized to convey these strategies by the Reading Coaches	Reading Coaches and Administrator over Reading and Reading Teachers.	1a.1.Review data from district and school site assessments to ensure progress is being made and adjust instruction and calendars as needed. Classroom walkthroughs Review Coaches logs	1a.1.Formative: Interim assessments, mini assessments, FAIR data Summative: 2012 FCAT
2	1a.2. The faculty had difficulty in acquiring, analyzing and utilizing student data for Differentiated Instruction.	1a.2.Monitor the consistent use of data to drive instruction to remediate student deficiencies based on FAIR patterns and profiles, Interim data and provide interventions for student deficiencies. Use Common Planning, school-wide literacy Benchmark via bulletin board in the lobby and Professional Development to effectively implement strategies. Utilize lesson studies.	Reading Coaches and Administrator over Reading	1a.2.On-going data analysis as evidenced by interactive data binder and differentiated instructional groups. -data chats -progress monitoring to see if FCIM is being implemented -walkthroughs -follow-up on PD and active coaching	1a.2.Formative: Interim assessments, mini assessments, FAIR data Summative: 2013 FCAT
	1a.3. The faculty had difficulty with the gradual	1a.3. Through the coaching	1a.3.Reading Coaches	1a.3.Monitor enrollment and attendance in AP	1a.3.Formative: Practice AP

3	release model to allow students to build on prior knowledge	cycle, coaches will model the explicit instruction process using the I Do, We DO, You Do model. Through the lesson study process and observation of model classrooms teachers will learn to develop lessons that allow for scaffolded student support and independent practice	Assistant Principal over Reading	and Dual enrollment classes/ Monitor interim test scores for level 3, 4, and 5 students. Monitor student progress in enrichment classes	assessments Summative: AP Assessment Interims

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 8% of students achieved levels 4 and 5 in reading. We are expecting to increase that number by 11% on the 2013 FCAT Reading Test Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%	11%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1.The area in which students demonstrated deficiencies was Literary Analysis for Fiction and Non Fiction. Students lack the ability to effectively organize information to ensure comprehension.	2a.1. Provide coach and modeling for teachers with the infusion of informational text in literature classes. Provide scaffolded and explicit instruction that leads to	2a.1. Reading Coaches, All reading teachers through the coaching cycle. LLT, Assistant Principal over Reading and Principal	2a.1. Collect and review data from various assessments focusing on the Literary Analysis Benchmarks. Monitor the effective use of selected graphic organizers.	2a.1. Interim Assessments, Mini Assessment

		synthesizing and evaluating texts, exposure to various types of text			
2	2a.2. The students lack the ability to utilize critical thinking strategies needed to interpret and organize grade level text.	2a.2. Provide teachers the necessary professional development to create a more rigorous classroom environment demanding higher expectations with an emphasis on students using student accountability talk stems to communicate about text. Ensure selected reading strategies that increase metacognition, such as Reciprocal Teaching, Think Aloud, and Marginal Notes are implemented in reading intervention courses after explicit modeling of each strategy	2a.2. Reading Coaches, All reading teachers through the coaching cycle. LLT, Assistant Principal over Reading and Principal	2a.2. Collect and review data from various assessments focusing on the Literary Analysis Benchmarks. Monitor the effective use of selected graphic organizers.	2a.2. Interim Assessments, Mini Assessments
3	2a.3 Inability to increase rigor by creating higher order questioning and activities by classroom teachers.	2a.3 Utilize WEBB's DOK and FCAT Question Task cards to scaffold instruction and increase higher order questioning and thinking skills Increase literacy opportunities through all content areas by providing opportunities to engage in rigorous writing opportunities related to the content, active reading strategies to scaffold understanding of complex text related to the topic through, pre reading strategies, during reading and after reading strategies	2a.3 Principal, Assistant principal, Reading Coaches, Teachers	2a.3 Conduct classroom walkthrough to evaluate the evidence of higher order questioning. Evaluate student folders	2a.3 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:	
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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 54%of students made Learning Gains in reading. We are expecting to increase that number by 60% on the 2013 FCAT Reading Test Performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	60%

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	3A1. Students have severe weakness in the area of 1) Comprehension 2) Vocabulary	3A1. Develop goals and monitor the consistent use of data to drive instruction. Match instructional materials to students' deficiencies based on the FAIR patterns and profiles and Interim Assessment data. Utilize core Creating Independence through Student owned Strategies (CRISS) including evidence based explicit vocabulary instruction. Implement and monitor the ETO instructional Framework that includes explicit instruction and the effective use of small group instruction. Implement and monitor data binder and student/teacher Data chats	3A1. Administrative Team, Instructional Coaches	3A1. Analysis of performance data and data analysis, classroom walkthrough, review of Lesson Plans	3A1. Interim Assessment, FAIR, classroom assessments, common planning and coaches logs
2	3a.2. Students entering 9th grade and 10th grade with a proficient FCAT score from the previous year tend to regress on interim assessments and the FCAT.	3a.2. Provide additional reading enrichment opportunities for the proficient students throughout the school year and provide professional development for teachers in acquiring, analyzing and utilizing student data. Utilize assessment data to provide intervention and enrichment groups based on students needs and monitor consistently.	3a.2. Reading Coaches, All reading teachers through the coaching cycle. LLT, Assistant Principal over Reading and Principal	3a.2. Monitor student performance for proficient students as shown on mini assessment and interim assessments	3a.2. Interim Assessments, Mini Assessments

| 3 | 3a.3.
Students lack reading stamina | 3a.3.
Increase meaningful independent reading by including independent reading time during instruction and effectively implementing Accelerated Reader in all language arts and content area classes

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. | 3a.3.
Principal, Assistant Principal, Reading Coaches, Teachers, Media Specialist | 3a.3.
Classroom Walkthrough, Reading Logs | 3a.3.
Classroom Walkthrough, Reading Logs, Classroom Libraries |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate That 68% of students in Lowest 25% made learning gains. We are expecting to increase that number by 75% on the 2013 FCAT Reading Test Performance
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%	75%

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	4a.1. The area of deficiency as noted by the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary. Students demonstrate difficulty in using context clues to identify the meaning of unfamiliar words.	4a.1. Teachers will explicitly teach vocabulary as part of the daily lesson through a school-wide vocabulary initiative. Increase vocabulary acquisition through use of interactive word walls, read alouds and word of the week activities. Increase evidence based vocabulary instruction and the effective use of interactive theme charts/word walls in all reading, language arts, content areas and intervention classes	Assistant Principal over Reading, Reading Coaches, All content area teachers.	Monitor Core Program implementation for fidelity via administrative walkthroughs	4a.1. Formative: Interim assessments, mini assessments, FAIR data Summative: 2012 FCAT
2	4a.2. Low student participation in independent reading	4a.2. Increase the emphasis and incentives related to Accelerated Reader program Increase student motivation and discourse with the use of "accountable" talk Strategies such as, active Reading, Think Pair Share and Literature Circles and reading logs.	4a.2. Assistant Principal over Reading, Reading Coaches, All content area teachers, Media Specialist	4a.2. Display Evidence of data analysis /differentiated instruction in teachers' data binders and lesson plans as well as review of weekly common planning meeting agendas. Data Chats and Accelerated Reader Reports.	4a.2. Accelerated Reader Reports
3	4a.3 Limited ability to effectively use reading strategies to construct meaning of text	4a.3. Ensure selected reading strategies that increase metacognition, such as Reciprocal Teaching, Think Aloud, and Marginal Notes are implemented in reading intervention courses after explicit modeling of each strategy	4a.3. Principal, Assistant Principal, Reading Coaches, Reading Teachers, Content Area teachers	4a.3. Review lesson plans and conduct classroom walkthrough to observe teacher modeling of strategy and student use of selected reading strategies	4a.3. Lesson plans and classroom walkthroughs

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

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

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: | The results of the 2011-2012 FCAT Reading Test indicate that 19% of Black students achieved mastery in reading. We are expecting to increase that number by 7 %on the 2013 FCAT Reading Test Performance; 29 % of Hispanic students achieved mastery in reading. We are expecting to increase that number by 6% on the 2013 FCAT |

Reading Test Performance.

2012 Current Level of Performance:	2013 Expected Level of Performance:
19% of Black 29% of Hispanic 42% of White	26% of Black 35% of Hispanic 47% of Whites

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often do not have opportunities outside of school to obtain tutoring.	5B.1. Increase extrinsic incentives to motivate attendance in tutoring Designate school site personnel to call identified students based on need and regression.	5B.1. Assistant Principal over Reading, Principal, PBS, Diplomas Now	5B.1. Monitor attendance of intervention logs, and interim assessment data.	5B.1. Attendance logs at tutoring sessions, Interim Assessments.
2	5B.2. Students lack ability to monitor comprehension across various genres of texts	5B.2. Scaffold instruction that leads to synthesizing and evaluating texts, exposure to various types of text. Provide explicit instruction in reading, language arts, content area and intervention classes.	5B.2. Principal, Assistant Principal, Reading Coaches	5B.2. Analyze the students' understanding of the text through various strategies: GIST, MOPP, SWAG, WIN	5B.2. Student folders, classroom observations, lesson plans, student discourse
3	5B.2. Students lack ability to monitor comprehension across various genres of texts	5B.2. Scaffold instruction that leads to synthesizing and evaluating texts, exposure to various types of text. Provide explicit instruction in reading, language arts, content area and intervention classes.	5B.2. Principal, Assistant Principal, Reading Coaches	5B.2. Analyze the students' understanding of the text through various strategies: GIST, MOPP, SWAG, WIN	5B.2. Student folders, classroom observations, lesson plans, student discourse

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:	While there was not a sufficient number of ELL students to comprise an ELL Subgroup, Homestead Senior continues to focus on ELL students in an effort to improve their test scores and fluency.

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Lack of understanding and use of CELLA Data to drive instruction for all ELL's (Levels 1-4)	5C.1. Conduct professional development on use of CELLA (How to pull scores from FDM and align resources foe whole	5C.1.Reading Coaches, ESOL Coach, Administration	Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA	5C.1. Professional Development Log and Follow-Up Forms, data chat forms, classroom

				Connections in Lesson Plans.	observations, coaching logs.
2	5C.2.Lack of scaffolding of grade level content, ESOL Strategies and accommodations to ensure comprehensible input for all ELLs (levels 1-4)	5C.2. Utilize common planning to create scaffolded activities to include increased front loading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk. Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans	5C.2. Reading Coach, ESOL Coach, Administration	5C.2. Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	5C.2. Professional development logs and follow-up forms, data chat forms, classroom observations, coaching logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011 FCAT Reading Test indicate that 14% in the SWD subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the SWD subgroup making learning gains by 9 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(27)	23% (44)

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	5D.1. Lack of evidence of effective collaborative teaching by General Education and SPED teachers	5D.1.On-going training on collaborative teaching models to increase student achievement	5D.1. Principal, Assistant Principals, SPED Chair/Program Specialist	5D.1. Walk throughs and Observations Evidence of use of collaborative teaching models	5D.1. Informal Assessment
2	5D.2. SPED teachers had limited opportunities to interact and share best practices.	5D.2. Implement common planning after school utilizing the SPED Chair/Program Specialist in order to Conduct the Lesson Study Process, discuss best practices and brainstorm solutions to challenges and obstacles.	5D.2. Principal, Assistant Principals, SPED chair/Program Specialist	5D.2. Master schedule review; common planning and lesson study documentation	5D.2. Informal Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011 FCAT Reading Test indicate that 20% in the ED subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the ED subgroup making learning gains by 8 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (156)	28% (219)

	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. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application- Students demonstrate difficulty in identifying Main Idea or Essential Message in grade-level or higher texts through inferring, paraphrasing, summarizing and identifying relevant details.	5E.1. Analyze Interim Assessments to assess benchmarks on the instructional Focus Calendar. Revisit FCIM process along with Active coaching, explicit instruction and Lesson Study. Implement the paragraph summary frame instructional strategy throughout all literacy classes.	Assistant Principal over Reading and Reading Coaches	5E.1. Review of classroom data and adjustments made to the Instructional Focus Calendar.	5E.1. Teacher's classroom data, Edusoft Reports FAIR Interim Assessments

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
Differentiated Instruction	9-12/Literacy	Reading Coaches	Literacy, ESE, Inclusion Teachers	September 2012	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Higher Order Thinking and Socratic Circles	9-12/literacy	Reading Coaches	All Teachers	September 2012	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Lesson Study	9-12/Literacy	Various	Literacy and other content areas	September-April 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Unwrapping the Benchmarks	9-12/Literacy	Reading Coaches	Literacy and other content areas	Monthly during common planning	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches

Reading 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
Conduct ETO monthly and Interim Assessments to assess benchmarks on the instructional Focus Calendar. Revisit FCIM process along with Active coaching, explicit instruction and Lesson Study.	Substitute personnel for lesson studies.	SIG	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

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:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for students to practice listening and speaking with native like English speakers	Provide push in interventionist support for ELLs in Developmental ESOL courses. Interventionist will focus on oral language development.	Reading Coach, ESOL Coach, Administration	Direct coaching support for interventionists; quarterly Listening/Speaking assignments and assessments	Monitoring of ESOL Interventions through classroom walkthroughs;
2	Limited opportunities for students to receive feedback on listening/speaking level, ongoing practice and progress monitoring assessments of listening and speaking skills	Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, Socratic seminars, CELLA Connections. Provide quarterly Listening/Speaking OPM assessment and conduct data chats with students	ESOL teacher, Reading Coach, ESOL Coach, Administration	Student data chat forms; quarterly Listening/Speaking assignments and assessments; lesson plans	OPM data from quarterly Listening/Speaking assessments

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:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of Achieve3000	Administration will provide adequate computers and headphones in ESOL classes or designate a computer lab for ESOL. ELLs will complete two Achieve3000 activities on a weekly basis.	Developmental ESOL teacher, Administration	Achieve3000 Monthly Usage and Progress Reports	FAIR
2	Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4)	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.	Reading Coach, ESOL Coach, Administration	Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	Classroom observation walk through tool; Coaching logs

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use writing components of Achieve3000	Evaluate and provide feedback for one email (thought question) and one writing assignment per student every two weeks.	Reading Coach, ESOL Coach, Administration	Achive3000 reports with a focus on thought question and writing assignment completion	FCAT Writing Assessments

2	Limited use of daily writing practice (e.g. journals, quick write, bell ringer, exit slip, home learning	Provide professional development of use of appropriate writing activities. Provide active coaching support on effective infusion of writing in daily lessons.	ESOL Teachers, Reading Coach, ESOL Coach, Administration	Lesson Plan evaluation; Monitoring of Common Planning ; Classroom observations of implementation; Student work folder evaluation	Rubrics, Classroom Walkthrough Protocol; Work Folder Evaluation
3	Lack of direct instruction aligned to components assessed on CELLA writing (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	Analyze CELLA writing data per class Differentiate instruction based on data and student deficiencies Create lessons that are aligned to data and components assessed on CELLA Writing	ESOL Teacher, Reading Coach, ESOL Coach, Administration	Lesson Plan evaluation; Monitoring of Common Planning ; Classroom observations of implementation; Student work folder evaluation	Rubrics, Classroom Walkthrough Protocol; Work Folder Evaluation

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative •Administration walk-through logs •Lesson Plan Samples •Student Work/ Folders Summative •2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative •Administration walk-through logs •Lesson Plan Samples •Student Work/ Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills	Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative •Administration walk-through logs •Lesson Plan Samples •Student Work/ 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:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	

	Mathematics Goal #2:	

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative •Administration walk-through logs •Lesson Plan Samples •Student Work/ Folders Summative •2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning math concepts.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative •Administration walk-through logs •Lesson Plan Samples •Student Work/ Folders Summative •2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Use guided discussions to engage students in real life math problems.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	Formative •Administration walk-through logs •Lesson Plan Samples •Student Work

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

Problem-Solving Process to Increase Student Achievement

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

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:	
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	Teachers do not leave sufficient time to incorporate all of the components of the Gradual Release model and differentiated instruction.	Implement regular use of timer or stopwatch during instruction to assist in adequate pacing of the instructional block. During common planning modify lessons to support the components of the Gradual Release Model and differentiated instruction. Conduct a lesson study on effective use of gradual release model and differentiated instruction in the content area.	Administrators, Mathematics Coaches and Mathematics Teachers.	During walkthroughs and common planning, administrators, will ensure implementation of differentiate instruction with fidelity	Formative Assessment, District Interims, Lesson Plans Lesson Study Reflections
2	Teachers lack effective strategies that will lead to increased student retention.	During common planning incorporate hands-on and real world applications throughout the year. Expand the current notebook format to include monitoring of components, effective implementation of Cornell Notes, and the maintenance of a vocabulary section. Incorporate reading and writing strategies, thus increasing student	Administrators, Mathematics Coaches and Mathematics Teachers.	Lesson plans, classroom lessons student products, notebooks, and mathematical discourse.	Formative Assessment, Informal Assessment

		accountability talk.		

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

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a limited evidence of the consistent implementation of descriptive and corrective feedback.	During common planning provide opportunities for teachers to use the rubric with student work. Conduct Administration walkthroughs to monitor corrective and descriptive feedback.	Administrators, Mathematics Coaches and Mathematics Teachers.	Lesson Plans, Classroom walkthroughs, common planning agenda.	Formative Assessment, Informal Assessment
2	Lack of proficiency in implementing HOT questioning strategies during instruction	Utilize the Next Generation Sunshine State Standards/ Common Core Standards with planning and delivering lessons Provide departmental professional development on developing and implementing effective HOT questions during instruction Incorporate reading and writing strategies, thus increasing student accountability talk.	Administrators, Mathematics Coaches and Mathematics Teachers.	Lesson plans, classroom lessons student products, notebooks, and mathematical discourse.	Formative Assessment, Informal Assessment

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scaffolding of grade level content, ESOL Strategies, and Accommodations to ensure comprehensible input for all ELL's (levels 1-4) leading to proficiency.	Utilize common planning to create scaffolded activities to include increased frontloading, Tier 1, Tier 2, and Tier 3 vocabulary development, and multiple opportunities for student talk Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans	Principal, Assistant Principals, ESOL Coach, Math Coach	Monitoring of common planning lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	Classroom Observation/walk through tool; Coaching Logs

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:	

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	SPED teachers had limited opportunities to interact and share best practices.	Implement Common Planning for SPED teachers to utilize the SPED Chair/Program Specialist in order to conduct the Lesson Study Process, discuss best practices and brainstorm solutions to challenges and obstacles.	Principal, Assistant Principals, SPED Chair/Program Specialist	Master Schedule review, Common Planning and Lesson Study documentation.	Informal Assessments Common Planning Products
2	Lack of evidence of effective collaborative teaching by General Education and SPED teachers.	On-going training on collaborative teaching models to increase student achievement	Principal, Assistant Principals, SPED Chair/Program Specialist	Walkthroughs, and observations Evidence of use of collaborative teaching models	Informal Assessment
3	Lack of evidence of use of manipulatives during instruction	Identify appropriate secondary manipulatives for classroom instruction. Provide PD on effective use of manipulatives to increase student engagement and achievement	Principal, Assistant Principals, SPED Chair/Program Specialist, SPED department	Evidence of use of manipulatives in the classroom	Informal Assessments

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

	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	Lack of background knowledge.	Systematic use of thinking maps to develop meaning of algebra concepts and mathematical	Administrators, Mathematics Coach, City Year Coordinator, RTI team and all mathematics teachers	Notebooks, Completion of City Year and Interventionist Schedule and accompanying data.	Formative Assessment, Informal Assessment
2	Students lack access to technology outside of school.	Ensure that technology is an integral part of the differentiated instruction rotation. (Cognitive Tutor, Gizmos, FCAT Focus)	Administrator, Mathematics Coach, Mathematics Teachers.	Lesson Plans, Accompanying data	Formative Assessment, Informal Assessment

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:	
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	Teachers do not leave sufficient time to incorporate all of the components of the Gradual Release model and differentiated instruction.	Implement regular use of timer or stopwatch during instruction to assist in adequate pacing of the instructional block. During common planning modify lessons to support the components of the Gradual Release Model and differentiated instruction. Conduct a lesson study on effective use of gradual release model and differentiated instruction in the content area.	Administrators, Mathematics Coaches and Mathematics Teachers.	During walkthroughs and common planning, administrators, will ensure implementation of differentiate instruction with fidelity.	Formative Assessment, District Interims, Lesson Plans Lesson Study Reflections
2	Teachers lack effective strategies that will lead to increased student retention	During common planning incorporate hands-on and real world applications throughout the year. Expand the current notebook format to include monitoring of components, effective implementation of Cornell Notes, and the maintenance of a vocabulary section. Incorporate reading and writing strategies, thus increasing student accountability talk.	Administrators, Mathematics Coaches and Mathematics Teachers.	Lesson plans, classroom lessons student products, notebooks, and mathematical discourse.	Formative Assessment, Informal Assessment

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry 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	There is a limited evidence of the consistent implementation of descriptive and corrective feedback.	Develop a rubric for major concerns for each content area. During common planning provide opportunities for teachers to use the rubric with student work. Conduct Administration walkthroughs to monitor corrective and descriptive feedback.	Administrators, Mathematics Coaches and Mathematics Teachers.	Lesson Plans, Classroom walkthroughs, common planning agenda.	Formative Assessment, Informal Assessment
2	Lack of proficiency in infusing HOT questioning strategies during instruction, There is a limited evidence of the consistent implementation of descriptive and corrective feedback.	Utilize the Next Generation Sunshine State Standards/ Common Core Standards with planning and delivering lessons Provide departmental professional development on developing and implementing effective HOT questions during instruction Incorporate reading and writing strategies, thus increasing student accountability talk.	Administrators, Mathematics Coaches and Mathematics Teachers.	Lesson plans, classroom lessons student products, notebooks, and mathematical discourse.	Formative Assessment, Informal Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 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	Test results show that students in both Black and Hispanic subgroups traditionally score below average on standardized test.	Assessment data will be used to set goals and maintain fluidity in the grouping of students for differentiate instruction. Continue to implement with consistency the use of data chats forms to allow students to reflect and set goals. Forms will be inclusive of benchmark mastery. Provide students with necessary interventions and enrichment as reflected by data that is targeted through differentiated instruction.	Administrators, Mathematics Coach, City Year Coordinator, RTI team and all mathematics teachers	Up to date data chat form in the student notebook Completion of City Year and Interventionist Schedule and accompanying data.	Formative Assessment, Informal Assessment
2	Time restraints on infusion of technology as an integral part of the differentiated instruction rotation.	Ensure that technology is an integral part of the differentiated instruction rotation. (FCAT Explorer, Math XL) as planned during common planning.	Administrators, Mathematics Coaches, Mathematics teachers.	Common Planning Lesson Plan Development Assessments	Usage reports

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
	Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to	Utilize common planning to create scaffolded activities to include increased frontloading,	Principal, Assistant Principals, ESOL Coach, Math	Monitoring of common planning lesson plans and classroom observations of ELLs to	Classroom Observation/walk through tool; Coaching Logs

			Coach	ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	
1	ensure comprehensible input for all ELL's (levels 1-4)	Tier 1, Tier 2, and Tier 3 vocabulary development, and multiple opportunities for student talk Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily 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 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	SPED teachers had limited opportunities to interact and share best practices	Implement Common Planning for SPED teachers to utilize the SPED Chair/Program Specialist in order to conduct the Lesson Study Process, discuss best practices and brainstorm solutions to challenges and obstacles.	Principal, Assistant Principals, SPED Chair/Program Specialist	Master Schedule review, Common Planning and Lesson Study documentation.	Informal Assessments
2	Lack of evidence of effective collaborative teaching by General Education and SPED teachers.	On-going training on collaborative teaching models to increase student achievement	Principal, Assistant Principals, SPED Chair/Program Specialist	Walkthroughs, and observations Evidence of use of collaborative teaching models	Informal Assessment
3	Lack of evidence of use of manipulatives during instruction.	Identify appropriate secondary manipulatives for classroom instruction. Provide PD on effective use of manipulatives to increase student engagement and achievement	Principal, Assistant Principals, SPED Chair/Program Specialist, SPED department	Evidence of use of manipulatives in the classroom	Informal Assessments

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	Lack of background knowledge.	Systematic use of thinking maps to develop meaning of algebra concepts and mathematical vocabulary Ongoing data chats will be conducted with each student. Provide students with necessary interventions and enrichment as reflected by data.	Administrators, Mathematics Coach, City Year Coordinator, RTI team and all mathematics teachers	Notebooks, Completion of City Year and Interventionist Schedule and accompanying data.	Formative Assessment, Informal Assessment
2	Students lack access to technology outside of school.	Ensure that technology is an integral part of the differentiated instruction rotation. (Cognitive Tutor, Gizmos, FCAT Focus)	Administrator, Mathematics Coach, Mathematics Teachers.	Lesson Plans, Accompanying data	Formative Assessment, Informal Assessment

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	9-12/Math	Various	Algebra and other content areas	September 2012 - April 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Higher Order Thinking and Socratic Circles	9-12/Math	Math Coach	All Teachers	February 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Unwrapping the Benchmarks	9-12/Math	Math Coach	Algebra and other content areas	Monthly during common planning	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Differentiated Instruction	9-12/Math	Math Coach	Math, ESE, Inclusion Teachers	October 2012	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional 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

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
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative • 2013 FAA
	Instruction does not address various modalities of learning for student comprehension.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted	Formative • Administration walk-through logs • Lesson Plan Samples

2				walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	• Student Work/ Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative 2013 FAA

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
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative • 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning math concepts.	Principal, Assistant Principal, SPED Teacher, Science Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/ Folders Summative • 2013 FAA
	Instruction does not	Use guided discussions	Principal,	The Principal and	Formative

| 3 | provide multiple opportunities for students to master skills. | to engage students in real life math problems. | Assistant Principal, SPED Teacher, Science Coach | assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans. | • Administration walk-through logs
• Lesson Plan Samples
• Student Work/ Folders Summative
• 2013 FAA |

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:	Based on the District provided Baseline assessment data, our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (49)

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	Staff familiarity with developing and using Rigorous Higher Order Questions during a lesson	Provide active coaching through common planning and lesson study on the development of higher order questions Double Does Biology students into the Research 3 science class.	Science Coach, Administrator	Observation walk through Common Planning, Lesson Plans, Coaches/Administrative Logs	Testing Data (Interim/Monthly), EOC results, AP results
2	Staff inconsistency with following and covering material on the pacing guide	Double Dose Biology students into the Research 3 science class. Common Planning with Science Coach to develop weekly lesson plans	Vice Principal, Science Coach, Science Teachers	Observation walk through Common Planning, Lesson Plans, Coaches/Administrative Logs	Testing Data (Interim/Monthly), EOC results, Instructional Reviews
3	Explicit vocabulary instruction during lesson	Provide active coaching to teachers as to how to select key vocabulary and explicitly teach them to students Students should be taught to find and use context clues as well as the use of prefix and suffixes to acquire new vocabulary words.	Vice Principal, Science Coach, Science Teachers	Observation walk through Common Planning, Lesson Plans, Coaches/Administrative Logs	Testing Data (Interim/Monthly), EOC results, AP results

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
	2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology 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	Inconsistent use of lab materials	Implement Essential Advanced Placement labs, College Board release exams Incorporate the Science Competitions such as Fairchild Tropical Garden, Science fair, SECME	Vice Principal, Science Coach, Science Teachers	Completed AP essays and practice tests, Completed projects	Science competition results, AP 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
Lesson Study	9-12/Science	Various	Biology and other content areas	September 2012 - April 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Differentiated Instruction	9-12/Science	Science Coach	Science, ESE, Inclusion Teachers	October 2012	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Higher Order Thinking and Socratic Circles	9-12/Science	Science Coach	All Teachers	February 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Unwrapping the Benchmarks	9-12/Science	Science Coach	Biology and other content areas	Monthly during common planning	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 68% of students achieved proficiency (scored at 3.0 or higher). Our goal for the 2012-2013 school year is to increase the percentage to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%	75%

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 incorporating writing as a process	1a.1. Conduct professional development and lesson study opportunities on the 6 traits of Writing. Provide coaching and modeling to teachers via common planning and the coaching cycle in the effective implementation of the writing process.	1a.1. Administration, Literacy Coach, writing teachers, content area teachers	1a.1. Monitor the writing classes for evidence of the writing process through classroom walkthroughs, peer editing sheets such as TAG and RaDAR, lesson plans, student work folders and posted work.	1a.1. Monitor the writing classes for evidence of the writing process through classroom walkthroughs, peer editing sheets such as TAG and RaDAR, lesson plans, student work folders and posted work.
	1a.2. Limited evidence of acquiring, analyzing, and utilizing student data for differentiated instruction.	1a.2. Provide professional development to teachers with an emphasis on using data to strategically address student needs.	1a.2. Administration, Literacy Coach, writing teachers	1a.2. Monitor the effectiveness of the implementation of DI via administrative walkthroughs and coaching cycles.	1a.2. Monitor the writing classes for evidence of differentiated instruction

2		Provide active coaching and modeling through common planning and lesson study on creating DI groups and appropriate assignments.			through classroom walkthroughs, lesson plans, student work folders and posted differentiated 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on the Writing Process	9-10/Literacy	Reading Coaches	9-10 Grade Literacy Teachers	September 2012-April 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
PD on the 6 Traits of Writing	9-10/Literacy	Reading Coaches	9-10 Grade Literacy Teachers	September 2012-April 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
PD on Using data to Drive instruction in Writing	10th grade Writing teachers	Reading Coaches	10 Grade Writing Teachers	September 2012	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches

Writing Budget:

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

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Small group writing intervention will continue targeting this group during whole group writing instruction. Students will be afforded the opportunities to work with graphic organizers and other writing strategies that will expand language. Increased exposure to rich literature, including novel studies, will broaden students' use of figurative language.	Novels	SIG	$4,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

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:	The goal for the 2012-2013 US History EOC is a 10% increase in proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% represents the total of zero students testing as proficient on the baseline exam.	10% which represents 41 students reaching proficiency.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application- Students demonstrate difficulty in identifying Main Idea or Essential Message in grade-level or higher texts through inferring, paraphrasing,	1.1. Analyze Interim Assessments to assess benchmarks on the instructional Focus Calendar. Revisit FCIM process along with Active coaching, explicit instruction and Lesson Study. Implement the paragraph summary	1.1. Social Studies Department Chair; Reading Coach; Assistant Principal; CSS	1.1. Data analysis of baseline and interim U.S. History assessments as a correlation to baseline and interim reading data for 9th grade	1.1. Baseline & Interim Assessments

summarizing and identifying relevant details.	frame instructional strategy throughout all literacy classes.			

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking and Socratic Circles	9-12/Social Studies	Reading Coaches	All Teachers	February 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Unwrapping the Benchmarks	9-12/Social Studies	Reading Coaches	U.S. History and other content areas	Monthly during common planning	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Lesson Study	9-12/Social Studies	Various	U.S. History and other content areas	September 2012 - April 2013	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches
Differentiated Instruction	9-12/Social Studies	Reading Coaches	All Teachers	October 2012	Evidence of Product (i.e. model lessons)	Assistant Principal, Instructional Coaches

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 93.34% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90.34% (1805)	93.34% (1865)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1226	1165
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
907	862
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.Student high truancy Rate. Barriers to the high truancy rate include transportation, migration, adjustment	1.1.Identify and refer students who may be developing a pattern of nonattendance to the Administrator over attendance for	1.1.Vice-Principal, PBS coach, Interventionist Specialist	1.1.Quarterly district attendance reports	1.1.Daily / weekly monitoring of attendance bulletins, attendance contracts

#					
	of school schedule, and lack of parental involvement	intervention services.			
2	1.2.Students do not receive credit in their classes due to lack of attendance.	1.2.Provide students with information during orientation that involves the negative consequences of no credit in classes.	1.2.Vice-Principal, PBS coach, Interventionist specialist.	1.2.Daily attendance bulletins and grade book records.	1.2.No credit appeal process and truancy intervention
3	1.3.System in place to monitor concerns for non-attendance and loss of credit.	1.3.Implementation of the RTI/PBS Process for students that are in danger of failing due to excessive absences.	1.3.Vice-Principal, PBS coach, Interventionist specialist	1.3. Conferences with the RTI / PBS/ Attendance Review Committee.	1.3.Student attendance records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Referral process to administrator	All grade levels	Vice-Principal, PBS coach, Interventionist Specialist	School-wide	August 2012	Attendance referrals to administration	Administration
Attendance Referral process to administrator	Instructors	Administrator assigned to Attendance	School-wide	August 2012	Attendance referrals to administrator	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1058	952
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
619	557
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
728	655
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
433	390

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	Some of the barriers faced maintaining a low suspension rate includes neighborhood violence brought to school, low academic achievement, and truancy.	Review the Code of Student Conduct with all students focusing on acceptable and non-acceptable behaviors. Implementing a PBS program to reward positive behaviors	Administration, PBS coach	Monitor the number of referrals processed during the month	Monthly suspension report
2	Parental involvement is a great concern and consistent barrier faced in improving student behavior.	Conduct Alternative to Suspension meetings with parents, students and teachers to educate them on the options available to help redirect negative behavior	Administration, PBS coach, Counselors	Number of indoor /outdoor referrals processed during a grading period	PBS intervention logs, Participation log form Alternative to Suspension
3	Creating and maintaining a consistent progressive discipline plan	Implement Positive Behavior Support program that will assist in positive behavior strategies for rewarding positive behavior	Administration, PBS coach, Counselors	Number of student referrals on a monthly basis	2011-2012 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 Behavior Support Program (SPOT Success	All	Interventio Specialist	School-Wide	Faculty Metting	Review the number of teacher referrals each grading period	Administrative Team

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2011-2012 school year is to decrease the dropout rate by .5 percentage points and to increase the graduation rate by 2 points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

1.62% (32)		1.12% (22)
2012 Current Graduation Rate:		**2013 Expected Graduation Rate:**
60.91% (321)		62.91% (332)

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	Seniors taking responsibility and owning the graduation process	Student Services will comprehensive credit review twice during the school year to ensure that seniors are up to date with their graduation requirements.	Principal, AP, Counselors	Student Services records of meeting with senior students.	2012 Graduation Rate
2	Provide seniors the opportunity to make-up of courses and boost GPA.	Allow students to take virtual school classes during the day, implement E 20/20, provide opportunities for night school.	Principal, AP, Counselors	Student Services records of meeting with senior students.	2012 Graduation Rate

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

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

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

Dropout Prevention Budget:

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

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Homestead Senior high School has long struggles with parental participation. The goal for the 2012-2013 school years is to increase parental participation to exceed 1050 eligible parental participants at 23 in school functions. These functions include but are not limited to student orientation, Parent Academy Workshops, Financial Aid Nights, Off to College Night, Open House and Senior Parent Night.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Homestead Senior had parental participation of 950 participants through 21 sponsored school activities.	Homestead Senior Hgh plans to host 23 parental involvement activities which we expect to exceed 1050 total parents participating.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have limited knowledge, resources and ability to participate in school activities. We will work with the District Parent Academy in order to provide parents with opportunities to increase the academic knowledge and bring upon interest in student achievement.	Invite parents to meeting and workshops that will enhance their understanding of their students academics.	Administrators, Counselors	Survey of Parent Academy workshops	Parent Academy Logs
2	Parents of high school students do not feel the need to participate in school activities.	Conduct Freshman Orientation for parents and students.	Principal, AP, Counselor, Activities Director	Orientation Log Sheets	2013 Parent Involvement Rate

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Night	Books & Promotional Materials	Title 1	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will create an implementation plan to incorporate STEM principles into instruction regularly.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unaware of the STEM Principles and how to incorporate them in their respective curriculum.	Provide PD for all core and CTE teachers on STEM Curriculum and integration. Attend Curriculum Integration workshop sponsored by FLDOE	1.1. Core Subject Area Teachers; CTE Teachers	1.1. Lesson Studies, interdisciplinary planning, community/career involvement and preparation, and professional development.	1.1. Lesson Plans STEM Implementation Plan

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:	In 2012-2013, our goal is to increase the number of students attempting industry certification exams from 330 to 450 and increase the number of passing scores on industry certification exams from 167 to 275.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. Varying the offerings of industry certification to accommodate students who have already taken Adobe Photoshop.	1.1. Incorporate instruction in Flash and in MOS for students who have already successfully completed Photoshop certification.	1.1. CTE Coach, All CTE Teachers, AP's	1.1. Monitoring Certiport usage and applicable reports.	1.1. Certiport participation and performance reports.
2	1.2. Inclusion of explicit instruction in the lesson plan framework for CTE classes.	1.2. Conduct a professional development on explicit instruction in CTE. Through the CTE coach, assist in composing lesson plans that contain I Do, We Do, and You Do (Gradual Release) components.	1.2. CTE Coach, All CTE Teachers, AP's	1.2. Classroom walkthroughs. Monitoring of gradual release and student accountability talk.	1.2. Completed lesson plans. Classroom walkthrough logs.
3	1.3. Increase the use of Common Board Configuration (CBC)	1.3. Promote the effective use of the CBC in the CTE classrooms.	1.3. All CTE Teachers APs	1.3. Provide active coaching in the development of the instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	1.3. Classroom walkthroughs
4	Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery.	Promote the effective use of higher order questions and rigorous activities in the CTE classrooms.	All CTE Teachers APs	1.4. Utilize strategies to develop and implement higher order questions and rigorous activities during classroom instruction and all other instructional activities.	Classroom walkthroughs Common planning logs Lesson Plans
5	1.5. Lack of CTE student program completers	1.5. Develop and implement a CTE course sequence chart that identifies each CTE program courses sequentially.	1.5. All CTE Teachers APs	1.5. Consistently monitor CTE class enrollment and CTE student schedules.	1.5. Request for schedule change Occupation Completion Points

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
ETO CTE Teacher Academy	9-12	CTE CSS	Academy Lead Teacher, Assistant Principal, DCT, Health, and Information, Technology Instructors	July 30 – August 3, 2012	Classroom walkthroughs, lesson plans, common planning product	Assistant Principal

Explicit Instruction	9-12	CTE Coach CTE CSS	All CTE Teachers	September 25th Early Release; and weekly in Common Planning	Classroom walkthroughs	Assistant Principal & CTE Coach
Effective Use of Common Planning	9-12	CTE Coach CTE CSS	All CTE Teachers	On-going	Attendance and common planning and classroom walkthroughs	Assistant Principal & CTE Coach
Flash & MOS Training	9-12	District Business Education Dept. CTE CSS	CTE Teachers instructing in Business Education	December 2012	Presentation of attendance and certification	Assistant Principal & 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
Certiport License	Industry Certification Exams	Magnet	$2,950.00
			Subtotal: $2,950.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,950.00

End of CTE Goal(s)

Additional Goal(s)

CTE Goal(s) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. CTE Goal(s) Goal CTE Goal(s) Goal #1:	In 2011- 2012, our goal is to increase the number of students attempting certification exams from 61 to 150.
2012 Current level:	2013 Expected level:
61	150

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	CTE teachers need to better align with school wide reading and writing goals.	Common Board Configuration (CBC) Promote the effective use of the CBC in the CTE classrooms. A minimum of three Lesson Studies will be implemented to effectively align the Reading and Writing goals.	CTE Coach, All CTE Teachers, AP's	Establish a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class. Provide active coaching in the development of the instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	Coach/ AP walkthroughs Lesson Plans Teacher made assessments Final Certification Evaluation.
	CTE teachers lack common planning in order to effectively share best practices and promote rigor throughout the industry courses.	High Order Thinking (HOTS) Promote the effective use of high order questions and rigorous activities in the CTE classrooms	CTE Coach AP's	Utilize strategies to develop and implement higher order questions and rigorous activities during classroom instruction and all other instructional activities. Promote the development of higher order questions and rigorous Essential Questions during Common Planning. Promote the display of the developed High Order questions in	Coach/ AP walkthroughs Lesson Plans Common Planning Lesson Logs

2				Lesson Plans, the Common Board Configuration, and student work. Conduct peer observations in observational classrooms with the focus on higher order questions and rigorous activities. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.	
3	Competition participation has been low as teachers' focus has been placed on practicum and clinical experiences	Competitions Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organizations (CTSO), or Miami-Dade County Fair, NFTE, Fairchild Challenge, etc.	CTE Coach AP's	Develop competition lesson plans and pacing guides using Project Based Learning instructional elements for competitions for appropriate Career Technical Ed Student Organizations (CTSO), Miami- Dade County Fair, NFTE, Fairchild Challenge or other district-approved competition curriculum. Develop a timeline of training, attending informational workshops and sessions; and plan for meeting deadlines for registration, proposals, etc. Attend CTSO Advisor district and /or state training which includes instruction for competition guidelines. Research and plan to attend PD or join Teacher PLC for competitions, such as Robotics PLC.	Coach/ AP walkthroughs Lesson Plans Common Planning Lesson Logs
4	Teachers need professional development specifically in the area of explicit instruction within each individual strand of industry certifications.	Explicit and Systematic Instruction Promote the effective use of Explicit and Systematic Instruction.	CTE Coach AP's	Establish a consistent instructional routine in the CTE classes by utilizing the effective use of Explicit and Systematic Instruction with "I do, we do, you do." Provide active modeling and coaching in the development of the instructional routine of Explicit and Systematic Instruction in the CTE classes. Conduct peer observations in observational classrooms with the focus on Explicit and Systematic Instruction.	Coach/ AP walkthroughs Lesson Plans Common Planning Lesson Logs Teacher made assessments Final Certification Evaluation.
	Lack of Promethean boards in CTE classrooms. PD on other industry specific software that address	Technology Promote the use of Discovery Learning, interactive boards, online software for	CTE Coach AP's	Promote the use of Discovery Learning, interactive boards, online software for industry certification in	Coach/ AP walkthroughs Lesson Plans Common Planning Lesson Logs

5	the extension to rigor and higher order thinking strategies.	industry certification in the CTE classrooms.		the CTE classrooms. Conduct peer observations in observational classrooms with the focus on effective use of technology during rigorous activities and in conjunction with high order questions. Provide active modeling and coaching in the effective use of technology throughout the curriculum. Ensure all CTE teachers have received training in the instructional technology listed above.	Utilization Data Teacher made assessments Final Certification Evaluation.
6	Lack of specific industry certified pacing guides to lead instructional timing and activities.	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	CTE Coach AP's	Plan for instruction using most current CTE curriculum frameworks, following pacing guide for content; including timeline for establishing baseline assessment, interim and/or exam readiness assessment and final certification procedures (exam plus any other requirements, such as work experience. Promote student development of certification goals and student awareness of industry certification timelines. Promote posting of certification information and timelines in classrooms. Research training opportunities through district or state resources; provide release time for training for industry certification achievement by teacher, test proctor, grade book or other documentation procedures	Coach/ AP walkthroughs Lesson Plans Common Planning Lesson Logs Utilization Data Teacher made assessments Final Certification Evaluation.

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 Goal(s) Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Literacy Night	Books & Promotional Materials	Title 1	$500.00
				Subtotal: $500.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Certiport License	Industry Certification Exams	Magnet	$2,950.00
				Subtotal: $2,950.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Conduct ETO monthly and Interim Assessments to assess benchmarks on the instructional Focus Calendar. Revisit FCIM process along with Active coaching, explicit instruction and Lesson Study.	Substitute personnel for lesson studies.	SIG	$3,000.00
Writing	Small group writing intervention will continue targeting this group during whole group writing instruction. Students will be afforded the opportunities to work with graphic organizers and other writing strategies that will expand language. Increased exposure to rich literature, including novel studies, will broaden students' use of figurative language.	Novels	SIG	$4,000.00
				Subtotal: $7,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $10,450.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District HOMESTEAD SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	21%	59%	68%	27%	175	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	36%	66%			102	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?	47% (NO)	62% (YES)			109	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					386	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District HOMESTEAD SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	23%	56%	82%	27%	188	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	37%	71%			108	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?	34% (NO)	73% (YES)			107	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					403	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested