

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: INTERNATIONAL STUDIES CHARTER HIGH SCHOOL

District Name: Dade

Principal: Victoriano Rodriguez

SAC Chair: Victoriano Rodriguez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Victoriano Rodriguez	BS Math Education, Florida International University MS Math Education, With Educational Leadership Certificate, Nova Southeastern University	7	13	'12 '11 '10 '09 '08 '07 School Grade P A A A A B AMO High Standards Rdg. 60% 62% 75% 57% 39% High Standards Math 92% 83% 87% 81% 83% Lrng Gains-Rdg. 63% 73% 75% 63% 58% Lrng Gains-Math NA 83% 80% 76% 82% Gains-Rdg-25% 60% 74% 72% 60% 60% Gains-Math-25% NA 82% 70% 63% 63%
Assis Principal	Janette Perez Cruz	BA English, Concentration in Biology and Psychology; Florida International University MS Educational Leadership,	6	5	'12 '11 '10 '09 '08 '07 School Grade P A A A A B AMO High Standards Rdg. 60% 62% 75% 57% 39% High Standards Math 92% 83% 87% 81% 83%

	Barry University Certifications: Administration and Supervision K-12; English Education 6-12		Lrng Gains-Rdg. 63% 73% 75% 63% 58% Lrng Gains-Math NA 83% 80% 76% 82% Gains-Rdg-25% 60% 74% 72% 60% 60% Gains-Math-25% NA 82% 70% 63% 63%
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## 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)

## 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. Partnering new teachers with a mentor	Assistant Principal	June 2013	
2	2. Advertising in print and web media	Principal and Assistant Principal	June 2013	
3	3. Providing opportunities for professional growth	Assistant Principal	June 2013	
4	4. College campus job fairs and e-recruiting at universities	Leadership Team	June 2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6	*Enroll in the courses required to receive a certificate and take the subject area exam for the courses they are teaching by June 2013 *Provide each non highly effective teacher with a faculty mentor who is highly effective and has been through the certification process

## 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
32	6.3%(2)	46.9%(15)	40.6%(13)	6.3%(2)	43.8%(14)	81.3%(26)	0.0%(0)	0.0%(0)	3.1%(1)

### Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Bello, Mara	Basualdo, Anabel	Same subject area taught	Weekly Meetings; Shadowing during planning time
Vieta, Sandra	Zimmerman, Kelly	Same subject area taught	Weekly Meetings; Shadowing during planning time

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based leadership team will consist of:

Principal  
Assistant Principal  
School Counselor  
CAP Advisor  
Assessment Coordinator  
Language Arts Department Head  
Mathematics Department Head  
Social Studies Department Head  
Middle School Lead Teacher  
French Lead Teacher  
Activities Director  
Athletic Director  
Technology Lead

The School Based MTSS/RtI Team meets the first Tuesday of every month.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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

Assistant Principal: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Select General Education Teachers – Language Arts and Math/Science department chairs provide information about core instruction, participate in student data collection, collaborate with staff to implement Tier 2 interventions and to integrate Tier 1 materials/instruction with Tier 2/3 activities.

Technology Specialist: 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.

Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The counselor will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: special education personnel, advisory group members, and community stakeholders.

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

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

The Leadership Team will:

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

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings

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

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

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

7. Assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

Describe the plan to train staff on MTSS.

1. Baseline results, Interim Assessment results, and previous FCAT results will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions.

2. Managed data will include:

Academic data

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Management systems in academic performance utilize the district's ISIS information system.

Baseline data: Progress Monitoring and Reporting Network (PMRN): FORF (Florida Oral Reading Fluency), EduSoft, and Florida Comprehensive Assessment Test (FCAT), district baseline data exam.

Progress Monitoring: PMRN, Interim assessments (Edusoft), FCAT Simulation

Midyear: District interim assessment (EduSoft)

End of year: FCAT

Behavior Data

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Referrals to special education programs

The district's Student Case Management System is used to manage behavior data

Team climate surveys

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. Communicating outcomes with stakeholders and celebrating success frequently \*

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Victoriano Rodriguez, Principal  
Janette Cruz, Assistant Principal  
Sandra Vieta, Language Arts/Reading Department Head  
Martha Elizabeth Figueroa/MS Lead Teacher  
Paola Tavarelli/Social Studies Department Head  
Frederic Bernerd/Science Lead Teacher  
Jeffrey Hobby/Math Department Head  
Tamara Cuello/Foreign Language Department Head  
Kerrie Hass, Reading Teacher/Reading Leader

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

The school based Literacy Leadership Team will meet at the beginning of each week during the allocated time set aside for Leadership Team meetings (from 7:00-7:30 on Tuesday mornings). During this time a focus calendar will be created for each month delineating the benchmarks that will be emphasized across the curriculum as well as strategies to support the focus benchmark. The team will discuss what strategies are working based on feedback from their individual department meetings and which strategies need to be eliminated or re-addressed. The Reading Leader guided by the principal and assistant principal will spearhead these discussions as well as design the focus calendar for the faculty with contributions and feedback from the department heads.

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

The major initiative of the LLT this year will be to emphasize to the entire faculty that we are all READING teachers. Professional development has been secured to reinforce this concept. ALL of our teachers have been CRISS trained prior to the opening of school this year and all of our teachers will attend the 6+ 1 Traits of Writing training that emphasize writing across the content areas, so teachers recognize the importance of the reading/writing connection across the curriculum.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

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

## \*Grades 6-12 Only

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.

This year our teachers started school before the district, Monday August 13th, because we held reading and writing across the curriculum training for our entire faculty. We offered the 6+1 Traits of Writing Across the Content Areas for 2 days. This workshop will help middle and high school teachers integrate writing across the content areas in meaningful, effective ways. This workshop will address teachers from various disciplines including mathematics, science, social studies, and language arts. Day 1 will demonstrate ways to introduce the traits to students using quick writes and other short assignments. Day 2 will use the 6 + 1 Trait model to improve and assess writing in all content areas, plus will introduce many writing to learn activities for comprehension of content. Both days will include a review of writing research and will make connections to Common Cores State Standards for English language arts and literacy in history/social studies, science and foreign languages. Our teachers will then be given time to design lesson plans incorporating each of the traits as well as opportunities for vertical and horizontal teaming. All of our teachers will be incorporating reading intervention strategies and writing strategies across the curriculum such as: Two Column Notes, Recognizing Organizational Patterns in a Text, Questioning the Author. We have purchased the Jamestown Reading Navigator materials for our Intensive Reading Classes. Our instructional focus calendar provides teachers with suggestions regarding which reading strategy to incorporate into their lesson for that particular

month. This will be monitored by the administration through ongoing classroom observations.

### \*High Schools Only

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

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

Our freshmen take a career research course that requires them to plan an academic "course of action" in order to better prepare for various careers in which they are interested. In this course students create a portfolio and select three possible careers through FACTS.ORG. Our CAP advisor also assists students in course selection and recommendations that would prepare students for their career interests. The school also organizes a career fair where speakers from various professions are invited to speak to our students regarding their professions. As a follow up activity to our career fair, students are assigned a project designed by the social studies department where students select a career of their choice on which to report and design a project.

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?

The Subject Selection process begins in the Spring. Our counselor meets with our students in groups based on their program of study (Spanish, Italian or French IS; or Spanish, Italian, or French AP/IB). She goes over program requirements with the group and then meets with each student individually to go over individual career and academic interests. Students are also given the opportunity to design electives based on faculty strengths and the elective is offered and incorporated into the Master Schedule (if possible) based on students interested in taking the course.

### Postsecondary Transition

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

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

Due to the unique nature of the ISCHS international focus, counseling is ongoing. In the 2012 senior class, every graduating senior is enrolling in college with the exception of one student who will be pursuing a career in professional athletics. Since a majority of our students are not born in this country (85%), counseling of both students and parents entails college readiness (including SAT and ACT performance and academic success in high school), financial assistance workshops, and tentative major/career goals. All juniors are offered an ACT/SAT preparation course as part of the pre-collegiate preparation process. In addition, we are offering several KAPLAN sponsored test dates throughout the year for all students (9-12th) to offer students feedback, remediation, and enhancement based on test results. We have added several student/parent nights depending on a student's grade level, explaining topics of interest and confusion, to our parents and students to help ease the process into postsecondary education such as: FAFSA, Financial Aide and Scholarships, and College Night.

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post secondary areas of enrichment. The ISCHS counselor implements lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post secondary academic institutions.

Tools for Success: Preparing Students for Senior High School and Beyond

Is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career and health/community awareness which support student successes.

Surviving My First Year After High School

This is a tenth, eleventh, and twelfth grade curriculum consisting of lesson plans and activities that have been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, projects based, and include authentic assessment and real world experiences. The counselor can utilize these lessons as needed for classroom and small group presentations. Former graduates are also invited back to the school to meet with the current seniors regarding their university/college experience.



## 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 31% (63) of students achieved Level 3 proficiency.  Our goal for the 2012 – 2013 school year is to increase Level 3 student proficiency by 6 percentage points to 37% (74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (63)	37% (74)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The areas of deficiencies as noted on the 2012 administration of the FCAT Reading Test were reporting category 1- Vocabulary and 2 - Reading Application.</p> <p>Students lack the basic skill of identifying advanced word/phrase relationships and their meaning.</p> <p>Students lack the basic skills necessary to be successful readers.</p> <p>Students lack the basic skill necessary to identify cause-effect relationships in text.</p> <p>English is a 2nd language for most of our students.</p>	<p>Teachers will incorporate various reading strategies into their daily lessons. Students will practice using and identifying details from the passage to determine main idea, plot, and purpose.</p> <p>Students will practice using graphic organizers, opinion proofs, and text marking.</p> <p>Teachers will create word walls, vocabulary word maps, and incorporate personal dictionaries.</p> <p>Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.</p>	MTSS/RTI Leadership Team	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	<p>Formative: District mandated baseline assessments and interim assessments</p> <p>Weekly and Bi Weekly teacher created assessments focusing on students' ability to determine the main idea, analyze the authors purpose, compare and contrast elements in multiple texts, and identify cause and effect relationships.</p> <p>Summative: 2012 FCAT 2.0</p>

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

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 34% (68) of students achieved Level 4 and 5 proficiency.  Our goal for the 2012– 2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 36% (72).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (68)	36% (72)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The areas where students were most deficient and needing the most improvement as noted by the results of the 2012 FCAT Reading Test was reporting category 3 – Literary Analysis and Category 4 Informational Text and Research Process.</p> <p>These students lack the advanced skills necessary to analyze, interpret and critique literature.</p> <p>These students lack the advanced skills necessary to analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme.</p>	<p>Students will practice identifying the methods of development as well as multiple patterns within a single passage.</p> <p>Teachers will emphasize identifying words and clue words that signal relationships. Students will practice reducing textual information to key points so that comparisons can be made across texts.</p> <p>Students will use concept maps, graphic organizers and signal words such as since, because, however</p>	MTSS/RTI Leadership Team	<p>The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.</p> <p>Teacher observations and student feedback will also be used Teacher observations and student feedback will also be used.</p>	<p>Formative: District mandated baseline assessments and interim assessments</p> <p>Ongoing teacher created assessments focusing on students' ability to analyze and interpret literature</p> <p>Summative: 2013 FCAT 2.0</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 79% (125) of students made learning gains in reading. Our goal for the 2012 – 2013 school year is to increase students making learning gains by 5 percentage points from 79% (125) to 84% (133).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (125)	84% (133)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Students had difficulty with reporting category 1: Reading Application  Previously only students enrolled in Intensive Reading were provided with implicit intervention strategies that addressed reading deficiencies.	3a.1. All students will be utilizing the Reading Plus program as part of a school wide initiative.  In addition FCAT Explorer is being assigned as homework to all students in 9th and 10th grade.	3a.1. MTSS/RTI Leadership Team	3a.1. The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	3a.1. Formative: District mandated baseline assessments and interim assessments  Teacher observations and student feedback will also be used. Review Reading Plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments.  Summative: 2013 FCAT 2.0
	Students had difficulty with reporting category 1: Reading Application  Previously only students enrolled in Intensive	All students will be utilizing the Reading Plus program as part of a school wide initiative.  In addition FCAT Explorer	MTSS/RTI Leadership Team Reading Leader	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed	Formative: District mandated baseline assessments and interim assessments

2	Reading were provided with implicit intervention strategies that addressed reading deficiencies.	is being assigned as homework to all students in 9th and 10th grade.	appropriate.	Teacher observations and student feedback will also be used. Review Reading Plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments.  Summative: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 211-2012 FCAT Reading 2.0 Test indicate that the percentage of students in the lowest 25% making learning gains was 88% (36).  Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains in reading by 5 percentage points to 93% (38).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (36)	93% (38)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students in this subgroup lack basic reading skills as well as the motivation and support needed to succeed.	These students will be identified and placed in Intensive Reading Courses, provided with tutoring, and provided	MTSS/RTI Leadership Team Reading Leader	4a.1. Progress Monitoring: Teachers, mentors and administrators will review reports generated from	4a.1. Formative: District mandated baseline assessments and interim

1		with a mentor to encourage, guide and monitor their progress.  The Jamestown Reading Navigator will be used in Intensive Reading Classes to improve Reading results.		Reading Plus, FCAT Explorer, and District Mandated Assessments. Instruction and interventions will be modified based on student progress.	assessments  Review reading plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2013 FCAT Reading 2.0
2	Students in this subgroup lack the resources and support at home needed to be successful.	These students will be identified and placed in Intensive Reading Courses, provided with tutoring, and provided with a mentor to encourage, guide and monitor their progress.  The Jamestown Reading Navigator will continue to be used in Intensive Reading Classes to improve Reading results.	MTSS/RTI Leadership Team	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.  Teacher observations and student feedback will also be used Teacher observations and student feedback will also be used.	Formative: District mandated baseline assessments and interim assessments  Ongoing teacher created assessments focusing on students' ability to analyze and interpret literature  Summative: 2013 FCAT 2.0

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 percentage of students in each of the following subgroups not making satisfactory progress in reading proficient will decrease by 50 percentage points from 2012 to 2017.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 59% (89)	Hispanic: 63% (95)

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
	White: Due to the unique nature of our curriculum, our White subgroup consists mainly of French Nationals who are of	Expose students to more vocabulary through the use of semantic mapping, word walls, word maps, personal dictionaries, instruction in different	ESOL Coordinator Leadership Team All Teachers	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed	Formative: District mandated baseline assessments and interim assessments

1	Limited English Proficiency.	levels of content specific words (shades of meaning).  Teachers will model techniques such as highlighting, marginal note taking, and think alouds to help ELL students analyze and interpret texts.		appropriate.  Teacher observations and student feedback will also be used  Feedback from the LEP Committee	Review reading plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2013 FCAT
2	Hispanic: Students struggles with reporting category 1: Reading Application  Many students in this subgroup are also LEP students. English is not the primary language spoken at home.	Implement LEP strategies across the curriculum such as CRISS strategies as well as provide and encourage content area teachers to attend META trainings in addition to other LEP trainings.	MTSS/RtI Leadership Team & ESOL Teacher	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.  Teacher observations and student feedback will also be used Teacher observations and student feedback will also be used.	Formative: District mandated baseline assessments and interim assessments  Review reading plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2013 FCAT
3	Students struggles with reporting category 1: Reading Application  Many students in this subgroup are also LEP students. English is not the primary language spoken at home.	Implement LEP strategies across the curriculum such as CRISS strategies as well as provide and encourage content area teachers to attend META trainings in addition to other LEP trainings.	MTSS/RtI Leadership Team & ESOL Teacher	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.  Teacher observations and student feedback will also be used Teacher observations and student feedback will also be used.	Formative: District mandated baseline assessments and interim assessments  Review reading plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2013 FCAT 2.0

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:	The percentage of English Language Learners (ELL) not making satisfactory progress in reading will decrease by 50 percentage points from 2012 -2017.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 59% (89)	Hispanic: 63% (95)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students in this subgroup have emerging English language skills.  Students do not have the vocabulary necessary to succeed on our standardized exams.	Expose students to more vocabulary through the use of semantic mapping, word walls, word maps, personal dictionaries, instruction in different levels of content specific words (shades of	ESOL Coordinator Leadership Team All Teachers	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	Formative: District mandated baseline assessments and interim assessments  Review reading plus reports to

1	They lack the ability to comprehend what they read at an advanced and figurative level.	meaning). Teachers will model techniques such as highlighting, marginal note taking, and think alouds to help ELL students analyze and interpret texts.		Teacher observations and student feedback will also be used  Feedback from the LEP Committee	ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2013 FCAT Reading 2.0
2	Students struggles with reporting category 1: Reading Application  Many students in this subgroup are also LEP students. English is not the primary language spoken at home.	Implement LEP strategies across the curriculum such as CRISS strategies as well as provide and encourage content area teachers to attend META trainings in addition to other LEP trainings.	RtI Leadership Team & ESOL Teacher	The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.  Teacher observations and student feedback will also be used Teacher observations and student feedback will also be used.	Formative: District mandated baseline assessments and interim assessments  Review reading plus reports to ensure students are making adequate progress as well as ongoing teacher made assessments. Summative: 2012 FCAT

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:	
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2010-2011 FCAT Reading Test indicate 58% of students in the Economically Disadvantaged subgroup made AYP. Our goal for 2012 is to increase this amount to 62% making AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (61)	62% (65)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	Identifying students, pairing them with a mentor, and then tracking their progress through progress reports and interims.  Provide an after school mentoring program where students receive academic support through homework help and tutoring.	MTSS/RtI Leadership Team Mentoring Program Organizer	Student Questionnaires Tutoring Logs	Summative: 2013 FCAT Reading 2.0
2	Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	Identifying students, pairing them with a mentor, and then tracking their progress through progress reports and interims.  Provide an after school mentoring program where students receive academic support through homework help and tutoring.	RtI Leadership Team Mentoring Program Organizer	Student Questionnaires Tutoring Logs	Summative: 2012 FCAT

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
Reading Plus Training	9th – 12th grade Language Arts Teachers	Kerrie Hass	9th – 12th Grade Language Arts Teachers	August 16th	Reading Plus Reports	Leadership Team; Reading Leader
Reading Common Core Standards Workshop	Teachers	Workshops Provided by the District	School Wide	July 2012	Meetings	Leadership Tea

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
The Jamestown Reading Navigator will continue to be used in Intensive Reading Classes to improve Reading results.	Jamestown Reading Navigator Site License	General	\$1,000.00



Subtotal: \$1,000.00

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
Incentives for Mentoring Program	Gift Cards, Novels, Movie Tickets	SAC Funds	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$1,500.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The percentage of Students scoring proficient in Listening/Speaking in 2013 will increase by 10 percent from 53% (31) to 63%.			
2012 Current Percent of Students Proficient in listening/speaking:					
53% (31)					
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.Limited English Proficiency Students are reluctant to speak and read in front of their English peers.	1.1.Implement school-wide initiative for all teachers to incorporate strategies such as popcorn reading, jump-in reading, modeling, cooperative learning, and think aloud.  Incorporate technological based resources such as software programs and audio/visual devices that will provide assistance and opportunities to student's to practice and enhance their speaking and listening skills.  Encourage LEP students to become more involved in extra-curricular clubs and organizations.	1.1.MTSS/RtI Leadership Team	1.1.Teachers observation and self evaluation will be used to determine effectiveness of strategy implemented and instruction will be adjusted when necessary.	1.1.CELLA 2013

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of Students scoring proficient on the CELLA 2013 in Reading will increase by 10 percent from 33% (20) to 43%.

2012 Current Percent of Students Proficient in reading:

33% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.Limited English Proficiency students lack the basic skills necessary to analyze and interpret text as well as decipher the meaning of questions.	2.1.Provide students with opportunities to improve reading fundamentals such as vocabulary, decoding, context clues by creating word walls, using graphic organizers, annotations, and highlighting text.  Achieve 3000 will be implemented as part of the Developmental Language Courses to enrich their lessons.	2.1. ESOL Coordinator and Department heads.	2.1.Teacher observation, student feedback, participation logs, LEP committee meetings will be used to determine effectiveness of strategy.	2.1. Formative: Reading Baseline and Interim Assessment: CELLA 2013

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of Students scoring proficient on the CELLA 2013 Writing will increase by 10 percent from 40 percent to 50 percent.

2012 Current Percent of Students Proficient in writing:

40% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited English Proficiency students often use incorrect grammatical structures when translating ideas to written English.	2.1. Provide students with implicit instruction on diagramming sentences and implementing proper grammatical structures and concepts.  Utilize the Promethean Boards and available technology to provide students with opportunities to interact with teachers,	2.1. MTSS/RtI Leadership Team	2.1. Writing portfolios and teacher observations will be used to determine the effectiveness of the strategies.	2.1. Formative: Standardized Writing Prompts and Rubrics; District mandated writing Interims.  Summative: CELLA 2013 and FCAT writing 2.0 scores.

	fellow students and content.		
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Developmental Language Enrichment	Achieve 3000	General Fund	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

# Florida Alternate Assessment High School Mathematics Goals

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

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

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

## 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:	Students scoring at Achievement Level 3 in the Algebra EOC will increase by 8 percentage points from 38%(21)to 46% (25) when comparing the results of the 2012 Algebra EOC to the 2013Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (21)	46% (25)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more opportunities to develop exploration and inquiry activities.  Students need the math vocabulary necessary to solve advanced real-world problems.	1.1. Teachers will utilize manipulative and hands-on activities to foster and promote curiosity and inquiry  Teachers will implement problem-solving strategies with students to solve real world application problems.	1.1. MTSS/RtI Leadership Team	1.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	1.1. Formative: District mandated baseline assessment and interim assessments  Monitoring ongoing classroom assessments focusing on students' knowledge of mathematics vocabulary.  Summative: 2013 Algebra I EOC

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:	Students scoring at Achievement Levels 4 and 5 in the Algebra EOC will increase by 3 percentage points from 24% (13) to 27% (15) when comparing the results of the 2012 Algebra EOC to the 2013 Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (13)	27% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students need more opportunities to develop exploration and inquiry activities.  Students need the math vocabulary necessary to solve advanced real-world problems.	2.1. Teachers will utilize manipulative and hands-on activities to foster and promote curiosity and inquiry  Teachers will honor student styles through an instructional model that embraces diversity and the brain's natural learning cycle.	2.1. MTSS/RtI Leadership Team	2.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	2.1. Formative: District mandated baseline assessment and interim assessments  Monitoring ongoing classroom assessments focusing on students' knowledge of mathematics vocabulary.  Summative: 2013 Algebra I EO

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 #					
	Students scoring at or above level 3 on the Algebra EOC will increased by 3 percentage points each year when comparing the results of the Algebra EOC to the 2010-2011 Baseline data.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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
	3B.1. White: Students in this subgroup	3B.1. Provide a mentoring program throughout the	3B.1. RtI Leadership Team	3B.1. Identifying students, comparing them with a	3B.1. Formative: Teacher made

1	do not have the tools, resources, and support in the home necessary to achieve their full potential.  Hispanic: Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	school day where students receive academic support through homework help and tutoring.	Mentor	mentor, and then tracking their progress through progress reports and interims.  Mentors will assist students in self monitoring and tracking progress.	classroom assessments and observations. Interim Assessments  Summative: 2013 FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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	3C.1. Students are not familiar with math terminology in English.	3C.1. Incorporate as part of the School Wide Reading Plan, math terms as well as CRISS Strategies such as semantic/concept mapping to increase students knowledge and familiarity with math terms.	3C.1. RtI Leadership Team	3C.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	3C.1. Formative: Teacher made classroom assessments and observations. Interim Assessments  Summative: 2013 Algebra EOC

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
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No Data Submitted

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

3E. Economically Disadvantaged students not making satisfactory progress in 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	3E.1. Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	3E.1. Provide a mentoring program throughout the school day where students receive academic support through homework help and tutoring.	3E.1. RtI Leadership Team	3E.1. Identifying students, pairing them with a mentor, and then tracking their progress through progress reports and interims.  Mentors will assist students in self monitoring and tracking progress.	3E.1. Formative: Teacher made classroom assessments and observations. Interim Assessments  Summative: 2013 Algebra EOC

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	Students scoring at Achievement Level 3 on the Geometry EOC will increase by 2 percentage points from 40% (52) to 42% (54) when comparing the results of the 2012 Geometry EOC to the results of the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (52)	42% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students had difficulty in 3 dimensional geometry.	1.1. Teachers will use problem solving strategies to help students with real world problem situations dealing with 3	1.1. MTSS/RtI Leadership Team	1.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	1.1. Formative: Teacher made classroom assessments and observations. Interim



1		dimensional geometry.  Manipulatives will be implemented as part of routine classroom instruction to enrich students' visually.		Assessments  Summative: 2013 Geometry EOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	Students scoring at Achievement Levels 4 and 5 on the Geometry EOC will increase by 1 percentage point from 37% (48) to 38% (49) when comparing the results of the 2012 Geometry EOC to the results of the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (48)	38% (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	Students had the most difficulty with Trigonometry and Discrete Mathematics.	2.1. Teachers will use problem solving strategies to help students with real world problem situations dealing with Trigonometry and Discrete Mathematics.  Students will be provided with more opportunities to solve the most difficult geometric problems using graphing calculators.	2.1. MTSS/RtI Leadership Team	2.1. Review and analyze the results of the baseline and interims and adjust instruction as necessary.	2.1. Formative: Teacher made classroom assessments and observations. Interim Assessments  Summative: 2013 Geometry EOC

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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	
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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 Geometry.  Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra Summer Institute	Algebra Teachers	District Trainer	Algebra Teachers	6-18-2012	Implementation of Learned strategies in lesson plans; Observations; Sharing at Department Meeting	Math Department Head Leadership Team
After Dark PD	Geometry Teachers	District Trainer	Geometry Teachers	TBA	Implementation of Learned strategies in lesson plans; Observations; Sharing at Department Meeting	Math Department Head Leadership Team

Mathematics Budget:

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

Subtotal: \$0.00

**Professional Development**

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

Subtotal: \$0.00

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
Students will be provided with more opportunities to solve the most difficult geometric problems using graphing calculators.	Graphing Calculators	General	\$3,000.00
Manipulatives will be implemented as part of routine classroom instruction to enrich students' visually.	Manipulatives	General	\$500.00

Subtotal: \$3,500.00

**Grand Total: \$3,500.00**

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

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

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

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

## Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	Students scoring at level 3 in the Biology EOC will increase by 1 percentage point from 33% (37) percentage points to 34% (39) percentage points when comparing results from the 2011-2012 Biology EOC to the 2012-2013 Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (37)	34% (39)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students performed consistently in each of the biology EOC reporting categories. 1. Molecular and Cellular Biology 2. Classification, Heredity and Evolution 3. Organisms, Populations and Ecosystems Due to limited laboratory access students have not had the opportunity to make connections between real life and biology content.	1.1. Provide all students with inquiry based laboratory activities of life and the environmental science systems, for students to make connections to real-life experiences, and explain and write about the result and their experiences.  Provide students with more opportunities for enrichment and virtual laboratories through Discovery Education.	1.1 MTSS/RTI leadership team	1.1. The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	1.1. Formative: District mandated baseline assessment and interim assessments. Teacher observation and student feedback will also be used.  Summative: 2013 biology EOC

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:	Students scoring at level 4 and 5 in the Biology EOC will increase by 1 percentage points from 47% (53) percentage points to 48% (54) percentage points when comparing results from the 2011-2012 Biology EOC to the 2012-2013 Biology EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (53)	48% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1. Students performed consistently in each of the biology EOC reporting categories.</p> <p>1. Molecular and Cellular Biology 2. Classification, Heredity and Evolution 3. Organisms, Populations and Ecosystems</p> <p>Due to limited laboratory access students have not had the opportunity to make connections between real life and biology content.</p>	<p>2.1. Incorporate and or participate in environmental challenges and/or programs that provide students the opportunity to investigate and explain the interrelationships of human and Earth's systems. (Fairchild challenge)</p> <p>Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to the life and environmental sciences.</p>	2.1 MTSS/RTI leadership team	2.1. The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	<p>2.1. Formative: District mandated baseline assessment and interim assessments. Teacher observation and student feedback will also be utilized.</p> <p>Summative: 2013 Biology EOC</p>

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
Fairchild Challenge PD's Fairchild Content Area Teachers	9 -12th Content Area Teachers	Fairchild	Content Area Teachers	August 26	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team Science Department Head
Promethean Training	All Science Teachers	Active Inspire Trainer	All Science Teachers	October 25th	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team Science Department Head

Discovery Education	All Science Teacher	District Facilitator	All Science Teachers	Offered throughout entire summer	Agenda; Sharing at Faculty Meeting; Observation	Leadership Team Science Department Head
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide all students with inquiry based laboratory activities of life and the environmental science systems, for students to make connections to real-life experiences, and explain and write about the result and their experiences.	Laboratory Materials and Kits	General Fund	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with more opportunities for enrichment and virtual laboratories through Discovery Education.	Discovery Education Subscription	General Fund	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Promethean Training	Training Materials, Trainer	General Fund	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2011-2012 FCAT Writing Test indicate that 87% (93) of our students performed at levels 3 or above on the FCAT Writing Exam.			
Writing Goal #1a:		Our goal for the 2012-2013 School Year is to increase by 1 percentage point from 87% (93) to 88% (94).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
87 % (93)		88% (94)			
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	1a.1. Students have difficulty writing essays that have a thesis statement and supporting details with an introduction, body and conclusion.	1a.1. Model writing with the correct organizational structure. Use the anchor essays from the 2011-2012 released essay examples to demonstrate proper form. Write weekly essays in each of the core subject areas- 1 week Math, 1 week Science, 1 week Social Studies, 1 week Language Arts  All teachers will implement the 6+1 Traits of Writing Across the Content Areas strategies.	1a.1. MTSS/RtI Leadership Team	1a.1. Creative Writing Teachers will maintain Student Writing Portfolios To determine student progress	1a.1. Formative: Weekly essays, District Mandated Writing Interims  Summative: 2013 FCAT Writing Exam

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

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
6+1 Traits of Writing	9-12 grade content area teachers	Gayle Miller	School Wide	August 14 and 15	Writing Portfolios	Leadership Team Language Arts Department Head



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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:	
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	1.1. According to the Reading FCAT2.0 students had difficulty with the Informational Text and Research process affecting their ability to succeed on the US History EOC.  As stated in the Reading FCAT 2.0 scores students will lack basic skill applying content-specific	1.1. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.  Teachers will provide opportunities for students to create word walls, charts,	1.1. MTSS/RTI leadership team	1.1. The results of the baseline, interim and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate.	1.1. Formative: District mandated baseline assessment and interim assessments. Teacher observation and student feedback will also be used.  Summative: 2013 US History EOC

vocabulary taught in government/civics.	vocabulary and word map.  Teachers will emphasize strategies for deriving word meanings such as context clues.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	Students scoring at levels 4 and 5 on the US History EOC will increase by ___ percentage points from ___ to ___ when comparing the results of the US history baseline to the results of the 2013 Winter Interim.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. According to the Reading FCAT scores students lack the advanced skills necessary to interpret values, complexities, and dilemmas involved in social, political, and economic issues.  Students lack the advanced skill to utilize critical thinking and develop well-reasoned positions on issues.	2.1. Teachers will provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District.  Provide opportunities for students to utilize print and non print resources to research specific issues related to government/history; help students provide alternate solutions to the problems researched.	2.1. MTSS/RTI leadership team	2.1. The results of the baseline, interims and teacher made exams will be analyzed and instruction will be adjusted when deemed appropriate	2.1. Formative: District mandated baseline assessment and interim assessments. Teacher observation and student feedback will also be used.  Summative: 2013 US History EOC

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
US History EOC Training	11th Grade US History Teacher	ROBERT C BRAZOFSKY	11th Grade US History Teacher	November 2012	Observation; Data from Interim Assessments	Social Studies Department Head

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 the 2012-2013 year is to improve attendance from 95.06 % (358) to 95.56% (123) by decreasing absences.  Our goal for the 2012-2013 is decrease the number of students with excessive tardies from 120 to 114.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.06% (358) 95.56% (360)		95.56% (360)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
129		123			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
120		114			
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	<p>1.1. There are not enough opportunities to award good attendance behavior.</p> <p>Not all students fully understand the importance and implications of the MDCPS attendance policy.</p>	<p>1.1. Implement an incentive program to reward good attendance behavior.</p> <p>1st block classroom teachers will address the implications for poor attendance behavior.</p> <p>Emphasize the importance and implications for attendance and punctuality at all parent nights, orientations, and activities involving parents.</p>	<p>1.1. Head of Student Services Assistant Principal</p>	<p>1.1. Daily Attendance rate and logs from the reported by the registrar</p>	<p>1.1. Attendance Rosters and end of the year attendance/tardy rate.</p>

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/Truancy Prevention	Attendance Manager/ Registrar	District Trainer	Counselor, Attendance Manager, Registrar	Begins in September (3 meetings per year)	Develop and implement an attendance/truancy prevention program	Assistant Principal Head of Student Services

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Provide incentives for students with improved or excellent attendance	EESAC	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tardy/ID Card Monitor	Purchased program to monitor tardiness by scanning student ID's	Internal	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Wellness	Send teachers to the PD offered by the Alliance for a Healthier Generation	EESAC	\$250.00
			Subtotal: \$250.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,550.00

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 for the total number of in school suspensions not to exceed 10.  The total number of students suspended in school not to exceed 8.  The total number of out of school suspensions not to exceed 14.  The total number of students suspended out of school not to exceed 12.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
11	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	8
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16	14
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13	12

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Parents and students are unaware of the Code of Student Conduct and the consequences that must be implemented for inappropriate school behavior.	1.1 In order to decrease the total number of suspensions this year our goal is to seek alternative consequences for misbehavior such as teacher-parent	1.1. Administration Head of Student Services	1.1. Monitor COGNOS and maintain an accurate record of students referred to student services and administrators as well as the consequences that were rendered	1.1 End of the year suspension rates and figures.

1		conferences and referrals to school counselor.  Place students on a behavioral contract that places them on probation.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct Training	9-12	MTSS/RtI Team	School wide	Opening of school meeting August 17, 2012	Classroom observations Teacher/Parent Feedback	Administrators

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:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Our goal for the 2012-2013 school year is to decrease the dropout rate from 1.59% (6) to 1.51% (6) and to maintain the graduation rate at 87.3% (69).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.59% (6)	1.51% (6)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
87.3% (69)	87.3 (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students who are foreign nationals often leave the country and do not follow the proper withdrawal procedures.	1.1. Emphasize the importance of withdrawal procedures to our registrar and conduct meetings with parents of foreign nationals as well as the consulates explaining how not following proper withdrawal procedures affects the school's dropout rate.  Provide students with alternative strategies for course recovery such as night school and FLVS.	1.1. Administration Registrar	1.1. COGNOS Withdrawal Logs and Interviews	1.1. COGNOS

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2011-2012 school year, parent participation at school sponsored events was 55% our goal for the 2012-2013 school year is to increase parent participation by 5 percentage points to 60% as per our sign in sheets.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
55%		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
	Parents are often unaware of events that are occurring at the school because they are not familiar with our website, their contact information is not correct on ISIS, or they do not have access to a computer.	Ensure that our website is current on activities and events in which parents may participate.  Continue to use the Blackboard Connect ED to communicate important dates and	Assistant Principal  Computer technician	Review attendance logs at school sponsored events.	Sign in sheets



1		<p>events to parents.</p> <p>Conduct quarterly "self checks" to ensure that contact information on ISIS is up to date.</p> <p>Provide parents with an area at the school where they may access a computer.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Parent Involvement Budget:

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

*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:	Students scoring at levels 4 and 5 in the AP Biology Exam will increase by 1% percentage points from 12% to 13% when comparing the results of the 2012 AP Biology Exam.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack the opportunity for hands on enrichment activities.	1.1 Provide opportunities for students to engage in alternate laboratory type experiences by participating in the Fairchild Challenge and the School Science Fair	1.1 MTSS/RtI Leadership Team	1.1 Teacher made exams/evaluation. Student Feedback	1.1 Summative: AP Biology Exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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

### 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:			Students will be provided with information regarding local career fairs.		
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	Because of the nature of our college preparatory curriculum, students are not exposed to career and technical education.	We will host a career day and post/promote local career fairs.	MTSS/RtI Leadership Team	Student Surveys	Student Surveys

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

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

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

### CTE Budget:

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

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

*End of CTE Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Developmental Language Enrichment	Achieve 3000	General Fund	\$2,000.00
Science	Provide all students with inquiry based laboratory activities of life and the environmental science systems, for students to make connections to real-life experiences, and explain and write about the result and their experiences.	Laboratory Materials and Kits	General Fund	\$3,000.00
Attendance	Attendance Incentives	Provide incentives for students with improved or excellent attendance	EESAC	\$800.00
				Subtotal: \$5,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The Jamestown Reading Navigator will continue to be used in Intensive Reading Classes to improve Reading results.	Jamestown Reading Navigator Site License	General	\$1,000.00
Science	Provide students with more opportunities for enrichment and virtual laboratories through Discovery Education.	Discovery Education Subscription	General Fund	\$1,500.00
Attendance	Tardy/ID Card Monitor	Purchased program to monitor tardiness by scanning student ID's	Internal	\$1,500.00
				Subtotal: \$4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Promethean Training	Training Materials, Trainer	General Fund	\$500.00
Attendance	Wellness	Send teachers to the PD offered by the Alliance for a Healthier Generation	EESAC	\$250.00
				Subtotal: \$750.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incentives for Mentoring Program	Gift Cards, Novels, Movie Tickets	SAC Funds	\$500.00
Mathematics	Students will be provided with more opportunities to solve the most difficult geometric problems using graphing calculators.	Graphing Calculators	General	\$3,000.00
Mathematics	Manipulatives will be implemented as part of routine classroom instruction to enrich students' visually.	Manipulatives	General	\$500.00
				Subtotal: \$4,000.00
				Grand Total: \$14,550.00

## School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school:  Yes  No

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

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

Projected use of SAC Funds	Amount
Attendance Incentives	\$800.00
FCAT Reward Trip	\$1,000.00
Wellness Plan	\$250.00

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

The SAC will review the implementation of the School Improvement Plan, the Wellness Plan, and the use of SAC funds.

## AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District INTERNATIONAL STUDIES CHARTER HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	92%	86%	65%	304	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	63%	88%			151	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	60% (YES)	84% (YES)			144	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District INTERNATIONAL STUDIES CHARTER HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	87%	90%	71%	319	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	73%	83%			156	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	74% (YES)	82% (YES)			156	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					631	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested