

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DOROTHY M. WALLACE COPE CENTER

District Name: Dade

Principal: Annette Burks-Grice

SAC Chair: Sandra F. Ames

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/14/2012

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.

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Annette Burks-Grice	AA- Pre Bachelor of Arts, Miami Dade College BS- Early Childhood Education, Florida State University Masters of Science – Reading K-12, Florida International University Educational Leadership Certification- State of Florida	1	6	'12 '11 '10 '09 '08 School Grade F D D F F AYP Y N N N N High Standards Rdg. 25% 33% 24% 20% 20% High Standards Math 22% 33% 56% 45% 43% Lrng Gains-Rdg. 55% 51% 45% 39% 41% Lrng Gains-Math 47% 61% 73% 62% 63% Gains-Rdg-25% 56% 60% 54% 47% 53% Gains-Math-25% 55% 72% 77% 66% 66%

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.

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)
No data submitted				

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. Give highly qualified teachers opportunities to share best practices.	Principal/Professional Development Liaison	September 2012-June 2013	
2	2. Continuous opportunities for staff to participate in region/district professional development opportunities.	Principal/Professional Development Liaison	September 2012-June 2013	
3	1. Peer Mentoring	Principal/Professional Development Liaison	September 2012-June 2013	
4				

Non-Highly Effective Instructors

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

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
20	0.0%(0)	10.0%(2)	30.0%(6)	60.0%(12)	90.0%(18)	100.0%(20)	20.0%(4)	5.0%(1)	5.0%(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
N/A			

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 A

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

DMW COPE provides remediation services to students in cooperation with Communities in Schools (CIS) to provide additional support for the students. Additionally, Students are identified based on district and state assessments to be provided Supplemental Educational Services (SES) tutoring support. Instructional personnel develop, implement, and evaluate core content/standards. Specific interventions are designed and implemented based on data analysis and coordinated to ensure that appropriate measures are taken to meet learners needs to improve student achievement. In addition to providing intervention support, professional development activities are provided so that appropriate progress monitoring and delivery of the services are maintained. Other components that are integrated into the school-wide Title I Program include academic and enrichment programs to improve community and parental involvement.

Title I, Part C- Migrant

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

Title I, Part C- Migrant

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Title I, Part D

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

If students are identified as Homeless, the Student Services Department intervenes to ensure students and their children receive appropriate services from district and local social service agencies.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school counselors will provide students assistance through small groups and in-class activities on how to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

DMW COPE Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education is provided through the Nutrition and Wellness Courses. DMW COPE Center Receives funds and information to provide nutrition programs from the Florida Department of Health, Childcare Food Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

Students are encouraged to enroll in Adult Education courses that assist in course recovery (course forgiveness) thereby meeting graduation requirements as determined by the District Pupil Progression Plan.

Career and Technical Education

DMW COPE Center offers two career academies: Certified Nursing Assistants academy and the Early Childhood academy. The program design of the Nursing Assistant program is currently an intensive one-year program. Participation in the Certified Nursing Assistant academy will lead to industry certification after successful completion of the program and passing the CNA exam. The Early Childhood program design is currently a four-year program. Participation in this program can lead to industry certification after successful completion of the four-year program and passing the required six competency exams. Both academy programs provide course credit which can be transferred to the respective programs at Miami Dade College.

Job Training

N/A

Other

DMW COPE Center involves parents in the school via open invitation to the Parent Resource Center which provides access to resources and information of available programs and referral services. Parents are encouraged to participate in the District's Parent Advisory Committee.

DMW COPE Center provides information related to the Title I program and the required reporting requirements through the Annual Title I Orientation, Open House, EESAC and PTSA meetings. Parents are also informed of the Title I Parent Involvement Plan.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Childcare Specialist
Guidance Counselor
Curriculum Team Leader
Media Specialist
Data/Assessment Coordinator
SPED Consultant
Social Worker

Annette Burks-Grice, Principal: Provides a common vision for the utilization of data-based decision-making and instruction; build data-driven professional learning communities that hold all individuals accountable for student learning and instructional improvement; ensures implementation and monitoring of intervention support and documentation; ensures professional development to support MTSS/RtI implementation; communicates with parents regarding school-based MTSS/RtI plans and initiatives.

Sandra Ames, Childcare Specialist: Directs and supervises the childcare assistants/aides and other childcare support staff ; develops and supervises the implementation of daily lesson plans/activities as related to the childcare program; develops, implements and monitors model childcare center environments which foster sound educational practices for infants, toddlers, childcare workers, trainees and teen parents; establishes and monitors procedures for safe and sanitary environment, which conforms to the standards and requirements of M-DCPS; provides direct instructional support and training to childcare assistants/aides, trainees and teen parents, to include but not to be limited to knowledge of child growth and development, health, safety, nutrition, early childhood curriculum, adult/child interaction and parenting skills; monitors registration, attendance, health and nutritional records of children enrolled in the Nursery and establishes and maintains articulation between school administrator, instructional and support staff and teen parents to enhance the delivery of the educational program.

Susan Hansen, Guidance Counselor: Works with students on issues related to attendance problems, and works with the families to develop intervention plans to support the student's academic, emotional, behavioral, and social success.

Constance Gilbert, Media Specialist: Provides support as related to the K-12 District Reading Program, analyzes student assessment data, and provides data-based instructional support to content instructional staff, and ensures the fidelity of the school's literacy program.

Lisa Aviles, Mathematics Team Leader: Participates in analyzing assessment data, delivers data-based instruction, and provides instructional support to content area teachers, and ensures the fidelity of the school's mathematics program.

Alfreida Joseph-Goins, Data/Assessment Coordinator: Coordinates all District/State mandated assessments, disaggregates data to provide instructional support for data-based instructional planning, and assist in providing data-based professional development.

Steven Spiegel, SPED Consultant: Participates in data collection, and collaborates with general education teachers in lesson

planning strategies.

Dr. Sandra Billingslea, Social Worker: Provides social services and assistance to improve the social and psychological functioning of the students and their families. Additionally, assists in providing interventions for targeted students

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

The MTSS/RtI Leadership Team meets monthly to address data-based instructional planning, progress monitoring, and best practices to promote student achievement and implementation of the school improvement plan.

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

The MTSS/RtI Leadership Team meets as a Professional Learning Community addressing the data trends and needs that effect the school and overall student achievement.

The focus of discussion:

- What is occurring with the student?
- Why is/are the problem(s) occurring?
- What interventions are being used to correct problem?
- Are the current interventions working?

Information discussed at the MTSS/RtI Leadership Team meetings will be shared with EESAC to implement and further adjust the school improvement plan.

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.

The MTSS team will meet twice per month to interpret and analyze data. The data management system used by Dorothy M. Wallace COPE Center to make instructional decisions include:

Edusoft –Baseline (Reading,Math,Science,U.S.History), Fall (Reading, Math, Science) and Winter

(Reading,Math,Science,U.S.History) Interim Assessment

Progress Monitoring and Reporting Network (PMRN)

Florida Assessments for Instruction in Reading (FAIR)

Midyear data: FAIR assessment

End of year data: Florida Comprehensive Achievement Test (FCAT 2.0) results

End of Course Exams (Algebra 1/Geometry/Biology/US History)

FAIR

Data Discussion Conversations : Curriculum Team- weekly, General Education teachers – weekly during common planning, students once/monthly

Reading Plus reports

Jamestown reports

Describe the plan to train staff on MTSS.

Professional development for the MTSS/RtI will be provided to staff during professional learning communities, common planning, and early release days throughout the school year. Additional MTSS/RtI professional development needs will be discussed during monthly MTSS/RtI monthly leadership team meetings.

Describe the plan to support MTSS.

MTSS will meet monthly with the Leadership Team to discuss strategies and techniques that are positive.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Annette Burks-Grice (Principal) – The principal will share and promote the vision for the school-wide literacy initiative which will encompass all areas of the instructional program. The principal will ensure that necessary resources are made available to facilitate the implementation of the school-wide literacy program. Additionally, the principal will foster a collaborative atmosphere that focuses on the literacy initiative as it relates to reading and student achievement.

Constance Gilbert (Media Specialist) – The Media Specialist will infuse literacy across the curriculum. Additionally, the Media Specialist will work with the general education teachers to incorporate the Comprehensive Reading Plan. She will also collaborate with faculty and staff to promote a focus of the school-wide literacy initiative.

Alfreida Joseph-Goins (Professional Development Liaison) – The Professional Development Liaison will work with the Literacy Leadership Team to provide professional development as related to the literacy initiative based on student assessment data, classroom observation data, teacher's Individual Professional Development Plan (IPDP), and the school improvement plan (SIP). An instructional staff member from each content area will collaborate with the Literacy Leadership Team to ensure that all literacy initiatives are implemented with fidelity. Additionally, instructional staff members will develop strategies to identify struggling learners, diagnose and monitor learners based on student generated data, and assist with providing input on need-based professional development.

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

The Literacy Leadership Team will meet monthly to assess the student data, and provide feedback as related to instructional strategies, and needed professional development.

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

A major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. This initiative will be accomplished by determining professional development needs related to literacy and student achievement, and on-going collaboration to discuss student data.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/13/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All instructional staff will be trained in the Florida Continuous Improvement Model (FCIM) in an effort to meet the needs of each individual student. Reading and Language Arts teachers will implement the District required Reading program with fidelity. Content area teachers will be able to infuse research-based reading strategies and differentiated instruction. Additionally, all teachers will receive support from school site team leaders and region personnel in implementing District Pacing Guides and instructional focus calendars.

*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?

Instructional staff/teachers will incorporate real-world application to illustrate the relationships between subject area courses and their future aspirations. Additionally, instructional staff/teachers will infuse the use of technology across the curriculum to promote and facilitate integration of skills that are necessary for success in any future endeavor.

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?

DMW COPE Center staff works closely with student services to identify and provide additional course selections that will prepare the student for post-secondary options. Instructional staff/teachers participate in professional development that targets "School-to-Work" initiatives that are then infused throughout the curriculum. Teachers mentor students by assisting with college preparation and career planning and training such as financial planning, resume development, and appropriate work-site etiquette.

Postsecondary Transition

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

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

The curriculum offered at DMW COPE Center is aligned with Miami-Dade County Public School pupil progression plan. Students attending DMW COPE Center are also required to meet state assessment requirements for graduation (FCAT 2.0/EOC exams). Students are encouraged to enroll in honors and advanced placement courses and where applicable, the dual enrollment program. Additionally, students at COPE are given the opportunity and encouraged to take pre-graduation diagnostic examinations, such as PSAT, SAT, and ACT to determine areas of strengths and weaknesses in preparation for post-secondary education. Student services inform and assist students with the application for Bright Futures scholarships. Students do not receive a diploma from COPE. Once district/state graduation requirements are met, the student receives their diploma from their respective home high school as determined by the district's attendance boundary.

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 2012 FCAT 2.0 Reading Test indicate that 11% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 16 percentage point to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (5)	27%(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	1a.1. The area of deficiency as noted on the 2012 reading administration of the FCAT 2.0 in grades 7, 8 and 9 was: Vocabulary. Students lack the understanding of words in context across various text types.	1a.1. Teachers will provide instruction reading from a wide variety of texts; and instruction in differences in meaning due to	1a.1. Principal MTSS/RtI Leadership team Literacy Leadership Team Reading/Language Arts Department Chairperson	1a.1. The principal will monitor and observe instruction in the classroom daily and provide teachers feedback Reading teachers will perform bi-monthly progress monitoring of student assessment data Weekly Curriculum Team walkthroughs will be used and intervention strategies will be implemented.	1a.1. Formative: Teacher-made assessments, district interim assessments FAIR Reading Plus Bi-weekly assessments. Summative: Results from the 2013 FCAT 2.0 Reading Assessment.
2	1a.2. The area of deficiency as noted on the 2012 reading administration of the FCAT 2.0 in grade 10 was: Literary Analysis (Fiction and Non-Fiction) Students lacked the understanding of figurative language, societal and historical context, and understanding author's purpose and points of view	1a.2. Teachers will provide instruction that teaches literary terms that also incorporates analyzing various literature text.	1a.2. Principal MTSS/RtI Leadership team Literacy Leadership Team Reading/Language Arts Department Chairperson	1a.2. The principal will monitor and observe instruction in the classroom daily and provide teachers feedback Reading teachers will perform bi-monthly progress monitoring of student assessment data Weekly Curriculum Team walkthroughs will be used and intervention strategies will be implemented. Through PLCs teachers will collaborate to review	Formative: Teacher-made assessments, district interim assessments FAIR Reading Plus Bi-weekly assessments. Summative: Results from the 2013 FCAT 2.0 Reading Assessment Test.

			student work and data.	
3				

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 2012 FCAT 2.0 Reading Test indicate that 0% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	7%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 reading administration of the FCAT 2.0 in grades 7, 8 and 9 was: Vocabulary. Students lack the understanding of words in context across various text types.	2a.1. Teachers will provide instruction reading from a wide variety of texts; and instruction in differences in meaning due to context.	2a.1. Principal MTSS/RTI Leadership team Literacy Leadership Team Reading/Language Arts Department Chairperson	2a.1. The principal will monitor and observe instruction in the classroom daily and provide teachers feedback. Reading teachers will perform bi-monthly progress monitoring of student assessment data Weekly Curriculum Team walkthroughs will be used and intervention strategies will be implemented.	2a.1. Formative: Teacher-made assessments, district interim assessments FAIR Reading Plus Bi-weekly assessments. Summative: Results from the 2013 FCAT 2.0 Reading Assessment Test.

				Through PLCs teachers will collaborate to review student work and data.	
2	<p>2a.2. The area of deficiency as noted on the 2012 reading administration of the FCAT 2.0 in grade 10 was: Literary Analysis (Fiction and Non-Fiction)</p> <p>Students lacked the understanding of figurative language, societal and historical context, and understanding author's purpose and points of view</p>	<p>2a.2. Teachers will provide instruction that teaches literary terms that also incorporates analyzing various literature text.</p>	<p>a.2. Principal</p> <p>The MTSS/RTI Leadership team</p> <p>Literacy Leadership Team</p> <p>Reading/Language Arts Department Chairperson</p>	<p>2a.2. The principal will monitor and observe instruction in the classroom daily and provide teachers feedback.</p> <p>Reading teachers will perform bi-monthly progress monitoring of student assessment data</p> <p>Weekly Curriculum Team walkthroughs will be used and intervention strategies will be implemented.</p> <p>Through PLCs teachers will collaborate to review student work and data.</p>	<p>2a.2. Formative: Teacher-made assessments, district interim assessments</p> <p>FAIR</p> <p>Reading Plus Bi-weekly assessments.</p> <p>Summative: Results from the 2013 FCAT 2.0 Reading Assessment Test.</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>N/A – State did not provide data</p> <p>Less than 10 students were tested.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	60% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Student scores indicated deficiencies in overall vocabulary development.	3.1 Teachers will implement reading from a wide variety of sources that would use context clues, word relationships and multiple meanings.	3.1 Leadership Team	3.1 Review data from teacher model/District assessments. Use FCIM	3.1 Teacher made tests, District reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	N/A – State did not provide data. Less than 10 students were tested.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	60% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 The area of deficiency that delayed student progress was vocabulary and reading application.	4.1 Students will be required to read from a wide variety of sources and have a vocabulary journal to increase understanding and meanings.	4.1 RTI Leadership Team	4.1 On-going assessments focus on the student's ability to utilize the vocabulary. Use FCIM	4.1 Formative: Teacher-made assessments/district interim assessment, student work samples.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # Our goal from 2011- 2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	11%	19%	27%	35%	43%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 9% of Hispanic students achieved proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency of Black and Hispanic students by 17 and 14 percentage points respectively to 17% and 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: *** Hispanic: 9%(1) Asian: N/A American Indian: N/A White: N/A Black: 17%(5) Hispanic: 23%(4) Asian: N/A American Indian: N/A	White: N/A Black: 17%(5) Hispanic: 23%(4) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency as noted on the 2012 reading administration of the FCAT 2.0 Vocabulary. Students lack the understanding of words in context across various text types. Black: Hispanic:	5B.1. Teachers will provide instruction reading from a wide variety of texts; and instruction in differences in meaning due to context.	5B.1. Principal The MTSS/RtI Leadership team Literacy Leadership Team Reading/Language Arts Department Chairperson	5B.1 The principal will monitor and observe instruction in the classroom daily and provide teachers feedback Reading teachers will perform bi-monthly progress monitoring of student assessment data Weekly Curriculum Team walkthroughs will be used and intervention strategies will be implemented. Through PLCs teachers will collaborate to review student work and data.	5B.1 Formative: Teacher-made assessments, district interim assessments FAIR Reading Plus Bi-weekly assessments. Summative: Results from the 2013 FCAT 2.0 Reading Assessment Test.

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

5C. English Language Learners (ELL) not making	
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satisfactory progress in reading. Reading Goal #5C:				
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:

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 2012 FCAT 2.0 Reading Test indicate that Economically Disadvantaged students did not achieve proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency of Economically Disadvantaged students by 17 percentage points to 17%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
n/a		17%(7)		
Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 reading administration of the FCAT 2.0 Vocabulary. Students lack the understanding of words in context across various text types.	5E.1. Teachers will provide instruction reading from a wide variety of texts; and instruction in differences in meaning due to context.	5E.1. Principal MTSS/RTI Leadership team Literacy Leadership Team Reading/Language Arts Department Chairperson	5E.1. The principal will monitor and observe instruction in the classroom daily and provide teachers feedback Reading teachers will perform bi-monthly progress monitoring of student assessment data Weekly Curriculum Team walkthroughs will be used and intervention strategies will be implemented. Through PLCs teachers will collaborate to review student work and data.	5E.1. Formative: Teacher-made assessments, district interim assessments FAIR Reading Plus Bi-weekly assessments. Summative: Results from the 2013 FCAT 2.0 Reading Assessment Test.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Data to Drive Instruction	6-12	Department Chairperson/ PD Liaison	6-12 LA/Reading Instructors	2nd Monday of every month	Monitor evidence of Differentiated Instruction through lesson plans and class observations	Principal Professional Development Liaison
Infusing and Implementing Common Core Curricula	6-12	Department Chairperson	6-12 LA/Reading Instructors	October 25, 2012 Early Release – June 2013	Planning Documentation Departmental PLC meetings	Principal/Professional Development Liaison
Integrating DOK and rigor	6-12	Professional Development Liaison	6-12 LA/Reading Instructors	November 6 2012	Monitor evidence of Differentiated Instruction through lesson plans and class observations	Principal/Professional Development Liaison
Implementation of MTSS/RTI – Tier activities for struggling readers	6-12	Department Chairperson/PD Liaison	6-12 LA/Reading Instructors	September 14, 2012 – November 15 2012	Student folders, planning documentation, and data-based grouping of students	Principal/Professional Development Liaison

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement and infuse technology to include computer-assisted web based programs	smarbboards	Title 1 Funds	\$1,000.00
			Subtotal: \$1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LA/Reading Instructional Staff will begin implementation of Common Core Curricula standards Students will utilize computer-based reading program to develop and strengthen reading skills	Smartboards & Mount Projector Reading Plus, Jamestown	Title 1 funds School-based	\$1,796.75
			Subtotal: \$1,796.75
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
LA/Reading Instructional Staff will develop and implement DOK & rigor in course content LA/Reading Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Workshops/Training	Title 1 funds	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,196.75

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.		The results of the 2012 CELLA Test indicate that 17% of students achieved proficiency in Listening/Speaking.			
CELLA Goal # 1:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 18%.			
2012 Current Percent of Students Proficient in listening/speaking:					
17% (2)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was Listening/Speaking. ELL students struggle to understand conversations without the use of verbal cues and gestures ELL students do not	1.1 Teachers will provide instruction that focuses on teaching active listening/speaking skills.	1.1. Principal MTSS/RtI Leadership Team	1.1. The principal will monitor evidence of Differentiated Instruction through lesson plans and class observations	1.1. Formative: Teacher-made assessments, district interim assessments. Summative: Results from the 2013 CELLA Test.

use English outside of school learning environment.				
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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 results of the 2012 CELLA Test indicate that 0% of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 1%.
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2012 Current Percent of Students Proficient in reading:

0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was Reading due to students; limited access to English literature outside of school.	2.1. Teachers will provide instruction utilizing visual displays (i.e., graphs, charts, photos) before presenting the text in the lessons to support the oral or written message.	2.2. Principal MTSS/RtI Leadership Team	2.2. The principal will monitor evidence of Differentiated Instruction through lesson plans and class observations Student data assessments	2.2. Formative: Teacher-made assessments, district interim assessments. Summative: Results from the 2013 CELLA Test.

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 results of the 2012 CELLA Test indicate that 8% of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 9%.
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2012 Current Percent of Students Proficient in writing:

8% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was Writing Students lack the English vocabulary and English language structures necessary to effectively	3.1. Teachers will utilize the use of journals that record personal thoughts, feelings, ideas for exploration, and perplexing questions. Conduct peer sharing and editing, as well as student- teacher writing conferences.	3.1. Principal MTSS/RtI Leadership Team	3.1. The principal will monitor evidence of Differentiated Instruction through lesson plans and class observations Student data assessments	3.1. Formative: Teacher-made assessments district interim assessments. Summative: Results from the 2013 CELLA Test.

	communicate in writing	Additionally, students will improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.			
2	3.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was Writing Students lack the English vocabulary and English language structures necessary to effectively communicate in writing	3.1. Teachers will utilize the use of journals that record personal thoughts, feelings, ideas for exploration, and perplexing questions. Conduct peer sharing and editing, as well as student- teacher writing conferences. Additionally, students will improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.	3.1. Principal MTSS/RtI Leadership Team	3.1. The principal will monitor evidence of Differentiated Instruction through lesson plans and class observations Student data assessments	3.1. Formative: Teacher-made assessments district interim assessments. Summative: Results from the 2013 CELLA Test.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Instructional Staff will begin implementation of Common Core Curricula standards	Smartboards & Mounting LCD projectors	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

Middle School Mathematics 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 mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 13% of students achieved proficiency in Math. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage point to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(1)	15%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics in grade 7 was: Statistics and Probability This deficiency is due to limited understanding of the relationships between fractions, decimals, and identifying trends in data sets.	1a.1. Instructional staff will infuse the use of computer-assisted programs such as Cognitive Tutor (Bridge to Algebra) to assist students in gaining a better understanding of data trends and strengthening skills in fractions and decimals.	1a.1 Principal Math Department Chairperson MTSS/RtI Leadership Team	1a.1 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies. Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies. Through PLCs teachers will collaborate to review student work and data.	1a.1 Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2013 FCAT 2.0 Mathematics
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics in grade 8 was: Geometry and Measurement. This deficiency is related to insufficient skills necessary to solve rigorous measurement word problems.	1a.2. Instructional staff will expose students to various levels of DOK as related to solving word problems in math; to include but not limited to vocabulary inclusion and reading strategies specific to understanding mathematical word problems.	1a.2. Principal Math Department Chairperson MTSS/RtI Leadership Team	1a.2. Teachers will review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies. Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies. Through PLCs teachers will collaborate to review	1a.2. Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2013 FCAT 2.0 Mathematics

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 mathematics. Mathematics 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 mathematics. Mathematics Goal #2a:	2010-2011 FCAT Mathematics for Middle School indicate that 4% (1) of students achieved Level 4 proficiency. Our goal for the 2011-2012 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 6%(2) 2010-2011 Algebra 1 EOC indicate that 0% (0) of students achieved Level 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase Levels 4 & 5 student proficiency by 7 percentage points to 7% (1)
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	6% (2)
0% (0)	7% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics is Measurement. This deficiency is related to insufficient skills necessary to solve rigorous measurement word problems.	2a.1. Mathematics instructors will provide enrichment activities/lessons expose students to various levels of DOK as related to solving word problems in math; to include but not limited to vocabulary inclusion and reading strategies specific to understanding mathematical word problems.	2a.1. Principal Math Department Chairperson MTSS/RtI Leadership Team	2a.1. Teachers will review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies. Data results will drive instruction for adjustments and remediation as needed. Department Chair will conduct Team Meetings to evaluate data, and obtain teacher feedback	2a.1. Formative: Teacher-made assessments, district interim assessments, data reports, and student work samples Summative: Results from 2013 FCAT 2.0 Mathematics

			on effectiveness of instructional strategies	
			Through PLCs teachers will collaborate to review student work and data.	

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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 mathematics. Mathematics Goal #3a:	2010-2011 FCAT Mathematics for Middle School indicates that the state did not provide data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	60% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 The area of deficiency as noted on the 2011 administration of the FCAT Mathematics is Number Sense. This deficiency is due to limited understanding of the relationships between fractions, decimals, and percents in connection with the order of operations.	3.1 Instructional staff will infuse the use of computer-assisted programs such as FCAT Explorer to assist students in gaining a better understanding of number sense relationships.	3.1 Leadership Team	3.1 Review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by EduSoft to track learning gains/deficiencies. Data results will drive instruction for adjustments and remediation as needed. Conduct Team Meetings	3.1 Formative: teacher-made assessments, district interim assessments, data reports, and student work samples Summative: Results from 2012 FCAT Mathematics

			to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies using FCIM.
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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 mathematics. Mathematics 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 mathematics. Mathematics Goal #4:	
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 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%.	Middle School Mathematics Goal # Our goal from 2011- 2017 is to reduce the percent of non-proficient students by 50%.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	33%	39%	46%	53%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.
Mathematics Goal #5B:

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.
Mathematics Goal #5C:

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.
Mathematics 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 mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 7% of Economically Disadvantaged students achieved proficiency in Math. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 26 percentage point to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(1)	33%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	E.1 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics in grade 8 was: Geometry and Measurement. This deficiency is related to insufficient skills necessary to solve rigorous measurement word problems.	5E.1 Instructional staff will expose students to various levels of DOK as related to solving word problems in math; to include but not limited to vocabulary inclusion and reading strategies specific to understanding mathematical word problems.	5E.1 Principal Math Department Chairperson MTSS/RTI Leadership Team	5E.1 Teachers will review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies. Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies. Through PLCs teachers will collaborate to review student work and data.	5E.1 Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2013 FCAT 2.0 Mathematics

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at

Levels 4, 5, and 6 in mathematics.				
Mathematics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2012 Algebra 1 EOC exam indicate that 29% of students achieved Level 3 on the Algebra 1 EOC exam. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(4)	33%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the Algebra EOC is radicals, quadratics, and discrete mathematics. This deficiency is due to limited understanding of the relationships between variables and exponents in connection with the order of operations .	1.1. Instructional staff will use specific reading strategies to assist students in understanding discrete mathematics, radicals, and quadratics.	1a.1 Principal Math Department Chairperson MTSS/RtI Leadership Team	1a.1 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies. Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies. Through PLCs teachers will collaborate to review student work and data.	1a.1 Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2013 Algebra EOC
	1.2. The area of deficiency as noted on the Algebra 1 EOC polynomials This deficiency is due to limited understanding of the relationships of polynomials and variable expressions.	1.2. Instructional staff will infuse the use of computer-assisted programs such as Cognitive Tutor (Bridge to Algebra) to assist students in gaining a better understanding of number sense	1a.2 Principal Math Department Chairperson MTSS/RtI Leadership Team	1a.2 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies.	1a.2 Formative: Teacher-made assessments District interim assessments Data reports

2		relationships and polynomials.	<p>Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p> <p>Through PLCs teachers will collaborate to review student work and data.</p>	Summative: Results from 2013 Algebra 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 Algebra. Algebra Goal #2:	<p>The results of the 2012 Algebra EOC exam indicate that 0% of students achieved Level 4 or 5 in Math.</p> <p>Our goal for the 2012-2013 school year is to increase Level 4 or 5 student proficiency by 2 percentage points to 2%</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2%(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	<p>2.1. The area of deficiency as noted on the 2012 Algebra EOC is radicals, quadratics, and discrete mathematics.</p> <p>This deficiency is due to limited understanding of the relationships between variables and exponents in connection with the order of operations.</p>	<p>2.1. Instructional staff will infuse the use of computer-assisted programs such as Cognitive Tutor (Bridge to Algebra) to assist students in gaining a better understanding of number sense relationships.</p>	<p>2a.1 Principal</p> <p>Math Department Chairperson</p> <p>MTSS/RtI Leadership Team</p>	<p>2a.1 Teachers will review formative assessments (i.e. teacher-made assessments, interim assessments)</p> <p>Mathematics teams will use data generated by Edusoft to track learning gains/ deficiencies.</p> <p>Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p> <p>Through PLCs teachers will collaborate to review student work and data.</p>	<p>2a.1 Formative: Teacher-made assessments District interim assessments Data reports</p> <p>Summative: Results from 2013 Algebra EOC.</p>

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	The results of the 2012 Geometry EOC exam indicate that 36% of students achieved Level 3 on the Geometry EOC exam. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(8)	41%(9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1a.1	1a.1	1a.1

1	<p>The area of deficiency as noted on the 2012 administration of the Geometry EOC is Trigonometry and Discrete mathematics.</p> <p>Students need additional enrichment skills to apply real-world discrete math to counting and probability.</p>	<p>Students will be provided with enrichment activities that connect real-world problems using trigonometric ratios (sine, cosine, and tangent).</p>	<p>Principal</p> <p>Math Department Chairperson</p> <p>MTSS/RtI Leadership Team</p>	<p>Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies.</p> <p>Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p> <p>Through PLCs teachers will collaborate to review student work and data.</p>	<p>Formative: Teacher-made assessments District interim assessments Data reports</p> <p>Summative: Results from 2013 Geometry EOC.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	The results of the 2012 Geometry EOC exam indicate that 0% of students achieved Level 4 or 5 on the Geometry EOC exam.
Geometry Goal #2:	Our goal for the 2012-2013 school year is to increase Level 4 or 5 student proficiency by 2 percentage points to 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2%(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	<p>2.1.</p> <p>The area of deficiency as noted on the 2012 administration of the Geometry EOC is Trigonometry and Discrete mathematics.</p>	<p>2.1.</p> <p>Instructional staff will infuse the use of computer-assisted programs such as Sketchpad (Geometry) to assist students in gaining a better understanding of geometry and spatial sense relationships.</p>	<p>2a.1</p> <p>Principal</p> <p>Math Department Chairperson</p> <p>MTSS/RtI Leadership Team</p>	<p>2a.1</p> <p>Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies.</p> <p>Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p> <p>Through PLCs teachers will collaborate to review student work and data.</p>	<p>2a.1</p> <p>Formative: Teacher-made assessments District interim assessments Data reports</p> <p>Summative: Results from 2013 Geometry EOC.</p>

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

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

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

<input type="text"/>	<input type="text"/>
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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
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:

<input type="text"/>	<input type="text"/>
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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
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
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
Using Cognitive Tutor in Algebra 1	6-12	Department Chairperson	6-12 Mathematics Instructors	December 13, 2012 – Early Release	Student folders, planning documentation, and data-based grouping of students	Principal/Department Chairperson

Integrating Common Core Curricula in Mathematics	6-12	Department Chairperson	6-12 Mathematics Instructors	October 25, 2012 Early Release – June 2013 (Department PLCs)	Planning Documentation Departmental PLC meetings	Principal/Professional Development Liaison
Depth of Knowledge in Mathematics	Algebra 1 and Geometry	Department Chairperson	6-12 Mathematics Instructors	6-12 Mathematics Instructors 1st Tuesday in November 2012 (Department Team Meeting)	Monitor evidence of Differentiated Instruction through lesson plans and class observations	Principal/Department Chairperson
Using Data to Increase Rigor, Lesson Plan and Drive Instruction	6-12	Department Chairperson	6-12 Mathematics Instructors	September 14 2012-June 2013 (Monthly)	Monitor evidence of Differentiated Instruction through lesson plans and class observations	Principal/ Data Assessment Coordinator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Focus Website	Web-based program	Florida Department of Education	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional staff will infuse and integrate the use of technology to provide opportunities to explore algebraic and geometry concepts	Smartboards/Cognitive Tutor CAP PD	Title 1 funds	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Instructors will begin implementing Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
Mathematics Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
Mathematics personnel will plan/develop effective lessons/assessments	Curriculum Support Personnel	Title 1 Funds	\$500.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Mathematics Goals

Elementary and Middle School Science 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 science.	The results of the 2010-2011 FCAT Science for Middle School indicate that 18%(6) achieved level 3 proficiency. The expected level of performance for 2012 is 23% (8) achieving proficiency.

Science Goal # 1a:	The results of the 2011-2012 Biology EOC indicate that 0%(0) achieved level 3 proficiency. The expected level of performance for 2012 is an increase of 10 percentage points 10%(2) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (6)(ms)	23% (8)(MS)
0% (0)(BIO)	10% (2) (BIO)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency according to the 2011 Science FCAT scores is Life and Environmental Science. Students need more experiences in connecting concepts applicable to real-world problems	1.1. Students will be provided opportunities to explore real-life problems and determine appropriate outcomes through the use of lab reports, and using lab notebooks to organize data. Students will also gain understanding of appropriate scientific processes through inquiry-based lab activities.	1.1 Leadership Team	1.1 Review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by EduSoft to track learning gains/deficiencies. Data results will drive instruction for adjustments and remediation as needed. Conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies using FCIM.	1.1 Formative: teacher-made assessments, district interim assessments, data reports, and student work samples Summative: Results from 2012 FCAT Mathematics
2	1.2 The area of deficiency according to the 2011 Biology EOC baseline Nature of Science. Students need more experiences in utilizing the scientific method and understanding how technology is integral in solving real-world problems	1.2 Students will be provided opportunities to explore real-life problems and determine appropriate outcomes through the use of lab reports, and using lab notebooks to organize data. Students will also gain understanding of appropriate scientific processes through inquiry-based lab activities.	1.2 Leadership Team	1.2 Review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by EduSoft to track learning gains/deficiencies. Data results will drive instruction for adjustments and remediation as needed. Conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies using FCIM.	1.2 Formative: teacher-made assessments, district interim assessments, data reports, and student work samples Summative: Results from 2012 FCAT Mathematics

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 science.	
Science 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 science. Science Goal #2a:	The results of the 2010-2011 FCAT Science for Middle School indicate that 0%(0) achieved level 3 proficiency. The expected level of performance for 2012 is 2%% (1) achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency according to the 2011 Science FCAT scores is Scientific Thinking. Students need more experiences in utilizing the scientific method in solving real-world problems	2.1. Students will be provided opportunities to explore real-life problems and determine appropriate outcomes through the use of lab reports, and using lab notebooks to organize data. Students will also gain understanding of appropriate scientific processes through inquiry-based lab activities.	2.1 Leadership Team	2.1 Review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by EduSoft to track learning gains/deficiencies. Data results will drive instruction for adjustments and remediation as needed. Conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies using FCIM.	2.1 Formative: teacher-made assessments, district interim assessments, data reports, and student work samples Summative: Results from 2012 FCAT Mathematics

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 science. Science Goal #2b:	
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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				

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:		The results of the 2012 Biology EOC exam indicate that 29% of students achieved Level 3 on the Biology EOC exam. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 34%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29%(7)		34%(8).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency according to the 2012 Biology EOC is Cellular and Molecular Biology, and Classification, Heredity and Evolution. Students need to gain a better understanding of how basic chemistry and biochemistry concepts are applied to life science. Students also need to be able to understand how classification is directly related to heredity and evolution processes.	1.1. Students will be provided opportunities to explore real-life problems and determine appropriate outcomes through the use of lab reports, and using lab notebooks to organize data. Students will also gain understanding of appropriate scientific processes through inquiry-based lab activities.	1.1 Principal Science Department Chairperson MTSS/RtI Leadership Team	1.1 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies. Through PLCs teachers will collaborate to review student work and data. Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.	1.1 Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2012 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	The results of the 2012 Biology EOC exam indicate that 4% of students achieved Level 4 or 5 on the Biology

Levels 4 and 5 in Biology. Biology Goal #2:	EOC exam. Our goal for the 2012-2013 school year is to increase Level 4 or 5 student proficiency by 2 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	6%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency according to the 2012 Biology EOC is Life Science Students need to gain a better understanding of basic chemistry and biochemistry concepts are applied to life science. Students also need to be able to understand how classification is directly related to heredity and evolution processes.	2.1. Students will be provided enrichment opportunities to explore real-life problems and determine appropriate outcomes through the use of lab reports, and using lab notebooks to organize data. Students will also be provided inquiry-based laboratory activities of life and environmental science systems for students to make connections to real-life experiences and explain and write about their results and their experiences..	2.1 Principal Science Department Chairperson MTSS/RtI Leadership Team	2.1 Teachers will review formative assessments biology (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies. Department Chair will conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.	1.1 Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2013 Biology 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
Depth of Knowledge in Science	6-12	Department Chairperson	6-12 Science Instructors	November 6, 2012	Monitor evidence of Differentiated Instruction through lesson plans and class observations, student folders	Administrator/Department Chairperson
Using Data to Drive Instruction	6-12	Department Chairperson	6-12 Science Instructors	September 14,2012 – June 2013 (monthly)	Student folders, planning documentation, and data-based grouping of students	Administrator/Data Assessment Coordinator
				October 25,		

Integrating Common Core Curricula in Science	6-12	Department Chairperson	6-12 Science Instructors	2012 Early Release – June 2013 (Weekly Department PLCs)	Planning Documentation Departmental PLC meetings	Administrator/Professional Development Liaison
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
Science Instructors will understand and implement Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
			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: \$500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2012 FCAT 2.0 Writing Test indicate that 74% of students scored level 3 or higher.			
Writing Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 4 or higher 3 percentage points to 77%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
74%(20)		77%(21)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		1a.1.	1a.1	1a.1	

1	<p>1a.1.</p> <p>Student written responses often lack consistency and focus throughout persuasive and expository writings.</p>	<p>Incorporate instruction of writing as a process from planning to publishing and opportunities for different forms of writing.</p> <p>Utilize mentor texts and rubrics to increase the quality of students' focus for writing.</p> <p>Utilize peer editing during the editing stage of the writing process with rubric and a writer's checklist.</p>	<p>Principal</p> <p>Reading/LA Department Chairperson</p> <p>MTSS/RtI Leadership Team</p>	<p>Reading/Language Arts Instructors/General Education instructors will review students writing portfolios for writing samples that effectively reflect the writing process. Students will be able to chart and monitor individual growth and use it as a comparison to analyze progress between assessments.</p> <p>Review lesson plans to ensure the clarity of the essential question for establishing a purpose for writing. Observe instruction and provide continual modeling of the writing process for both teachers and students.</p> <p>Meet with writing instructors weekly to review data trends and address concerns during department team meetings and in Lesson Study.</p>	<p>1a.1</p> <p>Formative: Common Planning agenda and sign-in sheets</p> <p>Lesson Plans</p> <p>Lesson Study</p> <p>Baseline/Mid-year</p> <p>Writing Assessments</p> <p>Mini-Writing Lessons/Projects</p> <p>Writing Portfolios</p> <p>Summative: Results from 2013 FCAT 2.0 Writing 4.0</p>
2	<p>1a.2.</p> <p>The area of deficiency as noted on the 2012 administration of the Writing FCAT 2.0 was Writing Application, writing a persuasive essay that is used for the purpose of influencing the reader</p>	<p>1a.2.</p> <p>During writing instruction students will:</p> <p>a. Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques.</p> <p>b. Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message) that shows why the topic or activity is important.</p> <p>c. With students, review word choice, and how connotations and denotations of words affect meaning; may use sensory chart to appeal to emotions and word array activities.</p>	<p>a.2</p> <p>Principal</p> <p>Reading/LA Department Chairperson</p> <p>MTSS/RtI Leadership Team</p>	<p>1a.2</p> <p>The principal will observe usage of writing techniques during walk-throughs of Language Arts, Social Studies, and Elective classes.</p> <p>Review student goals to monitor student progress through formal and informal writing assessments.</p> <p>Writing teachers will conduct monthly data chats with students to discuss writing improvements and areas for improvement.</p>	<p>1a.2</p> <p>Formative: Common Planning agenda and sign-in sheets</p> <p>Lesson Plans</p> <p>Baseline/Mid-year</p> <p>Writing Assessments</p> <p>Mini-Writing Lessons/Projects</p> <p>Writing Folders</p> <p>Summative: Results from 2013 FCAT 4.0 Writing</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 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
Strategies in Using Variations in Sentences Structure and Transitional Devices	8/10 Language Arts	Department Chairperson	PLC-Language Arts/School-wide	November 12th-February 22, 2013	Department Planning Sessions/Student work folders	Administrator

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
Writing Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
Writing Instructors will understand and implement Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
			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: \$500.00

End of Writing Goals

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

(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						

Civics 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 Civics 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:	Based on the 2012 Baseline Assessment students are non-proficient at 33% overall performance Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Level 3 5 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	38%
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. The area of deficiency according to the 2012 U.S. History Baseline Assessment is U.S. Defense of International Peace</p> <p>Students have limited access to knowledge of foreign governments and how foreign policy is determined.</p>	<p>1.1. Students will be provided opportunities to research specific events and personalities in history using both print and non-print resources.</p>	<p>1.1. Students will be provided opportunities to research specific events and personalities in history using both print and non-print resources.</p> <p>1.1 Principal</p> <p>Reading/LA Department Chairperson</p>	<p>1.1 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies.</p> <p>Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p>	<p>1.1 Formative: Teacher-made assessments</p> <p>District interim assessments Data reports</p> <p>Summative: Results from 2013 U.S. History EOC</p>
2	<p>1.2. The area of deficiency according to the 2012 U.S. History Baseline Assessment is global Military, Political, and Economic challenges</p> <p>Students lack the knowledge of how the global economy affects both military and political outcomes.</p>	<p>1.2. Students will be provided opportunities to strengthen their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations</p>	<p>1.2 Principal</p> <p>Reading/LA Department Chairperson</p>	<p>1.2 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies.</p> <p>Department Chair will conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p>	<p>1.2 Formative: Teacher-made assessments</p> <p>District interim assessments Data reports</p> <p>Summative: Results from 2013 EOC U.S. History</p>
3	<p>1.3. The area of deficiency according to the 2012 U.S. History Baseline Assessment is Late Nineteenth and Early 20th Century, 1860-1910</p> <p>Students lack prior knowledge of early history (civil war, revolutionary war) impact to current events.</p>	<p>1.3. Students will be provided activities which help with content-specific vocabulary taught in history.</p>	<p>1.3. Principal</p> <p>Reading/LA Department Chairperson</p>	<p>1.3. Teachers will review formative assessments (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/deficiencies.</p> <p>Department Chair will c conduct Team Meetings weekly to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p>	<p>1.3. Formative: Teacher-made assessments</p> <p>District interim assessments Data reports</p> <p>Summative: Results from 2013 EOC U.S. History</p>

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p> <p>U.S. History Goal #2:</p>	<p>Based on the 2012 Baseline Assessment students are non-proficient at 33% overall performance</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Level 4 and higher 5 percentage points to 38%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

33%		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
1	<p>2.1. The area of deficiency according to the 2012 U.S. History Baseline Assessment is U.S. Defense of International Peace</p> <p>Students need enrichment activities that expand their knowledge of foreign governments and how foreign policy is determined.</p>	<p>2.1. Students will be provided opportunities to research specific events and personalities in history using both print and non-print resources.</p>	<p>2.1 Principal Reading/LA Department Chairperson</p>	<p>2.1 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies.</p> <p>Department Chair will conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p>	<p>2.1 Formative: teacher-made assessments district interim assessments data reports Summative: Results from 2013 EOC U.S. History</p>
2	<p>2.1 The area of deficiency according to the 2012 U.S. History Baseline Assessment is U.S. Defense of International Peace</p> <p>Students need enrichment activities that expand their knowledge of foreign governments and how foreign policy is determined.</p>	<p>2.1 Students will be provided with enrichment activities that allow them to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; Students will also be assisted in developing well-reasoned positions on issues.</p>	<p>2.1 Principal Reading/LA Department Chairperson</p>	<p>2.1 Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies.</p> <p>Department Chair will conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies.</p>	<p>2.1 Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2013 EOC U.S. History</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
Integrating DOK and rigor	11th grade U.S. History	Professional Development Liaison	6-12 U.S. History Instructors	October – June 2013	Department Planning/Walkthroughs, student work folders	Principal, Department Chairperson

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
U.S. History Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
U.S. History Instructors will understand and implement Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
			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: \$500.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 3 percentage points from 84.72% to 87.72%. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
84.72%(108)	87.72%(111)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
110	105
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
67	64

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. Daily attendance is affected due to health issues related to pregnancy and later their children's illness, absences and tardiness	<p>Student conferences will be held after 3 absences with the student services team.</p> <p>Clarify school standards related to attendance by making sure students understand the attendance policy and procedures at COPE.</p> <p>Parents will be formally notified if their child becomes classified as "truant"</p> <p>Telephone parents/guardian daily to verify students' absences.</p> <p>Conduct home visits concerning students' absences if parents/guardians cannot be reached by telephone.</p> <p>Refer students with persistent attendance problems to a School Attendance Review Team (SART) which will include counselors, administrators and teachers. Parent/Guardians and the student will attend the SART meeting.</p>	1.1. Principal School Nurse, Guidance Counselors, School Social Worker, Childcare Specialist	<p>1.1. Attendance Review Committee/Student Services will conduct weekly attendance reviews</p> <p>Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance</p>	1.1. Daily attendance reports Attendance Rosters Truancy Reports COGNOS
2	1.2. COPE serves as an alternative school for 25 home schools. Students change home addresses due to family's economic situation, as well as students in the foster care system, therefore increasing our mobility rate.	1.2 Personalize relationships between students and school personal by asking all school employees to mentor a group of students. Mentors will contact their mentees and/or their parent/guardian on an individual, daily/weekly basis.	2.1 Principal School Nurse Guidance Counselors School Social Worker Childcare Specialist	<p>.1 Attendance Review Committee/Student Services will conduct weekly attendance reviews</p> <p>Follow up on interventions in place related to assistance from outside agencies to facilitate minimal interruptions to daily attendance</p>	2.1 Daily attendance reports Attendance Rosters Truancy Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy and student achievement	6-12	Student	All Staff	October 12 - June 2013 (monthly)	Attendance Reports Follow-up reports from school social worker/student services	Principal/Student Services

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Services will provide awards for students and parents with improved attendance	Student Services will meet to discuss appropriate rewards for selected students and families	Title 1 Funds	\$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
Planning tool for student organizational skills Student Agenda Title I \$890.00	Student Agenda	Title 1 Funds	\$890.00
			Subtotal: \$890.00
			Grand Total: \$2,890.00

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 2012-2013 is to maintain or decrease the suspensions by 1..
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
12	11
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
13	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	11

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Students have difficulty responding to and applying strategies for conflict resolution when confronted by their peers.</p> <p>Indoor: School site is not allocated SCSI</p> <p>Outdoor: Student attendance is a challenge and outdoor suspensions further effect efforts to improve attendance.</p>	<p>1.1. Provide a review of the Core Values and Student's Rights and Responsibilities during orientation and various times throughout the school year.</p> <p>Provide a well written set of model student behavior expectations for the school. Model student behavior expectations will be posted prominently throughout the school and are explicitly taught, reminded and encourage in each classroom.</p> <p>Provide peer mediation by student services when appropriate.</p>	<p>1.1. Principal MTSS/RtI</p> <p>Leadership Team</p> <p>Department Chairpersons</p>	<p>1.1. Student Services team will Monitor SPOT Success Report by grade level and monitor COGNOS report on student outdoor suspension rate bi-monthly.</p>	<p>1.1. Participation Log</p> <p>COGNOS suspension report.</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
Professional Development on classroom management	6-12	Administrative Team Professional Development Liaison	Instructional Staff/students	1st and 3rd Tuesday of the	School-wide/classroom	Administrative Team

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Share Student Code of Conduct with parents	Copy Student Code of Conduct for parents	Title 1 Funds	\$200.00
			Subtotal: \$200.00
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: \$200.00

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:		Our goal for 2012-2013 is to decrease the dropout rate by 2 percentage points or 1 student.			
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
22.04%(28)		20.94%(27)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
0%(0)		2%(1)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students that dropped out of school did not have a complete understanding of the connection between school and being	1.1. Students will be provided with additional support that provides them with skills and information necessary to meet academic	1.1. Student Services Leadership Team Childcare Specialist	1.1. Daily attendance will be monitored; Necessary interventions will be initiated such as home visits by school social worker and or student	1.1. Daily Attendance Report

1	work/career ready. Students were not aware of ancillary services to assist with parenting skills.	demands in addition to coping with daily parenting issues.	School Social Worker	services team. Academic progress will be monitored by student services team in coordination with general education staff on a weekly basis to determine additional support services. Parenting debriefings will occur daily to anticipate the necessity of additional incentives.	Truancy Report
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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
Truancy prevention	6-12	District Personnel	instructional/non-instructional	October 1, 2012-June 2013 (1st Thursday of month)	Follow-up with attendance Reports	Administrative Team /Student Services Team

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
Notify parents of attendance and graduation certificates	Printing	School Budget	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities from 38% by 5 percentage points to 43%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
38%(38)	43%(46)

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. Parents are not aware of the positive association between parental involvement and a student's academic achievement.	<p>1.1. a. Update parent/student contact information frequently and conduct home visits when parents are unable to be reached. ConnectEd notifications will be sent at least 2-3 times for each activity.</p> <p>b. Provide additional opportunities for parents to attend conferences in addition to weekly team meetings</p> <p>c. Conduct home visits when parents do not have transportation.</p> <p>d. Provide support for parents to frequently visit the Parent Resource Center to receive assistance and training with the Parent Portal, and gain access to computers and the internet.</p>	<p>1.1 Principal</p> <p>Communities In Schools' Onsite Coordinator</p> <p>Grade Level Counselors</p> <p>School Social Worker</p> <p>Childcare Specialist</p>	<p>1.1. a. Student Services will review and maintain activity records and sign-in sheets/logs to determine the number of parents attending school or community events.</p> <p>b. Maintain monthly documentation of communication attempts to parents, and monitor parent attendance at all group workshops, small session trainings, and school-wide activities.</p> <p>c. Follow established procedures to maintain updated contact information. Provide surveys (quarterly) to parents to determine if the ConnectEd communication/notification enabled them to attend specific events.</p> <p>d. Obtain feedback from parents to determine reasons for inability to attend parent conferences. Conduct a meeting between school staff and parents to determine methods for overcoming obstacles.</p> <p>e. Advertise and notify parents of upcoming training opportunities and daily availability of Parent Resource</p>	<p>1.1. The success rate and effectiveness of all events will be consistently reviewed and monitored.</p> <p>School personnel will utilize:</p> <p>a. Surveys and sign-in sheets</p> <p>b. Surveys and sign-in sheets</p> <p>c. Surveys and sign-in sheets</p> <p>Parent Participation log</p>

				Center.	
2	<p>1.2 Opportunities for parents to express comments and ask questions regarding school-wide policies, procedures, and events are limited.</p> <p>Active and consistent parent participation in Parent Student Teacher Association (PTSA) needs to be increased.</p> <p>1.3. School-wide activities and events may not be offered at a time that parents are available to attend.</p>	<p>1.2. a. Increase and ensure representation of parent member-ship and participation in EESAC meetings.</p> <p>b. Provide reminders prior to meetings through announcements, phone calls and/or flyers</p> <p>c. Plan activities to boost the percentage of parents who are active members of PTSA.</p>	<p>1.2. Principal</p> <p>EESAC Chairperson</p> <p>Communities In Schools' Onsite Coordinator.</p>	<p>1.2. Survey parents after attending school activities and/or conferences to obtain and/or maintain goals for parent participation; Surveys will be conducted quarterly.</p>	<p>1.2. Parent Communication Logs</p> <p>Sign-in sheets</p> <p>EESAC and PTSA Meeting Agendas/Minutes</p> <p>Parent Surveys</p>
3	<p>1.3. School-wide activities and events may not be offered at a time that parents are available to attend.</p>	<p>1.3. Schedule activities and events after school and/or on Saturdays which are beneficial to students and parents.</p>	<p>1.3. Principal</p> <p>Communities In Schools' Onsite Coordinator.</p>	<p>1.3. Survey or communicate with the parents at the end of each assembly to ascertain effectiveness</p>	<p>1.3. Parent Surveys</p> <p>Attendance Logs</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
<p>Building a Home-School Partnership</p> <p>A Home-School-District Partnership</p> <p>Parent Resource Guide</p> <p>Online Tools and Information Available to Assist Parents and Students in Elementary, Middle, and High School</p> <p>How Well Does Your School Support Parents as Advocates?</p>	6-12	<p>Department Chairpersons</p> <p>Team Leaders</p> <p>Communities In Schools' Onsite Coordinator</p>	Faculty	Quarterly	<p>Review sign in sheets/logs to determine the number of parents attending.</p> <p>Provide a follow up session for home learning.</p>	<p>Principal</p> <p>Communities In Schools' Onsite Coordinator list</p>
How to Navigate in the						

M-DCPS Parent Portal					Offer monthly parent's workshop to create positive open dialogue between the school and the community.	Principal Communities In Schools' Onsite Coordinator list
Involved Parents: The key to Success	6-12	Media Specialist	Faculty	Quarterly		
How to Make Parent-Teacher Conferences Work for Your Child		Parent Academy			Review sign in sheets/logs to determine the number of parents attending.	Principal Communities In Schools' Onsite Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
*Distribute a quarterly school-wide community news letter *Create a monthly calendar of school wide activities and events for parents in the main office and the parent resource center. *Provide refreshments, incentives, and recognition rewards to parents and students for participation in school-wide events	Copy paper, ink, postage, refreshments, incentives, rewards, book bags, door prizes, school supplies	EESAC	\$160.00
			Subtotal: \$160.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Train parents on how to access and navigate educational software programs	FCAT 2.0 Explorer, Odyssey presentations by the Reading, Math and Science Coaches and the Community Involvement Specialist	School-based	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Education of the use of the Parent Portal Title I Parent Involvement Policy/Plan (PIP): VII. A parent survey will be conducted in the spring of each year to determine the effectiveness of the current activities and programs for parents. The survey will also identify barriers which would hinder participation, especially to those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or of any race or ethnic minority.	Parent Portal navigation presentation by the Community Involvement Specialist	School-based	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parents will utilize the Resource Center to learn about Internet Safety. Complete Online MDCPS Volunteer Application	Upgrading and maintaining the Parent Computer Stations in the Parent Resource Center	Title 1	\$115.00
			Subtotal: \$115.00
			Grand Total: \$275.00

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:		For the 2011-2012 school year 50% of students enrolled in upper level STEM courses participated in the Regional Science Fair. For the 2012-2013 school year student participation in the Regional Science Fair will increase by 10%. For the 2012-2013 school year students will participate in the Fairchild Challenge.			
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' exhibit difficulty with the scientific process because they have had limited experiences using science skills in connection with real-world application.	1.1. Students will be guided through the science fair project and understand how each part of the project from problem statement to real-world application is developed and implemented. Increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities.	1.2 Science Fair Coordinator/Leadership Team Science Club Sponsor	1.2 Science teachers will review science fair project, review and revise as necessary for proper implementation and documentation, and follow-up/feedback between science fair coordinator and participating student (s). Department Chair will conduct Team Meetings to evaluate data, and obtain teacher feedback on effectiveness of instructional strategies using FCIM.	1.2 Formative: Meeting and submitting required parts at specified timelines and benchmarks. Summative: Attendance and defense of project at the 2013 Regional Science Fairs.

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
Understanding the elements of the science fair project	10-12	Science Fair Coordinator/ PD Liaison	Science Fair Coordinators	September 27, 2012	Submission of required documentation and project	Science Fair Coordinator/Administrators

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
Science instructors will participate in district coordinated PD to facilitate proper implementation of the science fair guidelines	Curriculum Support Personnel	Title 1 Funds	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		<p>Data from 2011-2012 indicated 20 students were enrolled in two industry certification programs. Based on the certification results from the Certified Nursing Assistant Program and the Early Childhood Program, 83% of students met certification requirements.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students passing industry certification exams by 5 percentage points to 88%.</p> <p>Our goal for the 2012-2013 is to increase participation in CTE competitions (Early Childhood – FCCLA Competitions and HOSA National Competition) by 5% of total CTE enrollment</p>			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Students in the early Childhood academy lack the pre-requisite writing skills to successfully complete the required portfolio.</p> <p>Students lack the stamina to develop and maintain the required Early Childhood portfolio.</p>	<p>1.1. Instructional staff in coordination with Early Childhood instructors will provide support with the writing components of the required portfolio.</p>	<p>1.1. CTE Instructors Principal/Department Chairperson</p>	<p>1.1. Students are required to submit six 500 word narratives based on classroom observations. CTE instructors and LA/English instructors will provide the students with writing techniques to assist with the essays. CTE instructors and</p>	<p>1.1. Formative Assessment: Writing Samples Writing rubrics Summative Assessment: 2013 Industry Certification Exam</p>

				LA/English instructors will proof-read essays to provide feedback of each essay.	
2	1.2. Students in the Certified Nursing Assistant academy have poor attendance which prevents them from completing the required number of hands-on practical hours to receive CNA certification.	1.2. CTE instructors will monitor attendance and confer with the attendance committee and student services to follow-up on excessive absences.	1.1. CTE Instructors Principal/Department Chairperson. Attendance Review Committee	1.1. Students will be required to log practical hours that will determine if they are on track to pass the practical portion of the CNA exam.	1.1. Formative Assessment: Practical/Clinic participation log Periodic practical/hands-on assessments Summative Assessment: 2013 Industry Certification Exam
3	1.3. Students in the HOSA program are not provided with expertise from industry professionals in preparation for competitions to increase their knowledge base because the industry professionals provide a fee-based service. Additionally students in the Nursing and Early Childhood programs do not have access to transportation for after-school competition preparation and non-school day competitions.	1.3. CTE instructors will use non-fee based resources from the community to assist and prepare students for district/state/national competitions. CTE instructors will work with Communities In Schools to provide transportation for non-school day competition activities.	1.3. CTE Instructors CIS(Communities In Schools) On-Site Coordinator Principal/Department Chairperson	1.3. Students will attend onsite workshops monthly to assist in preparation for CTE competitions. CTE instructors will utilize the local universities and college resources to provide expertise and information from industry professionals	1.3. Students will attend onsite workshops monthly to assist in preparation for CTE competitions. CTE instructors will utilize the local universities and college resources to provide expertise and information from industry professionals

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
HOSA meetings	11-12	District CTE Teacher	CTE Department	September - May	Department planning, student portfolios	Principal, CTE Teachers
CDA meetings	11-12	District CTE Teacher	CTE Department	September - May	Department planning, student portfolios	Principal, CTE Teachers

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will assist students in participating in on-site	Travel to sites for real time experiences – nursing homes,	Title 1 Funds	\$1,000.00

experiences	child care facilities			Subtotal: \$1,000.00
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: \$1,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will implement and infuse technology to include computer-assisted web based programs	smarbboards	Title 1 Funds	\$1,000.00
Mathematics	Focus Website	Web-based program	Florida Department of Education	\$0.00
Attendance	Student Services will provide awards for students and parents with improved attendance	Student Services will meet to discuss appropriate rewards for selected students and families	Title 1 Funds	\$2,000.00
Suspension	Share Student Code of Conduct with parents	Copy Student Code of Conduct for parents	Title 1 Funds	\$200.00
Parent Involvement	*Distribute a quarterly school-wide community news letter *Create a monthly calendar of school wide activities and events for parents in the main office and the parent resource center. *Provide refreshments, incentives, and recognition rewards to parents and students for participation in school-wide events	Copy paper, ink, postage, refreshments, incentives, rewards, book bags, door prizes, school supplies	EESAC	\$160.00
CTE	Teachers will assist students in participating in on-site experiences	Travel to sites for real time experiences – nursing homes, child care facilities	Title 1 Funds	\$1,000.00
				Subtotal: \$4,360.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LA/Reading Instructional Staff will begin implementation of Common Core Curricula standards Students will utilize computer-based reading program to develop and strengthen reading skills	Smartboards & Mount Projector Reading Plus, Jamestown	Title 1 funds School-based	\$1,796.75
CELLA	ESOL Instructional Staff will begin implementation of Common Core Curricula standards	Smartboards & Mounting LCD projectors	Title 1	\$1,000.00
Mathematics	Instructional staff will infuse and integrate the use of technology to provide opportunities to explore algebraic and geometry concepts	Smartboards/Cognitive Tutor CAP PD	Title 1 funds	\$500.00
Parent Involvement	Train parents on how to access and navigate educational software programs	FCAT 2.0 Explorer, Odyssey presentations by the Reading, Math and Science Coaches and the Community Involvement Specialist	School-based	\$0.00
				Subtotal: \$3,296.75
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	LA/Reading Instructional Staff will			

Reading	develop and implement DOK & rigor in course content LA/Reading Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Workshops/Training	Title 1 funds	\$400.00
CELLA	ESOL Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1	\$200.00
Mathematics	Mathematics Instructors will begin implementing Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
Mathematics	Mathematics Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
Mathematics	Mathematics personnel will plan/develop effective lessons/assessments	Curriculum Support Personnel	Title 1 Funds	\$500.00
Science	Science Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
Science	Science Instructors will understand and implement Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
Writing	Writing Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
Writing	Writing Instructors will understand and implement Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
U.S. History	U.S. History Instructors will understand how MTSS/RtI Tiers 1, 2 & 3 is used to identify and improve student achievement	Curriculum Support Personnel	Title 1 Funds	\$250.00
U.S. History	U.S. History Instructors will understand and implement Common Core Curricula	Curriculum Support Personnel	Title 1 Funds	\$250.00
Parent Involvement	Education of the use of the Parent Portal Title I Parent Involvement Policy/Plan (PIP): VII. A parent survey will be conducted in the spring of each year to determine the effectiveness of the current activities and programs for parents. The survey will also identify barriers which would hinder participation, especially to those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or of any race or ethnic minority.	Parent Portal navigation presentation by the Community Involvement Specialist	School-based	\$0.00
	Science instructors will			

STEM	participate in district coordinated PD to facilitate proper implementation of the science fair guidelines	Curriculum Support Personnel	Title 1 Funds	\$200.00
				Subtotal: \$3,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Planning tool for student organizational skills Student Agenda Title I \$890.00	Student Agenda	Title 1 Funds	\$890.00
Dropout Prevention	Notify parents of attendance and graduation certificates	Printing	School Budget	\$100.00
Parent Involvement	Parents will utilize the Resource Center to learn about Internet Safety. Complete Online MDCPS Volunteer Application	Upgrading and maintaining the Parent Computer Stations in the Parent Resource Center	Title 1	\$115.00
				Subtotal: \$1,105.00
				Grand Total: \$12,061.75

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to provide incentives for attendance, FCAT 2.0, acknowledge learning gains and parental involvement.	\$400.00

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

SAC meetings will be held at least quarterly to review SIP, student progress, attendance, budget and activities to increase learning gains. All staff and parents are invited.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found