FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI PALMETTO SENIOR HIGH SCHOOL

District Name: Dade

Principal: Allison Harley

SAC Chair: Pamela Shalchtman

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Allison Harley	B.S. – Language Arts, EdS – School Psychology EdD – Educational Leadership	2	7	Year 12"'11'10 '09 '08 ' School Grade A D D C D High Standards Reading 57 64 64 56 High Standards Math 78 86 84 78 Lrng Gains – Rdg. 59 60 64 58 Lrng.Gains – Math 79 81 82 73 Gains – Rdg – 25% 44 52 53 45
Assis Principal	Bridgette Tate-Wyche	B.A. Journalism M.A. English Certification Educational Leadership	1	6	Year '12 '11 '10 '09 '08 School Grade D D C D C
Assis Principal	Victoria G. Dobbs	B.S. – Emotional Disturbance M.S. – Varying Exceptionalities Certification – Educational Leadership	6	6	Year '12 '11 '10 '09 '08 School Grade A B A A B High Standards Reading 57 64 64 56 High Standards Math 78 86 84 78 Lrng Gains – Rdg. 59 60 64 58 Lrng.Gains – Math 79 81 82 73 Gains – Rdg – 25% 44 52 53 45 Gains – Math – 25% 65 67 71 65

Assis Principal	Gregory Beckford	B.S. – Elementary Ed. M.S. – Education EdS – Educational Leadership	2	5	Yea r '11 '12 '11 '10 '09 '08 School Grade A A A A F High Standards Reading 57 64 64 56 High Standards Math 78 86 84 78 Lrng Gains – Rdg. 59 60 64 58 Lrng.Gains – Math 79 81 82 73 Gains – Rdg – 25% 44 52 53 45 Gains – Math – 25% 65 67 71 65
Assis Principal	Douglass Lobo	B.A. - Psychology M.A. - Psychology EdS. - Educational Leadership	1	1	Year '12 '11 '10 '09 '08 School Grade A B A A B

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

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. (Retain) Mentor Early Career teachers	Principal	6/2013	
2	2. (Retain) Support teachers through Learning Communities and Professional Development	Principal Assistant Principals Leadership Team Professional Development Liaison	6/2013	
3	3. (Retain) Provide teachers with opportunities for leadership within the school	Principal Assistant Principals Leadership Team	6/2013	
4	4. (Retain) Mentor Early Career teachers	Principal	6/2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	0

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
138	0.0%(0)	84.8%(117)	40.6%(56)	47.1%(65)	50.7%(70)	100.0% (138)	4.3%(6)	8.7%(12)	10.1%(14)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MPSH school-based MTSS/RtI Leadership Team will be composed of two components: the administrative team, which will ensure commitment, fidelity, and the allocation of resources and the department chairpersons who will ensure the common goal of improving instruction for all students through consistent interaction with department members.

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 will meet monthly to review benchmark assessment data and progress monitoring data to determine the implications for instruction that include remediation and enrichment strategies for students. Based on data review, Tier 1 interventions, Tier 2 interventions and team recommendations, the administrative team will maintain communication with staff for additional input and feedback.

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 and the SIP writing team will meet to review at the end of the year and receive input from EESAC and the faculty. The school's year–long Professional Development protocol will be reviewed as it relates to the goals and areas of need.

MTSS Implementation

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

Baseline: During August assessments in reading, writing, mathematics, social studies and science will be completed using Edusoft; Progress Monitoring and Reporting Network (PMRN)to assess reading, and monthly writing prompts.
Midyear: During January assessments in reading, writing, mathematics and science using Edusoft.
End of Year: FCAT, CELLA,FAIR and EOC

Describe the plan to train staff on MTSS.

Throughout the year professional development will be provided at the school site during Early Release days and scheduled small group sessions. These sessions will be developed based upon students needs as evidenced by results of the 2012 FCAT assessment and EOC exams.

Describe the plan to support MTSS.

The MTSS/RtI Leadership Team and the SIP writing team will meet to review at the end of the year and receive input from EESAC and the faculty. The school's year–long Professional Development protocol will be reviewed as it relates to the goals and areas of need.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Dr. A. Harley – Principal
Ms. V. Dobbs – Assistant Principal
Ms. J. Fair – Reading Teacher
Ms. P. Valois – PD Liason
Ms. A Spivak – L.A. Department Chair
Ms. S. Kaplan – Math Department Chair
Mr. J. Hayduk – Social Studies Department Chair
Ms. M. Sanin – SPED Department Chair
Ms. P. Shlachtman – EESAC Chairperson
Ms. K. Uhle – UTD Steward
Ms. A. Philipe-Lima – Acitvities Director

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

The team will meet approximately five times per year: at the beginning of the year, following each of the interim assessments, and at the end of the year. The team will review data upon the completion of all interim assessments to drive the direction of instruction in the areas of reading, math, social studies and science.

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

The Literacy Team will highlight internal intellectual and leadership capacity through in –house professional development and compilation of research-based supplemental instructional materials, resources, and best practices designed to improve instructional delivery and student achievement of rigorous and relevant content as determined through continual data analysis. The team will look within our school and use the talent found at our school to promote professional development. The team will conduct a Master Schedule review to determine that all level 1 and 2 reading students are placed in the appropriatte level reading class.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every department is responsible for "Reading Across the Curriculum", consequently 75% of our teachers have been CRISS trained. The entire staff will be offered training in Differentiated Instruction in order to assist teachers in adapting instruction to meet the needs of all students in reading. Additional remedial instruction is offered for students retaking the Fall and Spring FCAT through the Saturday FCAT Academy. The LLT will conduct classroom walkthroughs to assure that all teachers are implementing appropriate reading strategies.

*High Schools Only

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

The school offers elective courses in art, music, technology, vocational education, physical education, foreign language, science, social studies, math, and language arts. for all students. Incorporated into the delivery of the curriculum are strategies on relevance for life-long learning. The ninth grade counselor will implement and monitor Tools for Success and World History teachers will implement and monitor a character education program entitled "Eight Habits of the Heart".

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students receive individualized course selection and information regarding academies and majors, in addition, our counselors provide one-on-one support for students seeking further guidance and information.

Postsecondary Transition

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

A review of the High School Feedback Report indicates that 83.5% of our students graduating have completed a college prep curriculum compared to the state's 59.9%. Based on this information the strategies in place should be continued to maintain the current level of student readiness for the public post secondary level. These strategies include, but are not limited to, the use of focus calendars to achieve mastery on benchmark assessed on the FCAT; continued offerings of the FCAT Academy to assist retakers in fulfilling the FCAT graduation requirement; an extensive Advanced Placement and Honors curriculum free of gatekeepers to promote contact with college level coursework; continue to promote students participation in the PSAT, SAT and ACT; provide accurate content information with regards to the Bright Futures programs to both students and parents; and continue to offer a wide variety of elective courses to enhance students engagement in real life experiences. Currently MPSHS offers 317 Major Areas of Interest, 8 Academies with 21 Strands, Pre Advanced Placement classes in English and Math and 29 Advanced Placement classes.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 26% (353) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 30% (410).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (353)	30% (410)

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 areas of deficiency as noted on the 2011-12 Winter Interim Assessment Reading Test were Reporting Category #1 (Vocabulary) and Category #4 (Informational/ Text Research Process) These students demonstrate difficulty in determining multiple word meanings, Greek and Latin roots, and other language origins; they also have difficulty in analyzing, evaluating, and interpreting the validity and reliability of information within text and from multiple sources.	1a.1. Students will work on strategies for deriving multiple word meanings, Greek and Latin roots, and other language origins, such as instruction in differences in meaning due to context and instruction, and instruction in different levels of content-specific words (shades of meaning). Students will engage in reciprocal teaching strategies targeting content area and informational text used to analyze real-world examples/ documents, such as newspaper or magazine editorials, how-to articles or manuals, brochures, fliers and/or websites.	Literacy and Mtss/RtI Leadership Teams (which includes the Reading Chair/Coach)	1a.1. Ongoing classroom assessments which help students locate and verify details, analyze text, and build stronger arguments to support their answers; and additional practice focusing on students' ability to derive multiple word meanings, Greek and Latin roots, and other language origins; from text	1a.1. Formative: Student work samples, Mini-assessments Summative: 2012-13 Florida Comprehensive Assessment 2.0

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011-2012 FAA student test results and practice sample test administered by teacher revealed that these students demonstrated difficulty In their ability to identify, analyze, and apply knowledge of the elements of a variety of nonfiction Informational and expository texts to demonstrate an understanding of the information presented.	Students will engage in CRISS strategies targeting content area and informational text used to analyze real-world examples/ documents, such as newspaper or magazine editorials, how-to articles or manuals, brochures, applications, fliers and/or websites.	Administration, Literacy Team	Ongoing classroom modified assessments which help students locate and verify details, analyze text, and build stronger arguments to support their answers.	Formative: Student work samples, Informal Teacher assessments, Student Portfolio Summative: 2012-13 Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 39% of students achieved Level 4 and Level 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 41%. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (532)	41% (560)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011-12 Winter Interim Assessment Reading Test was Reporting Category #4 (Informational/ Text Research Process) These students demonstrate difficulty in the ability to utilize critical thinking strategies needed to analyze, evaluate, interpret and organize information; they also lack the ability to determine the validity and reliability of information within text and from multiple	In order to facilitate higher level thinking skills, students across all grade levels will engage in Project Based Learning or Cooperative Learning to progress from guided learning to independent learning. All grade level students will engage in activities which allow them to study and interact using real-world examples/ documents, such as newspaper or magazine editorials, how-to articles or manuals, brochures, fliers, and websites.	Administration, Literacy Team	Ongoing classroom assessments and observations focusing on students' ability to complete assignments working cooperatively or independently to critically analyze text and build stronger arguments to support answers, all while the teacher acts as facilitator, guiding students to become independent learners.	Formative: Student work samples, rubrics, mini assessments. Summative: 2012-13 Florida Comprehensive Assessment 2.0

sources.	Students will utilize text features to locate, interpret and organize information.			

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2010-2011FAA student test results and practice sample test administered by teacher revealed that these students demonstrated difficulty The students ability determine the main idea or essential meaning in text through retelling, guided summarizing, and identifying relevant details and facts.	All grade level students will engage in activities which allow them to study and interact using real-world examples/ documents, such as newspaper or magazine editorials, how-to articles or manuals, brochures, fliers, and websites. Students will utilize text features to locate, interpret and organize information with teacher modifications using scaffolding strategy as needed.	Administration, Literacy Team	Ongoing classroom assessment and student observation focusing on student's ability to complete assignments while working cooperatively or independently using the teacher as a facilitator in order to guide students in becoming independent learners	Formative: Student work samples, Informal Teacher assessments, Student Portfolio Summative: 2012-13 Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 66% of students made reading gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (817)	71% (879)

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
	Data from the 2011-12 District Winter Interim	Coordinate computer usage (in classroom, lab,	Literacy and RtI Leadership Teams	On-line monitoring and review of JRN and OPM	Formative: JRN, Reading Plus or

1	Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary)) and Reporting Category #2 (Reading Application) Reading students have limited time to utilize technology which has hindered progress. Also, students demonstrate difficulty in determining multiple word meanings, Greek and Latin roots, and other language origins; they also have difficulty in analyzing, evaluating, and interpreting information within text and from multiple sources	and media center) for reading students needing ongoing progress monitoring (OPM) based on results of the F.A.I.R. Assessment and those needing individualized computer-based instruction that is self-paced, targeting individual student needs. Also, students will engage in strategies focusing on the differences in meaning due to context and instruction, and the different levels of content-specific words (shades of meaning) and advanced word phrases; as well as strategies which emphasis question-and- answer relationships, draw conclusions, inferring, paraphrasing, and summarizing	(which includes the Reading Chair/Coach)	reports or Reading Plus or Edusoft reports to ensure students are making adequate progress.	FAIR/OPM data reports, and mini-assessments Summative: 2012 - 13 Florida Comprehensive Assessment 2.0

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The area of deficiency as noted on the 2010-2011FAA student test results and practice sample test administered by teacher revealed that these students demonstrated difficulty In their ability to identify, analyze, and apply knowledge of the elements of a variety of nonfiction Informational and expository texts to demonstrate an understanding of the information presented Students also have limited time to	Coordinated computer usage (in classroom, lab, and media center) for students enrolled in Access Point English/Reading classes. Assess to Mangomon (A High Interest Online Curriculum for Teen, Transitioning Students and Young Adults).	RtI Leadership Team (which includes Reading Chair/Coach	On-line monitoring and review of skills mastered on MangoMon and teacher mastery reports of skills.	Formative: MangoMon teacher reports, student work samples, Student Portfolio Summative: 2012 - 13 Florida Alternative Assessment.

access /utilize technology within the classroom setting that could assist in further developing their				

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:

	Reading Goal #4:
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 64% of students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (205)	69% (221)

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	Data from the 2011-12 District Winter Interim Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary)) and Reporting Category #2 (Reading Application) Reading students have limited time to utilize technology which has hindered progress. Also, students demonstrate difficulty in determining multiple word meanings, Greek and Latin roots, and other language origins; they also have difficulty in analyzing, evaluating, and interpreting information within text and from multiple sources.	Based on the RtI process and T.R.E. procedures, and utilizing assessment data, identify students needing tier 2 and tier 3 interventions. Place students in appropriate interventions within the first two weeks of the school year and monitor progress regularly. Plan differentiated instruction with rigor and fidelity by implementing small group centers (in groups no larger than 3-6 students) with more emphasis on vocabulary development, reading application, and informational text/research process. Utilize ongoing progress monitoring (OPM) tools from the FAIR Assessment for those students found to be in need of more frequent monitoring. Conduct student achievement "data" chats which will provide students with performance feedback.	Administration, RtI Leadership Team (which includes the Reading Chair/Coach)	On-line monitoring and review of FAIR Assessment reports or Reading Plus reports to ensure students are making adequate progress. RtI Leadership Team will meet to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. Lesson plans will be reviewed during classroom walk-throughs by Administrators.	Formative: Mini assessments, data reports from FAIR, JRN or Reading Plus Assessments, classroom visits, lesson plans Summative: 2012-13 Florida Comprehensive Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Increase the proportion of students scoring at levels 3 and above and to reduce the proportion of students scoring at levels 1 and 2 by 50% over six years (by 2016-2017) using 2010-2011 as the baseline year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2010-2011 FCAT 2.0 Reading Assessment indicate that 28% of students in the Black subgroup achieved reading proficiency. Our goal is to increase student proficiency by 7 percentage points to 35%. Additionally, 53% of students in the Hispanic subgroup achieved reading proficiency. Our goal is to increase student proficiency by 5 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 35% (79) Hispanic: 61% (344) White: 82% (410)	Black: 48% (109) Hispanic: 68% (384) White: 85% (425)

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. Black: Data from the 2011-12 District Winter Interim Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary)) and Reporting Category #2 (Reading Application) Hispanic: Data from the 2011-12 District Winter Interim Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary)) and Reporting Category #2 (Reading Application) Subgroups are in need of more structured remediation and intervention to include daily small group differentiated instruction. Students will need consistent and timely feedback regarding	5B.1. Plan small group, teacher led instruction targeting specific reading deficiencies as evidenced from FAIR, JRN, and Edusoft assessment data. Conduct student achievement "data" chats which will provide students with performance feedback. Students will work on strategies which involve more emphasis on vocabulary development and reading application; also, students will utilize multiple sources from content area information text, and analyze various text structures and features; and analyze real-world examples, such as newspaper or magazine editorials, manuals, brochures, fliers.	Administration, RtI Leadership Team (which includes the Reading Chair/Coach)	5B.1. On-line monitoring and review of FAIR Assessment, JRN, Reading Plus, and Edusoft reports to ensure students are making adequate progress and adjust intervention as needed	5B.1. Formative: FAIR, District, and school-site assessment data as well as intervention (OPM) assessment data Summative: 2012 - 13 Florida Comprehensive Assessment 2.0

	progress or regress Also, these students demonstrate difficulty in determining multiple word meanings, Greek and Latin roots, and other language origins; they also have difficulty in analyzing, evaluating, and interpreting information within text and from multiple sources.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 23% (10) of the ELL Students achieved reading proficiency. Our goal is to increase student proficiency by 20 percentage points to 43% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (10)	43% (18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data from the 2012 District Winter Interim Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary) and Reporting Category #3 (Literary Analysis) These students are in need of more structured remediation and intervention to include daily small group differentiated instruction. Students will need consistent and timely feedback regarding progress or regress Also, these students demonstrate vocabulary development; they also have difficulty in analyzing, evaluating, and interpreting information within text and from multiple sources, as well as difficulty in analyzing fiction and non-fiction text.	Based on the MTSS/RtI process and utilizing assessment data, identify students needing tier 2 and tier 3 interventions. Place students in appropriate interventions within the first two weeks of the 2012-2013 school year and monitor progress monthly. Plan differentiated instruction with rigor and fidelity by implementing daily small group centers (in groups no larger than 3-6 students) with more emphasis on vocabulary development, literary analysis, and informational/ text research process. Conduct student achievement "data" chats which will provide students with performance feedback. Students will work on strategies which involve more emphasis on vocabulary development; understanding descriptive, idiomatic and figurative language; story	Administration, MTSS/RtI Leadership Team	MTSS/RtI Leadership Team will meet regularly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. Lesson plans will be reviewed during classroom walk-throughs by Administrators.	Formative: Mini assessments, data reports from FAIR, JRN or Reading Plus Assessments, classroom visits, lesson plans Summative: Baseline and Winter Interim Assessments and FCAT 2.0 Reading Assessment.

elements such as conflict, character development, theme plot. Also, students will utilize multiple sources from content area information text, with various text features.		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 30% (43) of the Students with Disabilities subgroup achieved reading proficiency. Our goal is to increase student proficiency by 16 percentage points to 46% (66).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (43)	46% (66)

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	Data from the 2011-12 District Winter Interim Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary) and Reporting Category #2 (Reading Application) These students are in need of more structured remediation and intervention to include daily small group differentiated instruction. Students will need consistent and timely feedback regarding progress or regress Also, these students demonstrate vocabulary development; they also have difficulty in analyzing, evaluating, and interpreting information within text and from multiple sources, as well as difficulty in analyzing fiction and non-fiction text.	Based on the RtI process and T.R.E. procedures, and utilizing assessment data, identify students needing tier 2 and tier 3 interventions. Place students in appropriate interventions within the first two weeks of the school year and monitor progress regularly. Plan differentiated instruction with rigor and fidelity by implementing small group centers (in groups no larger than 3-6 students) with more emphasis on vocabulary development, reading application, and informational text/research process. Conduct student achievement "data" chats which will provide students with performance feedback. Students will work on strategies which involve more emphasis on vocabulary development; analyzing author's perspective, choice of words, style, and technique; use graphic	Administration, MTSS/RtI Leadership Team (which includes Reading Chair/Coach)	RtI Leadership Team will meet to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. Lesson plans will be reviewed during classroom walk-throughs by Administrators.	Formative: Mini assessments, data reports from FAIR, JRN or Reading Plus Assessments, classroom visits, lesson plans Summative: 2012 - 13 Florida Comprehensive Assessment 2.0

		organizers to see patterns in text. Also, students will utilize multiple sources from content area information text, and analyze various text structures.			

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 41% (182) of students in the Economically Disadvantaged subgroup achieved reading proficiency. Our goal is to increase student proficiency by 4 percentage points to 50% (222).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (182)	50% (222)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Data from the 2011-12 District Winter Interim Assessment Reading Test indicated weaknesses in Reporting Category #4 (Informational/ Text Research Process) and Reporting Category #1 (Vocabulary)

These students are in need of more structured remediation and intervention to include daily small group differentiated instruction. Students will need consistent and timely feedback regarding progress or regress

Also, these students demonstrate difficulty in determining multiple word meanings, Greek and Latin roots, and other language origins; they also have difficulty in analyzing, evaluating, and interpreting information within text and from multiple sources.</td>
<td>Plan small group, teacher led instruction targeting specific reading deficiencies as evidenced from FAIR, JRN, and Edusoft assessment data.

Conduct student achievement "data" chats which will provide students with performance feedback.

Students will work on strategies which involve more emphasis on vocabulary development and reading application; also students will utilize multiple sources from content area information text, with various text feature, to analyze real-world examples, such as newspaper or magazine editorials, manuals, brochures, fliers</td>
<td>MTSS/RtI Leadership Team (which includes Reading Chair/Coach</td>
<td>Plan small group, teacher led instruction targeting specific reading deficiencies as evidenced from FAIR, JRN, and Edusoft assessment data.

Conduct student achievement "data" chats which will provide students with performance feedback.

Students will work on strategies which involve more emphasis on vocabulary development and reading application; also students will utilize multiple sources from content area information text, with various text feature, to analyze real-world examples, such as newspaper or magazine editorials, manuals, brochures, fliers</td>
<td>Formative: FAIR, District, and school-site assessment data as well as intervention (OPM) assessment data

Summative: 2012 - 13 Florida Comprehensive Assessment 2.0</td>
</tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core standards in Reading	9-12	Diestrict Curriculum & Instruction	Select Reading, English Teachers	October 26, 2012	District Action Plans	Principal and Assistant Principal for Curriculum
Effective Use of Reading Coach's Time	9-12	District Curriculum & Instruction	Reading Coach	Ongoing	Review of the Coaches' Compact, Coach's PMRN Log, and Action Plans	Principal and Assistant Principal for Curriculum
SPED Accomodations	9-12	District Trainers	Reading, SPED Teachers	November 6, 2012	Monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments	MTSS/RtI Leadership Team and SPED Chair, Reading Chair/Coach
CRISIS Training	9-12	District CRISS Trainer	Reading, SPED Teacher	February 1, 2013	Mini-assessments and student work folders	Literacy Leadership Team, Assistant Principal and Reading Chair/coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
students will work on strategies which involve more emphasis on vocabulary development, analyzing author's perspective, choice of words, style, and technique; use graphic organizers to see patterns in text. Also, students will utilize multiple sources from content area information text, and analyze various text structures.	Classroom Periodicals (Scholastic, Scope)	EESAC	$1,000.00
			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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA Test indicates that 56% (46) students achieved proficient Listening/Speaking skills. Our goal is to increase student proficiency by 2 percentage points to 58%.

2012 Current Percent of Students Proficient in listening/speaking:

56% (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. Phonemic interferences in students' L1 that challenge decoding the sounds of English. Students do not have English language listening/speaking reinforcement at home. Creating questions has been identified in past data to be a weakness on CELLA	1.1 Direct instruction in phonics, syntax,vocabulary and sound to symbol irregularities in English. Student presentations CD/tape recordings of short and extended talks and texts D.I. with mini-listening center in classroom for lower levels CELLA Connections Assign home learning with listening/speaking skill practice integrated. Students created questions from readings/recordings.	ESOL Department Chair	1.1. Ongoing comprehension checks/ assessments. Ongoing formal and informal assessments of class discussions and group/student presentations.	.1. Achieve3000 Lexile Level Pre and Post Tests. Achieve3000 weekly/summative progress reports. FAIR, Interims, and CELLA.

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 2011-2012 CELLA Test indicates that 26% (21) students achieved proficient Reading skills. Our goal is to increase student proficiency by 2 percentage points to 28%.

2012 Current Percent of Students Proficient in reading:

26% (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
1	2.1. Vocabulary and Fnding Main Idea and have been identified in past data to be weaknesses on CELLA.	.1. Direct vocabulary instruction including morphology, roots and affixes. Close Reading	ESOL Department Chair	2.1. Teacher assessments. Student and teacher monitoring of Achieve3000 Progress	2.1. Achieve3000 Lexile Level Pre and Post Tests. Achieve3000

		CRISS strategies CELLA Connections DI – Targeted Instruction Achieve3000 online		Report Data, FAIR, and Interims.	weekly/summative progress reports. FAIR, Interims, and CELLA

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 2011-2012 CELLA Test indicates that 26% (21) students achieved proficient Writing skills. Our goal is to increase student proficiency by 2 percentage points to 28%.
2012 Current Percent of Students Proficient in writing:	
26% (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
1	Sentence/ paragraph writing and conventions have been identified in past data as a weakness on CELLA.	Integrate grammar and word choice instruction into academic paragraph development. DI – Targeted instruction Achieve3000 writing component. Include argumentation/opinion writing based on evidence found in texts. Use Anchor Papers to model student writing levels. CELLA Connections.	ESOL Department Chair	Ongoing teacher assessments. Student/teacher writing conferences. Interims.	Achieve 3000 Lexile Level and Post Test Achieve 3000 weekly/summative progress reports FAIR, Iterims, and CELLA

CELLA Budget:

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

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

End of CELLA Goals

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 result of the 2010-2011 Algebra One EOC Mathematics Test indicates that 66% of our students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase Level 3 student proficiency by 3 percentage points to 69%. The results of the 2011 Geometry Baseline assessment indicates that 0% of our students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase Level 3 student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (327) 0% (2)	69% (344) 10% (69)

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

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	The results of the 2010-2011 Algebra One EOC Mathematics Test indicate that 66% of students achieved Levels 4 and 5 proficiency. Our goal is to increase student proficiency by 5

Level 4 in mathematics. Mathematics Goal #2a:	percentage points to 69%. The results of the 2011 Geometry Baseline Assessment indicates 0%. Our goal for the 2011-2012 school year is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (327 0% (2)	69% (344) 10% (69)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1					
2					
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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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 | Middle School Mathematics Goal #

|
|---|---|

school will reduce their achievement gap by 50%.

5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Reading Goal #5B: The results of the 2011-2012 FCAT Reading Test indicate that _____% of students in the Black subgroup achieved reading proficiency. Our goal is to increase student proficiency by _____percentage points to ___%. Additionally, _____% of students in the Hispanic subgroup achieved reading proficiency. Our goal is to increase student proficiency by _____ percentage points to _____%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	x

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					

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

Problem-Solving Process to Increase Student Achievement

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
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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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2010-2011 Algebra One EOC Mathematics Test indicates that 59% of Economically Disadvantaged students achieved proficiency. Our goal is to increas student proficiency by 4 percentage points to 63%. The results of the 2011 Geometry bAseline Assessment indicates 0% of our Economically Disadvantaged students met proficiency. Our goal is to increase student proficency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (121) 0% (2)	63% (129) 10% (69)

<table>
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<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
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</table>

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
1	1.1. Student's exposure to real world situations involving mathematical concepts and alternative forms of payments are limited. Students need development in their concrete thinking and problem solving skills so that they can apply concepts to real-life situations.	1.1. Through CBI students will be given the opportunity to experience real world situation as they continue developing their mathematical skills. Provide peer tutors, during class and after school, to offer extra support.	Administrative Team, SPED Program Specialist & SPED Chairperson	1.1. Administer practice FAA Math sample questions as pre/post test. Monitor student progress through student work samples.	1.1. Formative: Teacher informal assessment, Individual student work samples, Student Portfolio. Summative: 2012-2013 FAA Math 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 group:

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

			Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Student's exposure to real world situations involving mathematical concepts and alternative forms of payments are limited. Students need development in their concrete thinking and problem solving skills so that they can apply concepts to real-life situations.	2.1 Through CBI students will be given the opportunity to experience real world situation as they continue developing their mathematical skills. Provide peer tutors, during class and after school, to offer extra	2.1 Administrative Team, SPED Program Specialist & SPED Chairperson	2.1 Administer practice FAA Math sample questions as pre/post test. Monitor student progress through student work samples.	2.1 Formative: Teacher informal assessment, Individual student work samples, Student Portfolio. Summative: 2012-2013 FAA Math 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 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:

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td>1</td>
<td>3.1.

Student's exposure to real world situations involving mathematical concepts and alternative forms of payments are limited.

Students need development in their concrete thinking and problem solving skills so that they can apply concepts to real-life situations.</td>
<td>3.1

Through CBI students will be given the opportunity to experience real world situation as they continue developing their mathematical skills.

Provide peer tutors, during class and after school, to offer extra support.</td>
<td>3.1.

Administrative Team, SPED Program Specialist & SPED Chairperson</td>
<td>3.1.

Administer practice FAA Math sample questions as pre/post test.

Monitor student progress through student work samples.</td>
<td>3.1.

Formative: Teacher informal assessment, Individual student work samples, Student Portfolio.

Summative: 2012-2013 FAA Math Test</td>
</tr>
</table>

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 EOC assessment indicate that 43%(169) of our students achieved Level three (3) proficiency. Our goal for the 2012-2013 school year is to increase Level three (3) student proficiency by 3 percentage points to 46% (179).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (169)	46% (179)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td></td>
<td>According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for the students was reporting category three – Rationales, Radicals,</td>
<td>Provide additional instruction and practice in solving and graphing quadratic equations with and without graphing technology.</td>
<td>Department Chair, Administration</td>
<td>During department meetings, results of district interim assessments will be reviewed to ensure progress and adjust curriculum focus and</td>
<td>Formative: District Interim Data reports, nine week review tests and biweekly assessments.</td>
</tr>
</table>

| 1 | Quadratics, and Discrete Mathematics. | Provide all students with practice in using radicals and to identify real-life applications of radicals.

Use Venn diagrams to identify relationships and patterns and to create an argument about the relationships between sets. | | strategies as needed.

Algebra teachers will meet biweekly to share best practices, develop nine weeks review tests and adjust curriculum focus and strategies as needed. | Summative: results from the 2013 Algebra EOC assessment. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 17 %(65) of our students achieved Level four (4) and five (5) proficiency. Our goal for the 2012-2013 school year is to increase Level four (4) and Five (5) student proficiency by 1 percentage points to 18% (70). .
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (65)	18% (70)

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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for the students was reporting category three – Rationales, Radicals, Quadratics, and Discrete Mathematics.	Students will be given outside enrichment activities that incorporate the basic knowledge of previous classroom content but at a higher order critical thinking skills level. Students will be instructed using metacognitive teaching activities in order to facilitate their acquisition of higher order critical thinking skills and knowledge.	Department Chair, Administration .	During department meetings, results of district interim assessments will be reviewed to ensure progress and adjust curriculum focus and strategies as needed. Algebra teachers will meet biweekly to share best practices, develop nine weeks review tests and adjust curriculum focus and strategies as needed. Algebra teachers will develop enrichment activities that will expand the student's logical thinking skills and problem solving skills.	Formative: District Interim Data reports, nine week review tests and biweekly assessments. Summative: results from the 2013 Algebra EOC assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # The results of the 2011 Algebra 1 EOC indicated that 40% (169) of our students did not meet the required level of proficiency on the exam. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	56	60	64	68	72	

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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

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 assessment indicate that 25 %(171) of our students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) by 2 percentage points to 27% (185).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (171)	27% (185)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for the students was reporting category three – Trigonometry and Discrete Mathematics.	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine and tangent).	Department Chair, Administration	During department meetings, results of district interim assessments will be reviewed to ensure progress and adjust curriculum focus and strategies as needed. Geometry teachers will meet biweekly to share best practices, develop nine weeks review tests and adjust curriculum focus and strategies as needed.	Formative: District Interim Data reports, nine week review tests and biweekly assessments. Summative: results from the 2013 Geometry EOC assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 46 %(309) of our students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) by 1 percentage points to 47% (315).
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (309)	47% (315)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for the students was reporting category three – Trigonometry and Discrete Mathematics.	Students will be given outside enrichment activities that incorporate the basic knowledge of previous classroom content but at a higher order critical thinking skills level. Students will be instructed using metacognitive teaching activities in order to facilitate their acquisition of higher order critical thinking skills and knowledge. .	Department Chair, Administration	During department meetings, results of district interim assessments will be reviewed to ensure progress and adjust curriculum focus and strategies as needed. Geometry teachers will meet biweekly to share best practices, develop nine weeks review tests and adjust curriculum focus and strategies as needed. Geometry teachers will develop enrichment activities that will expand the student's logical thinking skills and problem solving skills.	Formative: District Interim Data reports, nine week review tests and biweekly assessments. Summative: results from the 2013 Geometry EOC assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :
	The results of the 2011 Geometry EOC indicated that 44% of our students did not meet the required level of proficiency on the exam. ▲ ▼

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	64	68	72	

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

	n/a

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra One Summer Institute	Algebra One	Aday	Algebra One Teachers	July 2012	Presentation at Opening School Meeting and Bi-weekly meetings	Department Chair
Geometry Summer Institute	Geometry	Dunn	Geometry teachers	July 2012	Presentation at Opening School Meeting and Bi-weekly meetings	Department Chair

E2020/Gizmos	All Math Levels	Kaplan	All Math Teachers	Montly	Presentations at Department Meetings	Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Transform two dimensional shapes into three dimensional models using materials found in the environment.	foam board, construction paper, scissors, glue and markers	EESAC	$1,000.00
			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 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. Science Goal #1a:	On the 2011 administration of the Biology Baseline Assessment, 1% of level 3 students scored above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (10)	11% (76)

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					
	Based on the 2010-2011 FAA Science Test Scores students presented difficulties	Provide students the opportunity to conduct modified scientific experience related to	Administrative Team, SPED Chairperson	Administer Practice FAA Science sample questions as pretest and posttest.	Formative: Teacher's informal assessment,

2	with topics related to acceleration and climate control.	target topic areas described under the barriers		Monitor student progress through student work samples	Individual student work samples. Summative: 2012-2013 FAA Science 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 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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on 2010-2011 FAA Science Test Scores students need to be challenged in the areas which required a command of academic expectations and core knowledge of topics including but not limited to Newton's third law of motion, fundamental forces, and scientific investigations.	Provide students the opportunity to conduct modified scientific experience related to target topic areas described under the barriers	Administrative Team, & SPED Chairperson	Administer Practice FAA Science sample questions as pretest and posttest. Monitor student progress through student work samples.	Formative: Teacher's informal assessment, Individual student work samples. Summative: 2012-2013 FAA Science 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2011 administration of the Biology Baseline Assessment, 1% of the students tested scored above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (10)	11% (76)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science 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				

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2010-2011 FAA Science Test Scores students presented difficulties with topics related to acceleration and climate control.	Provide students the opportunity to conduct modified scientific experience related to target topic areas described under the barriers	Administrative Team, SPED Chairperson	Administer Practice FAA Science sample questions as pretest and posttest. Monitor student progress through student work samples	Formative: Teacher's informal assessment, Individual student work samples. Summative: 2012-2013 FAA Science 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 group:

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on 2010-2011 FAA Science Test Scores students need to be challenged in the areas which required a command of academic expectations and core knowledge of topics including but not limited to Newton's third law of motion, fundamental forces, and scientific investigations.	Provide students the opportunity to conduct modified scientific experience related to target topic areas described under the barriers	Administrative Team, & SPED Chairperson	Administer Practice FAA Science sample questions as pretest and posttest. Monitor student progress through student work samples.	Formative: Teacher's informal assessment, Individual student work samples. Summative: 2012-2013 FAA Science Test

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:	On the 2012 administration of the Biology EOC, 34% (224) of the students demonstrated proficiency, i.e., earned a score of 3. The expected level of performance for 2013 is that 35% of the tested population will achieve proficiency.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
34% (224)	35% (232)

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
	Student performance on the Biology EOC	Incorporate Pre-AP strategies into lesson	Department Chairperson, APC	Administer baseline and interim assessments.	Comparison of performance on

| 1 | exceeded both district and state averages. However, the scores are lowest in the Molecular and Cellular Biology strand.

In order to increase the number of students reaching proficiency in these areas, students need to develop higher order thinking skills. Additionally, the rigor in all honors and regular classes should be increased.

Many students in science courses have poor reading skills. | plans to help develop higher order thinking skills. Higher order question strategies can lead to higher order thinking skills.

Continue to afford students the opportunity to conduct hands-on experiments.

Utilize district pacing guides.

Incorporate Gizmos as a computer-based lab experience.

Incorporate reading materials that relate science to current events; incorporate CRISS strategies.

Provide opportunities for all students to participate in enrichment activities, after school tutorials, and science clubs.
. | | Review of student work; class discussions. Monthly meetings to review student data among teachers in the content area and department chairperson. Edusoft analysis of administered exams. Data chats with students to review performance. Common exams for biology students. | baseline and interim assessments; progress on teacher generated common assessments; performance on the Biology EOC. |

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

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

Biology Goal #2:	On the 2012 administration of the Biology EOC, 49% (327) of the students demonstrated higer levels of proficiency, i.e., earned a score of 4 or 5. The expected level of performance for 2013 is that 50% (330)of the tested population will achieve a high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (327)	50% (330)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in higher level courses need to be challenged by being exposed to rigorous curriculum and enrichment opportunities	Incorporate items addressed by the NGSSS into the curriculum where appropriate; conduct a review session prior to the administration of the EOC Biology test.

Expose students to connections by participating in the Fairchild Challenge, school recycling program, state and | Department Chair, APC. | Administer baseline and interim assessments. Review of student work; class discussions. Monthly meetings to review student data among teachers in the content area and department chairperson. Edusoft analysis of administered exams. Common exams for biology students. | Item analysis on regularly administered tests – common exams should be administered every nine weeks.

Analysis of progress – baseline to interim assessments. |

				Monthly meeting of teachers within the content areas to review the progress of students in the courses. Review the number of students participating in activities.	Performance on the Biology EOC.
		national competitions and Plant the Pride				

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 Edusoft to analyze data	9-12	Science Chairperson	Science Department	November 6, 2012	Monthly meeting	Department Chair
Biology EOC	9-12	Science Chairperson or Biology Teacher	Biology Teachers	November 6, 2012	Monthly meeting	Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Relate science to the real world	Current Science Magazine ($610 for 60 copies per year for one year)Chem Matters ($780 for 60 copies for 2 yr subscription)	Science Fees	$1,320.00
			Subtotal: $1,320.00
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: $1,320.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of 10th grade students achieving AYP (FCAT Level 3.0 and higher) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (688)	94% (688)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as evidenced by students' performance during the 2012-13 school year Students do not have the language mastery to write with concrete details and for multiple purposes.	Use of graphic organizers such as Venn diagrams, listing, and clustering to help students focus on the topic and to generate and organize concrete details for their support and commentary	Assistant Principal of Curriculum Language Arts Department Chairperson	Administer District-mandated FCAT Writing pretest and posttest and administer monthly writing prompts to monitor student progress	Formative: Students' scores on monthly writing prompts Summative: FCAT Writing 2013

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

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
1	An anticipated barrier includes the student's limited language mastery in writing expression when developing concrete details for use in multiple purpose writing formats.	Teachers will use modeling and scaffolding when presenting effective writing process strategies. Through modeling, students will develop their vocabulary, sentence complexity, and voice.	Administrative Team, Teachers & SPED Chairperson	Administer Practice FAA Writing sample questions as pretest and posttest. Monitor student progress through student work samples	Formative: Teacher's informal writing assessment, Individual student work samples. Summative: 2012-2013 FAA Writing Test
	Students demonstrate problems with grammar, mechanics, and usage.	Teachers will start classes with grammar, mechanics, and usage bell-ringers.	Administrative Team, Teachers & SPED Chairperson	1b.2. Administer Practice FAA Writing sample	Formative: Teacher's informal writing assessment,

2				questions as pretest and posttest. Monitor student progress through student work samples.	Individual student work samples. Summative: 2012-2013 FAA Writing Test

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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
Language Arts Department "Best Practices" workshops	Grades 9-10 Language Arts	Language Arts Department Chairperson Language Arts teachers certified in Six Traits of Writing	9th and 10th grade teachers in Language Arts and school wide	November 6, 2012	Language Arts department meetings	Assistant Principal of Curriculum Language Arts Department Chairperson
District writing workshops	Grades 9-10 Language Arts	District-provided facilitators	9th and 10th grade Language Arts teachers	Nobember 6, 2012	Sharing of writing strategies at Language Arts department meetings	Assistant Principal of Curriculum Language Arts Department Chairperson

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Coach's intensive writing instruction for 10th grade students prior to the FCAT Writing Test	Temporary Duty substitute coverage	Substitute account	$2,000.00
"Uber 6" Model for Success	"Uber 6" t-shirts for students and teaching materials	Special Purpose	$500.00
			Subtotal: $2,500.00
			Grand Total: $2,500.00

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

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

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

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-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 U.S. History Baseline Assessment indicates that 0% (421) students met proficiency. Our goal is to increase by 10 percentage points to 10% (42) meeting proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (421)	10% (42)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The limited understanding of the	Students will complete research based projects	Teacher, Administrative	Ongoing classroom assessments and	Formative: Student work

| 1 | global impact the U.S. has had on economics and political issues. | on various world conflicts. | Team and Literacy Team. | observations focusing on students' ability to complete assignments working cooperatively or independently to critically analyze text and build stronger arguments to support answers, all while the teacher acts as facilitator, guiding students to become independent learners | samples, rubrics and mini assessments Summative: 2012-2-13 EOC Exam |

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 U.S. History Baseline assessment indicates that 0% of students met proficiency. Our goal is to increase by 10 percentage points to 10% (42) meeting proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (421)	10% (42)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The limited understanding of the global impact the U.S. has had on economics and political issues.	Students will complete research based projects on various world conflicts as an enrichment activity.	Teacher, Administrative Team and Literacy Team.	Ongoing classroom assessments and observations focusing on students' ability to complete assignments working cooperatively or independently to critically analyze text and build stronger arguments to support answers, all while the teacher acts as facilitator, guiding students to become independent learners	Formative: Student work samples, rubrics and mini assessments Summative: 2012-2-13 EOC Exam

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The goal for this year is to increase attendance to 94.85% by minimizing absences due to truancy, and to create a climate in our school where parents, students and faculty have open lines of communication. In addition, our goal for this year is to decrease the number of students with excessive unexcused absences (10 or more), and excessive unexcused tardiness (10 or more) by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.35% (2776)	94.85% (2790)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1107	1052
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1148	1091

	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 Although our attendance improved by .37 % we still need to decrease the percentage of students that have excessive unexcused absences. Students do not bring in notes to have their absences excused.	1.1 Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services. Connect Ed will be used to remind students that they still have unexcused absences.	1.1 Assistant Principal and or designee.	1.1 Weekly updates to administration by the TCST and to entire staff through department and faculty meetings. Cognos report will be reviewed for unexcused absences.	1.1 TCST logs and attendance rosters

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	Grades 9-12	Attendance Manager	Parents and Students	October 26, 2012	Monitor Attendance Reports	Attendance Manager

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2011-2012 school year is to decrease the total number of suspensions by 3 percentage points from 25% to 22%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
395	356
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
301	271
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
277	249
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
217	195

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	Behavior Management strategies have not been utilized consistently in order to decrease indoor and outdoor suspensions	Utilize the Student Code of Conduct by providing incentives for compliance through the use of Secondary SPOT Success Recognition program. Teachers will be provided Professional Development in Behavior Management.	Administrative Team	1 Monitor the COGNOS report on student outdoor suspension rate and the Success report by grade level.	1 Monthly COGNOS suspension report and the participation log for students who are recognized for complying with the Student code of Conduct.

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
Student Code of Conduct	Grades 9-12	Administrative Team	School wide	November 6, 2012	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student code of Conduct. Monitor Spot Success monthly report.	Leadership

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.06 percentage points and to increase the graduation rate by 0% percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.12% (33)	1.06% (31)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

	85% (680)			85% (756)	

	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	Although the dropout rate has decreased over the past few years from 3.0% to 2.19% counselors are still identifying students the exhibit at risk behavior. Students are not provided access to credit course recovery.	Identify and meet with at-risk students and discuss Student Progression Plan options and credit recovery programs and enroll the students in the respective program beginning in the 9th grade in order to decrease drop out and increase the graduation rate.	Student Services Chair	Monitor Enrollment Log tracking at-risk students registering for alternative programs.	Enrollment Log

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
Graduation Requirements	Grades 9-12	Guidance Counselor	School wide	October 26, 2012	Monitor Parent Sign in Roster and Contact parents that did not attend.	Guidance Counselor

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year parent participation in the PTSA was 42%. Our goal for the 2012-2013 school year is to increase parent participation by 1% from 42% to 43%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
42% (1270)	43% (1307).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in school wide activities by families living on the southern border of the school boundary.	Current PTSA member will call families to invite them to attend PTA/partner group programs, offering to coordinate transportation or arranging to meet them at the entrance of the school. School Orientation	School Administration Parent Advisory Council	Review sign in sheets/logs to determine the number of parents attending school or community events.	Sign in sheets
2	Parents have limited understanding of student data (Baseline, Mid Year, Fair, and FCAT) and how it affects teaching and learning.	Family member, students and teachers are invited to participate in workshops, to learn how the school uses assessment results to improve student achievement.	School Administration Parent Advisory Council	Review sign in sheets/logs to determine the number of parents attending school or community events.	Sign in sheets

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

Parent Involvement Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	During the 2011 – 12 school year, 52 % (1508) of students were enrolled in Honors and AP Science and Math courses. Enrollment in high level courses is expected be 55% (1595).

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
	In order to be successful, students in higher level courses need to be challenged by being exposed to rigorous curriculum in preceding courses. Students need to be provided with enrichment	Increase the rigor in all 9th and 10th grade science and math courses. Expose students to connections to the real world by participating in the Fairchild Challenge, school recycling program, state and	Department Chairs, Club Sponsors	Review of student work; class discussions. Data chats between students and instructors to review progress. Review the number of students participating	Performance on pre / post tests. Performance on the AP exams. Comparison on participation in science and math competitions to previous years.

| 1 | opportunities. | national competitions science and math competitions and Plant the Pride.

Actively recruit students for the Environmental and Science Masters Academy – increase communication with feeder pattern schools.

Provide increased opportunities for students to conduct research projects. | | in activities. | Comparison of the number of students enrolled in higher level courses. |

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Strengthen Career Academy structure in order to provide the students enrolled necessary skills for ultimate success in business environments as well as today's emerging technologies.

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	Identification of local business partners who will be able to accommodate students for internships and/or OJT training has been a challenge.	Enroll students into academy courses 2012-13 school year that will lead to industry certification. Provide CTE students the opportunity to participate in school based enterprise, internships, externships and/or OJT on the job training. Provide students a variety of options to actively participate in a Career Technical Student Organization (CTSO)	Administration and Literacy Team	Ongoing classroom assessments and observations focusing on students' ability to complete assignments working cooperatively or independently to critically analyze text and build stronger arguments to support answers, all while the teacher acts as facilitator, guiding students to become independent learners	Number of students who receive industry certification during the 2012-13 school year. 2012-13 Students enrolled in internships, externships and/or OJT on the job training. Student enrollment in CTSO's

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

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

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

CTE Budget:

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

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

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

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

End of CTE Goal(s)

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

Professional Development			

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	students will work on strategies which involve more emphasis on vocabulary development, analyzing author's perspective, choice of words, style, and technique; use graphic organizers to see patterns in text. Also, students will utilize multiple sources from content area information text, and analyze various text structures.	Classroom Periodicals (Scholastic, Scope)	EESAC	$1,000.00
Mathematics	Transform two dimensional shapes into three dimensional models using materials found in the environment.	foam board, construction paper, scissors, glue and markers	EESAC	$1,000.00
Science	Relate science to the real world	Current Science Magazine ($610 for 60 copies per year for one year)Chem Matters ($780 for 60 copies for 2 yr subscription)	Science Fees	$1,320.00
				Subtotal: $3,320.00

Technology

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

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Writing Coach's intensive writing instruction for 10th grade students prior to the FCAT Writing Test	Temporary Duty substitute coverage	Substitute account	$2,000.00
Writing	"Uber 6" Model for Success	"Uber 6" t-shirts for students and teaching materials	Special Purpose	$500.00
				Subtotal: $2,500.00
				Grand Total: $5,820.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used to support the School Improvement Plan in the areas of reading and math.	$2,000.00

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

The SAC at Miami Palmetto Senior High School is the sole body responsible for final decisions making at the school relating to the implementation of the SIP. The committee assists in the development of the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC's budget. The funcitonof the sAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI PALMETTO SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	81%	72%	58%	273	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	79%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	63% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					536	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI PALMETTO SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	84%	88%	49%	284	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	79%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	65% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					541	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested