

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH MIAMI BEACH SENIOR HIGH

District Name: Dade

Principal: Randy A. Milliken

SAC Chair: Frank Casals

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Randy A. Milliken	BA, Social Studies, St. Thomas University, MS., Social Science, Nova South Eastern University, CERT, Educational Leadership, Florida Atlantic University	26	16	12' '11 '10 '09 '08 School Grades X B C D C AYP X N N N N High Standards – Rdg 40 37 35 35 34 High Standards – Math 54 72 70 68 65 Lrng Gains-Rdg 61 47 45 22 49 Lrng Gains-Math 59 76 76 73 77 Gains-R-25 65 46 41 49 49 Gains-M-25 77 77 74 68 76
Assis Principal	Billy C. Ridore	BS. Criminal Justice Florida International University MS, Counselor in Education, Florida International University ED.S., Counselor in Education Barry University Cert	5	6	12' '11 '10 '09 '08 School Grades X B C D C AYP X N N N N High Standards – Rdg 40 37 35 35 34 High Standards – Math 54 72 70 68 65 Lrng Gains-Rdg 61 47 45 22 49 Lrng Gains-Math 59 76 76 73 77 Gains-R-25 65 46 41 49 49

		Educational Leadership Barry University			Gains-M-25 77 77 74 68 76
Assis Principal	Marina M. Montesino	MS, Emotional Handicapped, Nova South Eastern University BS, Emotional Handicapped Florida International University, Modified Core, Educational Leadership, Nova South Eastern University	10	3	12 '11 '10 '09 '08 School Grades X B C D C AYP X N N N N High Standards – Rdg 40 37 35 35 34 High Standards – Math 54 72 70 68 65 Lrng Gains-Rdg 61 47 45 22 49 Lrng Gains-Math 59 76 76 73 77 Gains-R-25 65 46 41 49 49 Gains-M-25 77 77 74 68 76
Assis Principal	Elvira C. Ruiz	Bachelors in Elem ED Masters in Special Education Ed.S- Educational Leadership	1	7	12 '11 '10 '09 '08 '07 School Grade F C C C C C AYP N N N N N N High Standards Rdg. 27 33 33 31 30 28 High Standards Math 26 64 69 68 62 55 Lrng Gains-Rdg. 49 45 47 30 49 44 Lrng Gains-Math 52 66 73 75 76 66 Gains-Rdg-25% 59 52 46 56 54 48 Gains-Math-25% 60 60 67 70 82 64
Assis Principal	Sacha T. Challenger	BS-Biology, Florida Memorial College MS- Business Administration, American Intercontinental University, Ed. S.- Educational Leadership, Barry University Biology 6-12 ESE K-12 Educational Leadership- All Levels	1	3	12 '11 '10 '09 '08 '07 School Grade D D C F F F AYP N N N N N High Standards Rdg. 25 35 12 12 14 10 High Standards Math 36 25 42 38 41 32 Lrng Gains-Rdg. 58 62 41 45 35 51 Lrng Gains-Math 66 56 77 64 71 73 Gains-Rdg-25% 68 74 49 61 36 82 Gains-Math-25% 80 61 89 71 79 89

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)
Reading	Michelle Medina	MS. Reading K-12, St. Thomas University, BS Elementary Education (1-6) St. Thomas University, Reading Certified ESOL Endorsed	3	4	12 '11 '10 '09 '08 School Grades X B A A A AYP X X N N Y High Standards – Rdg 40 37 80 81 84 High Standards – Math 54 72 77 79 79 Lrng Gains-Rdg 61 47 71 57 47 Lrng Gains-Math 59 76 69 73 69 Gains-R-25 65 46 62 66 61 Gains-M-25 77 77 62 74 57
Reading	Regan Neufeld	M.S Curriculum and Instruction, University of Phoenix, B.S. Political Science, Florida International University, Certification in Social Science 6-12, Reading Endorsed K-12.	1	9	12 11 '10 '09 '08 '07 School Grades D D C D D C AYP X N N N N N High Standards – Rdg 25 37 35 35 34 40 High Standards – Math 36 72 70 68 65 53 Lrng Gains-Rdg 58 47 45 49 47 49 Lrng Gains-Math 66 76 76 73 71 76 Gains-R-25 68 46 41 63 52 67 Gains-M-25 80 77 74 68 69 69

Mathematics	Angel Alvarez	M.S. in Engineering, Florida Atlantic University, B.S. in Engineering, University of Miami, Certification in Mathematics 6-12	4	2	12 11 '10 '09 '08 '07 School Grades X B C D D C AYP X N N N N N High Standards – Rdg 40 37 35 35 34 40 High Standards – Math 54 72 70 68 65 53 Lrng Gains-Rdg 61 47 45 49 47 49 Lrng Gains-Math 59 76 76 73 71 76 Gains-R-25 65 46 41 63 52 67 Gains-M-25 77 77 74 68 69 69
Science	Amanda Heinemann	B.S. Education-University of North Carolina at Greensboro; MAEd Science-Wake Forest University; EdD Leadership-Nova Southeastern University	1	1	Project Rise Instructional Supervisor (2009-2012)

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	Professional Development Based on Needs Assessment	Administration	On-going	
2	Mentoring New Teachers by Veteran Teachers	Assistant Principal	On-going (last day of school)	
3	Guidance by Department Chairperson	Department Chairperson	On-going	
4	Recruitment from Colleges and University	Principal/CAP Advisor	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6 (9.64%)	Having teachers participate in Professional Developments which help them acquire information and / or strategies on becoming highly qualified.

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
124	2.4%(3)	25.0%(31)	41.9%(52)	30.6%(38)	44.4%(55)	62.1%(77)	6.5%(8)	0.8%(1)	16.1%(20)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Not applicable			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring remediation are assisted through afterschool programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientific based curriculum/ behavior assessment and intervention approaches. They identify systematic pattern of student needs while working with district personnel to identify appropriate, evidence- based intervention strategy; assists with whole school screen programs that provide early intervening services for children to be considered in "at risk" , assists in the design and implantation for progress monitoring, data collection, and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated in to the school wide program include and extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students. ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I , part A funds. ST2 is a state approved RtI model for elementary schools.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. North Miami Beach Senior High School receives assistance from a community program called MPACT. The IMPACT program targets gang reduction within the community. IMPACT personnel identify gang members and have created a curriculum for the school that provides identified gang members with skills in the construction field

Title II

The district used supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the new teacher(MINT) program
- Training for add on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as lesson study group implementation and protocols

Title III

North Miami Beach Senior High School used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

North Miami Beach Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food service program, school breakfast, school lunch and after care snacks, follows the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy.

Housing Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Head Start

Not Applicable

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

In order for students to be prepared for the employment market within the community, North Miami Beach Senior High School offers a number of courses that address employability skills. Diversified Technology classes provide students with the expertise and tactics to be successful in finding a job. North Miami Beach Senior High School also offers a marketing program, which enables students to discover marketing strategies in the workplace as well as marketing themselves to potential employers. Each class is combined with an on the job (OJT) course which enables the students to search for employment within the community.

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home,

and provides care for students who are not eligible for other services.

- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal; Assistant Principals; Student Services Chairperson; Trust Counselor; Social Worker; Reading Coach ; Program Specialist;
Special Education Department Chairperson; School Psychologist; Social Studies Teacher, Math teacher

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?

Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

The Leadership Team (charger council) will focus on:

- Data Analysis for teachers and staff
- Data Chats by department heads with teachers
- Regular department meetings to discuss instructional strategies
- Communicate with staff for input and feedback and updating on procedures and progress
- Regular classroom visits
- Provide professional development
- Analyze interim assessments to determine students learning

The Charger Council meets monthly to engage the following actions:

- Review with department heads and coaches instructional decisions
- Review students' academic progress with department heads by subject area, grade level and subgroups
- Review academic, attendance and social success with assistance from Student Services

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

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

2. Managed data will include:

Academic

- FAIR assessment
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

3. Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. provide support for school staff in understanding basic RtI principles and procedures.

Describe the plan to support MTSS.

Provide create a network using the RtI team that can implement the RtI process. The RtI team meets monthly to review and discuss the RtI process at North Miami Beach Senior High and will ensure it is implemented with fidelity

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Randy Milliken, Principal: Ensures that all members of the RtI Leadership Team is focused on the school's vision and mission, effectively manages the RtI team to promoting collaboration and a positive school climate, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, inform staff and parents of school-based RtI initiatives.

Marina Montesino Assistant Principal of Curriculum: Maintains all documentations including identified students, assessments, progress monitoring, tutoring services and data analysis reports.

Elivra Ruiz, Billy Ridore, and Sacha Challenger, Assistant Principals will Ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Curriculum Coach(es): Michelle Medina and Regan Neufeld (Reading), Angel Alvarez (Mathematics), and Amanda Heinmann (Science):

Assist in the implementation of a strong core instruction, using a process for identifying specific student needs, provides information about core curriculum, research-based programs and materials, assist in the design and implementation for

progress monitoring, data collection, and data analysis; facilitates in planning and conducting professional development on differentiating instruction and incorporating intervention activities across the curriculum, support least proficient teachers through modeling and/or co-teaching, and collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.

Mark Finkelstein, School Psychologist: Provide data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, works drug and alcohol prevention programs, provides support school violence prevention programs, protective behaviors programs and academic improvement programs.

Majorie Prophet, School Social Worker and Arlene Lindsay-Marshall, TRUST Counselor: Provide social services and assistance to improve the social and psychological functioning of students and their families and to maximize the well-being of families and the academic functioning of children. Assist in providing academic and interventions for targeted students.

Language Arts, Mathematics, Science, Social Science, SPED, ELL and Electives Department Chairpersons: Participates in student data collection through assessments and intervention, provides instruction/intervention techniques, facilitate professional development on differentiating instruction, incorporating literacy activities and strategies within their department and collaborates with grade team teachers on focused instructional lessons, implement interventions and maintenance strategies.

Sharon Krantz, Guidance Counselor: Implements programs and intervenes with attendance problems, works with students, families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.

Sharron Botwinick, Test Chairperson will generate, maintain, and disseminate data reports to include all District/School-wide summative, formative and progress monitoring assessments.

Community Involvement Specialist: Participates in data-based decision making, liaison for students, parents, school staff, program facilitators, administrators, regarding information, activities, and services provided.

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

The LLT at North Miami Beach Senior High meets once a month. At these meeting, the LLT discusses and establishes school policies, procedures and guidelines impacting the school. The LLT disaggregates student data on FCAT scores and interims to develop interventions and action plans to address the needs of students and enrich students achievement. Members of the LLT act as a liaison between the teachers and administrators.

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

The following are major initiatives of the LLT this year:

- Increasing student achievement and performance in nation, state and district exams.
- Increasing student participation in Academies
- Increasing student participation and passing rates on Advanced Placement Exams.
- Infusing reading strategies across disciplines following reading coherence model.
- Developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/8/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

- Reading Coherence Model of Reading Supported Benchmarks will be implemented across disciplines.

- Teachers will monitor and track students they teach who have been identified in lowest 25% in Reading.
- During Common Planning and Department meetings, teachers will analyze and utilize student data to modify their instruction and meet educational needs of their students.
- School wide data chats among students, teachers, school support personnel and administrators.
- School wide FCAT countdown activities.
- Implement the Florida Continuous Improvement Model (FCIM) to monitor the achievement and instructional programs.
- Increase the number of teachers with reading endorsements.
- Elective, Social Studies, Fine Arts and Science teachers will explicitly infuse the reading benchmarks in the lesson plans and instructional delivery.
- Reading Professional Development activities during faculty meeting, common planning and early release.

*High Schools Only

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

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

Applied and integrated courses are found in the House of Education and Public Services, House of Technology and Finance, House of Arts, AV Technology, and Communications, House of Health and Marine Science, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED and ongoing partnership with George T. Baker Aviation and Dade Partners.

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?

Academic and career planning are provided by Guidance counselors, Academy Leaders, and College Advisement Placement Counselor

Postsecondary Transition

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

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

Supporting Secondary School reform, Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students pursue and are successful in post-secondary areas of enrichment. School site Student Services professionals implement lessons which focus on improving personal effectiveness planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

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

A Critical Thinking course for all ninth graders is required as an orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transitions. These strategies focus on educational achievement, person/social development, career, and health/community awareness which support student success. Small group counseling will be established to assist students in proper course selection. Provide information guidelines for steps to college. Host college visitations

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that ~ 21% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students proficiency by 7 percentage points to 28%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (213)	28% (286)

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 in the 2012 administration of the FCAT Reading was Reporting Category 2, specifically Main Idea.	Utilize a wide variety of texts with various complexity levels that allow students to identify key details in order to determine the main idea, plot, and purpose. This process will take place through the use of Reciprocal teaching, graphic organizers (e.g., note taking, mapping); summarization activities; and marking the text/marginal note-taking, summarization activities; and marking the text/marginal note-taking. The coaches will align coaching cycles to this goal.	RtI Leadership Team Literacy Coaches Reading Department Chairperson Administrators	Review Edusoft assessment reports and results from ongoing assessments focusing on students' understanding of identifying main idea, plot and purpose to ensure that students are making adequate progress. Adjust intervention as necessary. Administrators will conduct weekly walkthroughs to insure classroom teacher's daily lessons are aligned to the focus calendar/data driven benchmark. Language Arts Department and Reading Department Common Planning time will be used to disaggregate data to determine instructional focus using the FCIM.	Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013) Summative: 2013 FCAT 2.0 Reading Assessment
2	Lack of activities that promote student accountability talk and active learning strategies.	Increase activities that promote student accountability talk and student use of active learning strategies such as Socratic Circles and Literature Circles.	Literacy Coaches, Reading Department Chair Administrators	Classroom Observations, student folders, lesson plans, classroom walkthroughs, student discourse	Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013) Summative: 2013 FCAT 2.0
	Lack of activities that promote student accountability talk and	Increase activities that promote student accountability talk and	Literacy Coaches, Reading Department Chair	Classroom Observations, student folders, lesson plans,	Formative: Baseline (Sept 2012)

3	active learning strategies	student use of active learning strategies, such as Socratic Circles and Literature Circles.	Administrators	classroom walkthroughs, student discourse	Interim assessments. (Fall-October 2012/Winter January 2013) Summative: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	On the administration of the 2011-2012 Reading Florida Alternate Assessment 22% of students achieved Levels 4, 5, 6. Our goal for the 2012-2013 school year is to increase students scoring levels 4, 5 and 6 by 5 percentage points to 27%
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (5)	27% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth as noted in the FAA of students scoring level 4-6 is lower thinking skills (summarizing paragraph)	Emphasize explicit instruction via the teacher and SPED Curriculum Support that helps students achieve mastery at their access points at supportive level. Provide instruction in Reading comprehension and vocabulary.	RtI Leadership Team SPED Department Chairperson Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment
2	The area that showed minimal growth as noted in the FAA of students scoring level 4-6 is lower thinking skills (summarizing paragraph)	Emphasize explicit instruction via the teacher and SPED Curriculum Support that helps students achieve mastery at their access points at supportive level. Provide instruction in Reading comprehension and vocabulary.	RtI Leadership Team SPED Department Chairperson Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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 2012 FCAT 2.0 Reading Test indicate that 17% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 20%..
2012 Current Level of Performance:	2013 Expected Level of Performance:

17% (172)

20% (204)

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 that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT 2.0 reading test was Reporting Category 4 Informational Text/ Research Process.	<p>Emphasize instruction that helps students build stronger arguments to support their answers.</p> <p>Students will explore shades of meaning to better identify nuances as they explore the validity and reliability of information. Both students and teachers will examine rubrics related to the reporting category to ensure a complete understanding of the skills being assessed.</p>	Rtl Leadership Team Literacy Coaches Reading Department Chairperson Administrators	<p>Review formative monthly data reports through Edusoft to ensure progress is being made and adjust intervention as needed.</p> <p>Administrators will conduct classroom observations and walkthroughs to ensure the implementation of higher order questioning, teachers are serving as facilitators guiding students to the answers, and students are critically analyzing text.</p>	<p>Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013)</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	Inability to increase rigor by creating higher order questioning and activities by classroom teachers.	Implement and monitor strategies such as WEBB's DOK and FCAT Question Task cards to scaffold rigorous, high level instructional techniques promoting critical, independent and creative thinking.	Literacy Coaches Reading Department Chairperson Administrators	Administrators will conduct classroom observations and walkthroughs to ensure the implementation of higher order questioning, teachers are serving as facilitators guiding students to the answers, and students are critically analyzing text	<p>Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013)</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
3	<p>The area that showed minimal growth and would require students to maintain or improve as noted on the 2011 administration of the FCAT 2.0 reading test was Reporting Category 4 Informational Text/ Research Process.</p> <p>Students lack the ability to utilize critical thinking strategies needed to interpret and organize information and to determine the validity and reliability of information in text.</p>	<p>Emphasize instruction that helps students build stronger arguments to support their answers.</p> <p>Students will explore shades of meaning to better identify nuances as they explore the validity and reliability of information. Both students and teachers will examine rubrics related to the reporting category to ensure a complete understanding of the skills being assessed.</p>	Rtl Leadership Team Literacy Coaches Reading Department Chairperson Administrators	<p>Review formative weekly data reports through Edusoft to ensure progress is being made and adjust intervention as needed.</p> <p>Administrators will conduct classroom observations and walkthroughs to ensure the implementation of higher order questioning, teachers are serving as facilitators guiding students to the answers, and students are critically analyzing text.</p>	<p>Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013)</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
4	Inability to increase rigor by creating higher order questioning and activities by classroom teachers.	Implement and monitor strategies such as WEBB's DOK and FCAT Question Task cards to scaffold rigorous, high level instructional techniques promoting critical, independent and creative thinking.	Literacy Coaches Reading Department Chairperson Administrators	Administrators will conduct classroom observations and walkthroughs to ensure the implementation of higher order questioning, teachers are serving as facilitators guiding students to the answers, and students are critically analyzing text.	<p>Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013)</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	On the administration of the Reading Florida Alternate Assessment 39 % of students scored at or above Level 7 in reading. Our goal for the 2012-2013 school year is to increase students scoring at or above Level 7 by 3 percentage point s to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (9)	42% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth as noted in the FAA of students scoring level 7-9 is comprehension skills.	Emphasize instruction that helps students achieve mastering their access points at an independent level. Provide students with instruction in the 5W's (who, what, where , when, why)	Rtl Leadership Team SPED Department Chairperson Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment
2	The area that showed minimal growth as noted in the FAA of students scoring level 7-9 is comprehension skills	Emphasize instruction that helps students achieve mastering their access points at an independent level. Provide students with instruction in the 5W's (who, what, where , when, why)	Rtl Leadership Team SPED Department Chairperson Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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 2012 FCAT 2.0 Reading Test indicates that 61% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student's achieving learning gains by 5 percentage point to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (562)	66% (608)

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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading test	Provide opportunities for students to identify and interpret elements of story structure within a	Rtl Leadership Team Literacy Coaches Reading	Review formative assessment data reports to ensure progress is being made and adjust	Formative: FAIR Computer Assisted Program- CAP

1	was Reporting Category 3 Literary Analysis / Fiction/ Non-fiction.	text. Implement Literature Circles to allow students to practice and develop skills as good readers. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.	Department Chairperson Administrators	instruction as necessary. Language Arts and Reading Department Chairs collaborate with teachers to create focus calendars that include benchmarks from reporting category 3 and aligned with the pacing guide. Administrators will conduct classroom observations and walkthroughs to ensure classroom teachers' lesson plans are aligned with the focus calendar.	reports generated from Reading Plus Summative: 2013 FCAT Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading test was Reporting Category 3 Literary Analysis / Fiction/ Non-fiction.	Provide opportunities for students to identify and interpret elements of story structure within a text. Implement Literature Circles to allow students to practice and develop skills as good readers. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.	RtI Leadership Team Literacy Coaches Reading Department Chairperson Administrators	Review formative assessment data reports to ensure progress is being made and adjust instruction as necessary. Language Arts and Reading Department Chairs collaborate with teachers to create focus calendars that include benchmarks from reporting category 3 and aligned with the pacing guide. Administrators will conduct classroom observations and walkthroughs to ensure classroom teachers' lesson plans are aligned with the focus calendar.	Formative: FAIR Computer Assisted Program- CAP reports generated from Reading Plus Summative: 2013 FCAT Reading Assessment
3	Limited ability to effectively use reading strategies to construct meaning of text.	Ensure selected reading strategies that increase metacognition, such as Reciprocal Teaching, Think Aloud, and Marginal Notes are implemented in reading intervention courses utilizing the gradual release model.	RtI Leadership Team Literacy Coaches Reading Department Chairperson Administrators	Conduct weekly classroom walkthrough to evaluate effective use of reading strategies.	Formative: Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter January 2013) Summative: 2013 FCAT 2.0 Reading 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Reading Florida Alternate Assessment indicates that 43% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student's achieving learning gains by 10 percentage point to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (8)	53% (10)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 FAA assessment is cognitive and language understanding	Emphasize instruction that helps students build stronger comprehension and oral skills.	RtI Leadership Team SPED Department Chairperson Program Specialist Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment
2	The area of deficiency as noted in the 2012 FAA assessment is cognitive and language understanding	Emphasize instruction that helps students build stronger comprehension and oral skills.	RtI Leadership Team SPED Department Chairperson Program Specialist Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2010-2011 FCAT Reading 2.0 Test indicate that 46% of the students in the lowest 25% made learning gains. This category increased 5 percentage from 2009-2010 FCAT Reading Test. Our goal for the 2011-2012 school year is to increase the lowest 25% achieving learning gains by 10 percentage point to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (119)	56%(144)

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 2012 administration of the FCAT 2.0 Reading test was Reporting Category 1 Vocabulary.	The students will read from a variety of texts, utilize word walls, vocabulary word maps, and engage in Greek and Latin affix/root word activities	RtI Leadership Team Literacy Coaches Reading Department Chairperson Administrators	Review formative assessment data reports to ensure progress is being made and adjust instruction as necessary.	Formative: FAIR Edusoft reports generated from Interim Assessments Computer Assisted Program- CAP reports generated from Reading Plus Summative: 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading test	The students will read from a variety of texts, utilize word walls, vocabulary word maps,	RtI Leadership Team Literacy Coaches Reading	Review formative assessment data reports to ensure progress is being made and adjust	Formative: FAIR Edusoft reports generated from

2	was Reporting Category 1 Vocabulary.	and engage in Greek and Latin affix/root word activities.	Department Chairperson Administrators	instruction as necessary.	Interim Assessments Computer Assisted Program- CAP reports generated from Reading Plus Summative: 2013 FCAT 2.0 Reading Assessment
3	Lack of alignment of instructional materials to student deficiencies based on FAIR data.	Develop goals and monitor the consistent use of data to drive instruction and matching instructional materials to student deficiencies based on FAIR.	Rtl Leadership Team Literacy Coaches Reading Department Chairperson Administrators	Administrators will conduct weekly classroom walkthroughs. Student work folders will also be used to determine effective use of the FAIR data.	Formative: FAIR Edusoft reports generated from Interim Assessments Computer Assisted Program- CAP reports generated from Reading Plus Summative: 2013 FCAT 2.0 Reading 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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicates that 37% of the students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 9 percentage point to 48%. Additionally, 46% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 57%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 67% (17) Black: 37% (283) Hispanic: 46% (93) Asian: 46% (12) American Indian: NA	White: 73% (18) Black: 48% (367) Hispanic: 57% (115) Asian: 65% (16) American Indian: NA			
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
Black: The area of deficiency as noted on the 2012 administration of the	Provide students with additional practice in prefixes, suffixes, root words, synonyms, and	Rtl Leadership Team Literacy Coaches Reading	Rtl Leadership Team will disaggregate student data from formal and informal assessments to	Formative: FAIR Computer Assisted Program- CAP

1	<p>FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.</p> <p>Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.</p>	<p>antonyms. Teachers will emphasize strategies for deriving word meaning and word relationships from context, as well as provide additional instructions on word meaning.</p>	<p>Department Chairperson Administrators</p>	<p>monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.</p>	<p>reports generated from Reading Plus</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.</p> <p>Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.</p>	<p>Provide students with additional practice in prefixes, suffixes, root words, synonyms, and antonyms. Teachers will emphasize strategies for deriving word meaning and word relationships from context, as well as provide additional instructions on word meaning.</p>	<p>Rtl Leadership Team Literacy Coaches Reading Department Chairperson Administrators</p>	<p>Rtl Leadership Team will disaggregate student data from formal and informal assessments to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.</p>	<p>Formative: FAIR Computer Assisted Program- CAP reports generated from Reading Plus</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>In grades 9-10, 8% of ELL students achieved proficiency on the 2012 administration of the FCAT Reading Test. This represents an increase compared to students who achieved proficiency in 2011.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 16 percentage points to 24%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>8% (12)</p>	<p>24% (36)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>ELL students struggle with grade-level vocabulary, academic vocabulary in English, and lack oral language proficiency.</p>	<p>Use the coaching cycle to increase evidence-based vocabulary instruction, preteaching of effective vocabulary, graphic organizers, and word to word dictionary use in all content areas.</p>	<p>Rtl Leadership Team Literacy Coaches ESOL Department Chairperson Administrators</p>	<p>Active coaching should focus on vocabulary, and student accountability talk in ELL classes</p>	<p>Coaching Logs Common planning sheets Walkthrough Logs Student Data</p>
2	<p>ELL students struggle with grade-level vocabulary, academic vocabulary in English, and lack oral language proficiency.</p>	<p>Use the coaching cycle to increase evidence-based vocabulary instruction, preteaching of effective vocabulary, graphic organizers, and word to word dictionary use in all content areas.</p>	<p>Rtl Leadership Team Literacy Coaches ESOL Department Chairperson Administrators</p>	<p>Active coaching should focus on vocabulary, and student accountability talk in ELL classes</p>	<p>Coaching Logs Common planning sheets Walkthrough Logs Student Data</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 9-10, 20% of SWD students achieved proficiency on the 2012 administration of the FCAT Reading Test. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (14)	30% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require small group instruction to understand concepts and as opposed to whole group instruction.	Implement effective use of small group instruction specifically designed to meet the needs of the learners	RtI Leadership Team Literacy Coaches SPED Department Chairperson Administrators	Continue to develop lesson plans that implement effective small group instruction, using data to drive decision making	Lesson plan Observations of DI
2	Students require small group instruction to understand concepts and as opposed to whole group instruction	Implement effective use of small group instruction specifically designed to meet the needs of the learners	RtI Leadership Team Literacy Coaches SPED Department Chairperson Administrators	Continue to develop lesson plans that implement effective small group instruction, using data to drive decision making	Lesson plan Observations of DI

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicates that 40% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 9 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (342)	49% (418)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Economically Disadvantaged subgroups did not meet satisfactory progress. Students lacked the ability to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and	Teachers will ingrain the practice of justifying answers by going back to the text for support. Students will use graphic organizers to identify patterns and summarize the main points. Graphic organizers, note-taking and mapping will also be used.	RtI Leadership Team Literacy Coaches Reading Department Chairperson Administrators	RtI Leadership Team will disaggregate student data from formal and informal assessments to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.	Formative: FAIR Reports generated from Edusoft on district and school-site assessments Summative: 2013 FCAT 2.0 Reading Assessment

	identifying relevant details.				
2	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Economically Disadvantaged subgroups did not meet satisfactory progress. Students lacked the ability to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	Teachers will ingrain the practice of justifying answers by going back to the text for support. Students will use graphic organizers to identify patterns and summarize the main points. Graphic organizers, note-taking and mapping will also be used.	RtI Leadership Team Literacy Coaches Reading Department Chairperson Administrators	RtI Leadership Team will disaggregate student data from formal and informal assessments to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.	Formative: FAIR Reports generated from Edusoft on district and school-site assessments Summative: 2013 FCAT 2.0 Reading Assessment

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
Reciprocal Teaching	9-10	Reading Coach	9-10 Reading	Common Planning-Ongoing	Student Work Folders	Assistant Principals, Reading Coach and Department Chairpersons
Literature Circles	9-10	Reading Coach and Curriculum Support Specialist	9-10 Reading and Language Arts Teachers	October 25, 2012 Early Release	Lesson Plans	Assistant Principals, Reading Coach, Department Chairpersons

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Workshops and Camps	Copies, powerpoints, etc.	SIG Grant	\$500.00
Increase independent reading	Reading Incentives	SIG Grant	\$3,000.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of technology in the English classrooms.	SmartBoards/Promethian Board	SIG Grant	\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Substitute Coverage	SIG Grant	\$3,000.00
Professional Development	Hourly Pay/Substitute Coverage	SIG Grant	\$2,000.00

			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$23,500.00			

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:		Our goal for the 2012-2013 school year is to increase level 3 students proficiency level in listening and speaking by 10 percentage points.			
2012 Current Percent of Students Proficient in listening/speaking:					
Proficient 44% (113 students)					
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 2012 CELLA is the language barrier related to the speed, tone, and vocabulary.	To support vocabulary development, understanding the tone and speed teachers will use visual cues with flash cards, read aloud's, audio books, and role playing.	RtI Leadership Team Literacy Coaches ELL Department Chairperson Administrators	ESOL Department Chair and teachers will monitor the delivery of lesson plans. RtI Leadership Team will disaggregate student data from formal and informal assessments on a monthly basis to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.	Formative : The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses. Summative: 2013 CELLA assessment

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:	Our goal for the 2012-2013 school year is to increase level 3 students proficiency level in reading by 10 percentage points.
2012 Current Percent of Students Proficient in reading:	
Proficient 13% (36 students)	
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 2012 CELLA is related to understanding the essential message and main idea in text for overall comprehension	Students will use graphic organizers to summarize the main points as well as utilized text markings" (eg. Making margin notes, highlighting). In addition, teachers will chunk the text during instruction as well as provide the students opportunity to use videos/ CD/ Audio books when reading text independently.	RtI Leadership Team Literacy Coaches ELL Department Chairperson Administrators	2.1. ESOL Department Chair and teachers will monitor the delivery of lesson plans. RtI Leadership Team will disaggregate student data from formal and informal assessments on a monthly basis to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress	Formative: The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses. Summative: 2013 CELLA assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Our goal for the 2012-2013 school year is to increase level 3 students proficiency level in writing by 10 percentage points.
2012 Current Percent of Students Proficient in writing:	
Proficient 18% (49 students).	
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 in the CELLA 2012 is related to paragraph development with a clear introduction, reasons and support, and a thesis and concluding sentence	Teachers will assist students with organizing their ideas into a logical sequence. Students will plan to develop the main idea (s) and supporting details for their paragraphs. Teachers will assist students to organize their ideas into a logical sequence. Students will practice using different forms of writing through journals, logs, and magazine/ newsletter articles that are related to a topic. The teachers will model writing of a paragraph that includes a topic	RtI Leadership Team Literacy Coaches ELL Department Chairperson Administrators	ESOL Department Chair and teachers will monitor the delivery of lesson plans. RtI Leadership Team will disaggregate student data from formal and informal assessments on a monthly basis to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress	Formative: The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses. Summative: 2013 CELLA assessment

sentence and relevant information.

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

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:

<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal #1:</p>	<p>On the administration of the Mathematics Florida Alternate Assessment 33 % of students achieved Levels 4, 5, 6.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring levels 4, 5 and 6 by 5 percentage point s to 38%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (8)	38% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in the 2012 FAA is counting items 1-10 and subtraction in real world and geometric shapes.	Emphasis on instruction using real world manipulative and objects on counting items and geometric shapes.	SPED Department Chair SPED program Specialist SPED Curriculum Support Specialist Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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:

<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p> <p>Mathematics Goal #2:</p>	<p>On the administration of the Mathematics Florida Alternate Assessment 29 % of students scored at or above Level 7 in mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring at or above Level 7 by 3 percentage point s to 32%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (7)	32% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The area of deficiency in the 2012 FAA is determining correct amounts for purchasing and budgeting in real world situation.	Emphasize instruction in counting money and making change in real world situations in class and community based instruction.	SPED Department Chair SPED program Specialist SPED Curriculum Support Specialist Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 Mathematics Florida Alternate Assessment indicates that 44% of the students made learning gains. Our goal for the 2012-2013 school year is to increase student's achieving learning gains by 10 percentage point to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (9)	54% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in the 2012 FAA is solving real world problems involving perimeter using visual models.	Emphasize instruction through small group and one on one utilizing manipulatives.	SPED Department Chair SPED program Specialist SPED Curriculum Support Specialist Administrators	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. The SPED teachers and SPED Program Specialist will analyze all pertinent data and make adjustments to instruction.	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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 2011-2012 End of Course Algebra Exam indicates that 34% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 students by 1 percentage point to 35%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (114)	35% (117)

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 struggle with understanding the abstract language of mathematics	Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness of this strategy will be determined through evidence of application of math vocabulary and concepts in student work.	Student Work Folders Interim Assessments Teacher-made Assessments
2	Students struggle with understanding the abstract language of mathematics	Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness of this strategy will be determined through evidence of application of math vocabulary and concepts in student work.	Student Work Folders Interim Assessments Teacher-made Assessments
3	Students lack skills to organize their notes and relational concepts in math.	Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	Rubric of students' notebooks Evidence of the use of notebooks by students during class sessions
4	Teachers struggle with how to analyze data with administrators, academic coaches, teachers, interventionists and students	Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness will be determined through classroom visitations and common planning sessions	ETO Monthly Assessments Interim Assessments Data Binder Seating Charts

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 End of Course Algebra Exam indicates that 4% of the students achieved proficiency (Levels 4 and 5) . Our goal for the 2012-2013 school year is to increase or maintain student proficiency by 1 percentage point to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (14)	5% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students' familiarity with manipulatives and graphing calculators is limited.	Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	Rtl Leadership Team Mathematics Coach Administrators	Administrators will monitor lesson plans for use of graphing calculators and manipulative.	Lesson Plans Common planning sheets
2	Students' familiarity with manipulatives and graphing calculators is limited.	Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	Rtl Leadership Team Mathematics Coach Administrators	Administrators will monitor lesson plans for use of graphing calculators and manipulative.	Lesson Plans Common planning sheets
3	Students are have difficulty with transferring their skills to the higher-order application problems.	Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	Rtl Team Mathematics Coach Mathematics Department Chairperson Administrators	Math Coach and administration will Ensure that higher order questions are on lesson plans and addressed in weekly common planning sessions. Key action words are: synthesize, evaluate, compare and justify.	Lesson plans Common planning sheets

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 #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	42%	48%	53%	59%	

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:	The results of the Algebra EOC Test indicates that 52% of the students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 53% Additionally, 63% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 66%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: NA Black: 52% (135) Hispanic: 63% (39) Asian: NA American Indian: NA	White: NA Black: 53% (137) Hispanic: 66% (41) Asian: NA American Indian: NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Teachers require active coaching in order to obtain active learning strategies, higher order thinking strategies, etc.	Ensure the coaching cycle is conducted with fidelity to include the pre-conference, modeling, debriefing, et al. Provide active coaching with active, consistent administrative guidance, common planning and lesson study.	Mathematics Coach Administrators	Coaching logs and cycles must be monitored with fidelity.	Coaching Logs Common planning sheets
2	Teachers require active coaching in order to obtain active learning strategies, higher order thinking strategies, etc.	Ensure the coaching cycle is conducted with fidelity to include the pre-conference, modeling, debriefing, et al. Provide active coaching with active, consistent administrative guidance, common planning and lesson study.	Mathematics Coach Administrators	Coaching logs and cycles must be monitored with fidelity.	Coaching Logs Common planning sheets
3	Students need extensive correct feedback in order to fully understand mathematical processes.	Ensure that common planning focuses on reviewing student work and descriptive feedback on student work in order to provide opportunities for students to make adjustments and improvements towards mastery of specific standards	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Student work should have corrective feedback, as well as student notebooks	Posted student work Student notebooks and work folders
4	Students require the opportunity for math instruction using different methods.	Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Review lesson plans and conduct classroom observations.	Lesson Plans Student Work

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The results of the 2011-2012 End of Course Algebra Exam indicated that 36 % of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 41 % by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (23)	41% (27)

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 require instructional routines in order to understand the goal of each lesson.	Teachers will utilize the common board configuration including the Essential Question as the framework for bell to bell instruction;	Mathematics Coach ELL Department Chairperson Administrators	Walkthroughs will be held to ensure that the common board is being used as instructional tool.	Walkthrough Observation Logs

		observational classes for bell-to bell instruction will be created.			
2	Students require instructional routines in order to understand the goal of each lesson.	Teachers will utilize the common board configuration including the Essential Question as the framework for bell to bell instruction; observational classes for bell-to bell instruction will be created	Mathematics Coach ELL Department Chairperson Administrators	Walkthroughs will be held to ensure that the common board is being used as instructional tool.	Walkthrough Observation Logs
3	Students require additional small group assistance.	Ensure that interventions are data-driven and strategically address students' areas of weaknesses. Continue data analysis throughout the year to ensure interventions are aligned.	Mathematics Coach ELL Department Chairperson Administrators	Administrators will ensure that interventions are flexible, targeted and strategic.	Intervention Reports Observations

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:	The results of the 2011-2012 End of Course Algebra Exam indicated that 38% of students in the Students Disabilities (SWD) subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 41% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (10)	41% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack motivation for learning mathematics	Using real-world connections, appropriate computer software programs, graphing calculators, and projects given appropriate accommodations.	Mathematics Coach SPED Department Chairperson Administrators	Effectiveness will be determined through classrooms walkthrough logs to have evidence of the use of technology and project design in the mathematics classrooms	Monthly Assessments Interim Assessments Software Reports EOC Algebra 1 Test
2	Students require modeling and application of mathematical concepts.	Increase explicit instruction using the I do-We-do-You model of explicit instruction and active learning strategies in the classroom	Mathematics Coach SPED Department Chairperson Administrators	Lesson plans and classroom observations will look for the implementation of explicit and active instruction	Lesson Plans Walkthrough Logs Coaching Logs
3	Students lack motivation for learning mathematics	Using real-world connections, appropriate computer software programs, graphing calculators, and projects given appropriate accommodations.	Mathematics Coach SPED Department Chairperson Administrators	Effectiveness will be determined through classrooms walkthrough logs to have evidence of the use of technology and project design in the mathematics classrooms	Monthly Assessments Interim Assessments Software Reports EOC Algebra 1 Test
4	Students require modeling and application of mathematical concepts.	Increase explicit instruction using the I do-We-do-You model of explicit instruction and active learning strategies in the classroom	Mathematics Coach SPED Department Chairperson Administrators	Lesson plans and classroom observations will look for the implementation of explicit and active instruction.	Lesson Plans Walkthrough Logs Coaching Logs

5	Students require additional small group assistance	Ensure that interventions are data-driven and strategically address students' areas of weaknesses. Continue data analysis throughout the year to ensure interventions are aligned.	Mathematics Coach SPED Department Chairperson Administrators	Administrators will ensure that interventions are flexible, targeted and strategic.	Intervention Reports Observations
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2011-2012 End of Course Algebra Exam indicated that 55% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 59% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (151)	59% (162)

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 are not comfortable with, and have limited access to technology. This creates a problem with regards to computer-based testing.	Expose students to multiple practice sessions. Incorporate other, similar computer based test to build student's capacity.	Rtl Team Mathematics Coach Mathematics Department Chairperson Administrators	Students should have a computer-based application assignment a minimum of once a month	Lab usage logs
2	Students lack basic Literacy which impedes math application.	The math coach will work with the literacy coach on specific vocabulary strategies to improve math application	Rtl Team Mathematics Coach Literacy Coach Mathematics Department Chairperson Administrators	Evidence of mathematical vocabulary should be seen in all math classrooms	Word Walls Student Work
3	Students are not comfortable with, and have limited access to technology. This creates a problem with regards to computer-based testing	Expose students to multiple practice sessions. Incorporate other, similar computer based test to build student's capacity.	Rtl Team Mathematics Coach Mathematics Department Chairperson Administrators	Students should have a computer-based application assignment a minimum of once a month	Lab usage logs
4	Students lack basic Literacy which impedes math application.	The math coach will work with the literacy coach on specific vocabulary strategies to improve math application	Rtl Team Mathematics Coach Literacy Coach Mathematics Department Chairperson Administrators	Evidence of mathematical vocabulary should be seen in all math classrooms	Word Walls Student Work

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2011-2012 Geometry EOC Exam indicates that 27% of the students achieved middle Third. Our goal for the 2012-2013 school year is to increase Level 3 students by 4 percentage point to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (138)	31% (160)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers struggle with how to analyze data with administrators, academic coaches, teachers, interventionists and students	Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness will be determined through classroom visitations and common planning sessions	ETO Monthly Assessments Interim Assessments Data Binder Seating Charts
2	Teachers struggle with how to analyze data with administrators, academic coaches, teachers, interventionists and students	Conduct data chats with math teachers, coaches and the administrator over mathematics. Subsequent to data chats, utilize assessment data to develop heterogeneous or homogeneous groups to provide remediation or enrichment using differentiated instruction and other resources or intervention models.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness will be determined through classroom visitations and common planning sessions	ETO Monthly Assessments Interim Assessments Data Binder Seating Charts
3	Students struggle with understanding the abstract language of mathematics	Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness of this strategy will be determined through evidence of application of math vocabulary and concepts in student work.	Student Work Folders Interim Assessments Teacher-made Assessments
4	Students require the opportunity for math instruction using different methods.	Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Review lesson plans and conduct classroom observations	Lesson Plans Student Work

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2011-2012 Geometry EOC Exam indicates that 11% of the students achieved the upper third. Our goal for the 2012-2013 school year is to increase level 4 and 5 student by 2 percentage point to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (57)	13% (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	Students' familiarity with manipulatives and graphing calculators is limited.	Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Administrators will monitor lesson plans for use of graphing calculators and manipulative.	Lesson Plans Common planning sheets
2	Students' familiarity with manipulatives and graphing calculators is limited.	Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Administrators will monitor lesson plans for use of graphing calculators and manipulative.	Lesson Plans Common planning sheets
3	Students are not exposed to higher order thinking questions	Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	RtI Team Mathematics Coach Mathematics Department Chairperson Administrators	Ensure that higher order questions are on lesson plans and addressed in common planning.	Lesson plans Common planning sheets

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
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	Student attendance and participation in tutorials and intervention sessions has been an obstacle.	Implement small group "push in" tutorials with all students using assigned interventionists in classrooms	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	A schedule for tutoring will be created for teachers and students. Review tutoring logs for student attendance and student folders for progress between assignments. Implementation of Lesson Studies	Lesson plans, tutoring logs, attendance reports, student folders
2	Student attendance and participation in tutorials and intervention sessions has been an obstacle.	Implement small group "push in" tutorials with all students using assigned interventionists in classrooms	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	A schedule for tutoring will be created for teachers and students. Review tutoring logs for student attendance and student folders for progress between assignments. Implementation of Lesson Studies	Lesson plans, tutoring logs, attendance reports, student folders
3	Students require the opportunity for math instruction using different methods.	Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Review lesson plans and conduct classroom observations	Lesson Plans Student Work
4	Students lack skills to organize their notes and relational concepts in math.	Develop clear expectations on note taking strategies, require students to take notes in a math notebook and maintain/monitor the students'	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness will be determined classroom visitations, notebook check rubric and rewards.	Rubric of students' notebooks. Evidence of the use of notebooks by students during class sessions

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack oral language proficiency in English which leads to lack of comprehension in math	Utilize the explicit teaching model and appropriately scaffold student learning. Provide opportunities for cooperative group work and encourage student's interaction in English.	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Monitor lesson plans and conduct classroom walkthroughs	Interim Assessments and CELLA listening and Speaking Performance Indicator
2	Students lack oral language proficiency in English which leads to lack of comprehension in math	Utilize the explicit teaching model and appropriately scaffold student learning. Provide opportunities for cooperative group work and encourage student's interaction in English.	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Monitor lesson plans and conduct classroom walkthroughs	Interim Assessments and CELLA listening and Speaking Performance Indicator

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

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

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack motivation for learning mathematics	Using real-world connections, appropriate computer software programs, graphing calculators, and projects given appropriate accommodations.	Mathematics Coach SPED Department Chairperson Administrators	Effectiveness will be determined through classrooms walkthrough logs to have evidence of the use of technology and project design in the mathematics classrooms	Monthly Assessments Interim Assessments Software Reports EOC Algebra 1 Test
2	Students require modeling and application of mathematical concepts.	Increase explicit instruction using the I do-We-do-You model of explicit instruction and active learning strategies in the classroom	Mathematics Coach SPED Department Chairperson Administrators	Lesson plans and classroom observations will look for the implementation of explicit and active instruction	Lesson Plans Walkthrough Logs Coaching Logs
3	Students lack motivation for learning mathematics	Using real-world connections, appropriate computer software programs, graphing calculators, and projects	Rtl Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Effectiveness will be determined through classrooms walkthrough logs to have evidence of the use of technology and project design in the	Monthly Assessments Interim Assessments Software Reports EOC Geometry Test

				mathematics classrooms	
4	Students require modeling and application of mathematical concepts	Increase explicit instruction using the I do-We do-You do model of explicit instruction and active learning strategies in the classroom	RTI Leadership Team Mathematics Coach Mathematics Department Chairperson Administrators	Lesson plans and classroom observations will look for the implementation of explicit and active instruction	Lesson Plans Walkthrough Logs Coaching Logs

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic Literacy which impedes math application.	The math coach will work with the literacy coach on specific vocabulary strategies to improve math application	RTI Team Mathematics Coach Literacy Coach Mathematics Department Chairperson Administrators	Evidence of mathematical vocabulary should be seen in all math classrooms	Word Walls Student Work
2	Students have an inadequate mathematics literacy	Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction.	Mathematics Coach Mathematics Department Chairperson Administrators	Lesson plans, Classroom walkthroughs and observations	Graded student assignments and notebooks, Monthly assessments, Interim Assessments
3	Students have an inadequate mathematics literacy	Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction.	Mathematics Coach Mathematics Department Chairperson Administrators	Lesson plans, Classroom walkthroughs and observations	Graded student assignments and notebooks, Monthly assessments, Interim Assessments
4	Students lack basic literacy which impedes math application.	The reading and math coach will work together on explicitly teaching essential math vocabulary.	Mathematics Coach Mathematics Department Chairperson Administrators	Evidence of mathematical vocabulary should be seen in math classrooms	Word Walls Student Work
5	Students need extensive correct feedback in order to fully understand mathematical processes.	Ensure that common planning focuses on reviewing student work and descriptive feedback on student work in order to provide opportunities for students to make adjustments and improvements towards	Mathematics Coach Mathematics Department Chairperson Administrators	Student work should have corrective feedback, as well as student notebooks.	Posted student work Student notebooks and work folders

	mastery of specific standards		
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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
Development of complex questioning	9 /10 Algebra and Geometry	Math Dept. Chairperson	Algebra, Geometry, Advance Math Courses, math for College Readiness	Early Release October 25, 2012	Algebra and Geometry common planning	Administrator, Math Department Chairperson
Common Core State Standards	Mathematics: All Grades	Mathematics Coach, Education Transformation Office Representative	Mathematics: All Grades	August 2012	Review of lesson plans and minutes	Principal, Assistant Principals, Mathematics Coach Mathematics Department Chairperson
Differentiated Instruction	Mathematics: All Grades	Mathematics Coach, Education Transformation Office Representative	Lesson Studies	August 2012 Monthly Department Meetings	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Mathematics Coach Mathematics Department Chairperson
Accountable Talks / Data Chats	Mathematics: All Grades	Mathematics Coach, Education Transformation Office Representative	Accountable Talks	Monthly Department Meetings	Lesson Study cycle focusing on Data Chats and Analyzing Data and the next steps to implement	Principal, Assistant Principals, Mathematics Coach Mathematics Department Chairperson

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards	Common Core State Standards	N/A	\$0.00
Differentiated Instruction	District Printed Resources	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	On the administration of the 2012 Florida Alternate Assessment exam , 33% of students scoring levels of 4, 5, and 6. The expected level of performance for 2012-2013 is that 35 % will achieve levels 4, 5, 6. The goal is to increase these levels by 5 percentage points TO 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4)	38% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of minimal growth as noted on the 2012 FAA is common health issues.	Emphasize instruction on personal hygiene skills and the human body and development through use of examples and non-examples	RtI Leadership Team SPED Department Chair	Department Chair will monitor that lessons are executed with emphasis on access points via common planning.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	On the administration of the Florida Alternate Assessment ,25% of students scoring 7 or above. Our goal for the 2012-2013 school year is to increase level 7 or above students by 3-5 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	28% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of minimal growth as noted on the 2012 FAA is natural selection.	Emphasize instruction on understanding living and non-living things through visual aids and	RtI Leadership Team SPED Department Chair	Department Chair will monitor that lessons are executed with emphasis on access	Formative: Unique Skills Curriculum

	creating collages.		points via common planning	Summative: 2013 FAA Assessment
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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 administration of the 2012 Biology EOC exam , 29% of students achieved Middle Third. The expected level of performance for 2012-2013 is that 33% will achieve proficiency. The goal is to increase the proficiency by 4 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (156)		33% (176)			
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	Results of the 2012 Biology EOC Exam indicates that students had difficulty with Reporting Category: Classification, Heredity and Evolution with a focus on genetics	Provide inquiry-based, hands-on, laboratory activities that address Evolution and Genetics for students to make connections to real-life experiences. Provide all students the opportunity to compare, contrast, interpret, analyze, and explain science concepts during laboratory activities and classroom discussions. Provide E2020 computer activity as reinforcement	Science Coach Administrators	Ongoing review of student portfolio, lab reports, and E2020 data	Formative: District and School-site assessment data through Edusoft. School mini assessment. Summative: EOC Biology Exam 2013
2	Results of the 2012 Biology EOC Exam indicates that students had difficulty with Reporting Category: Classification, Heredity and Evolution with a focus on genetics	Provide inquiry-based, hands-on, laboratory activities that address Evolution and Genetics for students to make connections to real-life experiences. Provide all students the opportunity to compare, contrast, interpret, analyze, and explain science concepts during laboratory activities and classroom discussions.	Science Coach Administrators	Ongoing review of student portfolio, lab reports, and E2020 data	Formative: District and School-site assessment data through Edusoft. School mini assessment. Summative: EOC Biology Exam 2013

		Provide E2020 computer activity as reinforcement			
3	Teachers' limited proficiency in Common Core reading strategies and implementation.	Incorporate Common Core reading comprehension and writing strategies into instruction.	Science Coach Administrators	Student work folder, classroom observations, lesson plans	Lab report, Science Journals/Notebooks
4	Teachers limited knowledge and understanding of rigor and accountability talk delivery	Promote the effective use of high order questions, rigorous activities, and accountability talk in science classrooms. Incorporate Socratic circles and active learning strategies with in the lessons.	Science Coach Administrators	Student work folders, classroom observations, lesson plans	Formative: District and School-site assessment data through Edusoft. School mini assessment. Summative: EOC Biology Exam 2013
5	Teachers are experiencing challenges providing descriptive, corrective and explicit feedback on every section of the lab report for each student.	Implement descriptive, corrective and explicit feedback on the lab reports (focus will placed on the 3 paragraph conclusion portion of the lab report) Implement peer editing of the lab reports. Implement a teacher specific "amnesty strategy" for students to complete their lab reports by a certain deadline	Science Coach Administrators	Examination of student work during Common Planning in Physical Science, Biology, Chemistry, Lesson Plans, classroom observations and student work folders.	Formative: Tracking sheet and rubric Summative: 2013 Biology 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 Biology. Biology Goal #2:	On the administration of the Biology EOC Exam ,19% of students achieved Upper Third. Our goal for the 2012-2013 school year is to increase level 4 and 5 students by 2 percentage point to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (103)	21% (111)

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	Results of the 2012 Biology EOC Exam indicate that students had difficulty with Reporting Category: Organisms, Populations, and Ecosystems with a focus on the development of living things.	Incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom. Provide enrichment activities for students to make connections to real-life experiences	Science Coach Administrators	Review of student portfolio's and project rubrics as well as participation in science activities, i.e. logs	Formative: Tracking sheet and rubric Summative: 2013 Biology EOC Assessment

		such as Science Fair Projects, and Fairchild Challenge. Further enhance students' ability to explain and write about these experiences.			
2	Teachers limit usage of college board release essays and recommended labs for advanced placement courses	Incorporate AP College Board recommended labs aligned with College Board released essay questions	Science AP Teachers Science Coach Administrators	Classroom walkthroughs during AP classes, lesson plans, and student work folders.	Formative: Tracking sheet and rubric Summative: 2013 Biology EOC Assessment Advanced Placement Exams

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
Active Learning Strategies	All Science Teachers	Science Coach	Science Teachers	October 2012	Lesson Plans and classroom walkthroughs	Administrators and Science Coach
Descriptive and Corrective Feedback and strategies to guide students to complete lab reports	All Science Teachers	Science Coach	Science Teachers	Science Common Planning/Science Department Meetings	Lesson Plans and classroom walkthroughs	Administrators and Science Coach
District Science Fair, and Fairchild Gardens orientations	N/A	District and Fairchild Gardens Staff	Competition sponosors	TBD	Evidence of school Science fair projects and students' competitions attendance rosters	Administrators and Science Coach
Explicit Instruction "You Do" portion	All Science Teachers	Science Coach	All Science Teachers	TBD	Coaching log of science coach, lesson plans and classrooms walkthroughs	Administrators and Science Coach
Infusion of Common Core Reading Strategies in Science	All Science Teachers	ETO CDD	Science Teachers	October 25, 2012	Lesson Plans and classroom walkthroughs	Administrators and Science Coach
Differentiated Instruction	All Science Teachers	TBA	Science Teachers	TBD	Lesson Plans and classroom walkthroughs	Administrators and Science Coach
College Board PD for AP Science Course	N/A	College Board Staff	AP Science Teachers	TBD	Lesson Plans and classroom walkthroughs	Administrators and Science Coach
Rigor and Accountability Talk	All Science Teachers	Science Coach/District Personnel	Science Teachers	October 2012	Lesson Plans and classroom walkthroughs	Administrators and Science Coach
Item Specification of EOC Biology	9th and 10th grade	Teachers, Science Department Head	Biology, Chemistry, Physical Science, and Environmental	October 25, 2012	Lesson Plans Student Work Samples	Administrators and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide inquiry-based, hands on, laboratory activities	Lab materials/Essential Labs	Lab Fees/SIG	\$7,000.00
			Subtotal: \$7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom	Technology		\$0.00
Increase the use of technology in the Science classrooms.	SmartBoards/Promethian Board		\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate hands-on laboratory activities and experiments. Provide intervention strategies such as essential labs that will enhance student scientific thinking, critical thinking and reading comprehension	Common Planning PD for teachers	N/A	\$0.00
Incorporate Common Core reading comprehension and writing strategies into instruction	Hourly after school funding for teachers to attend PD	SIG Grant	\$2,000.00
Rigor and Accountability Talk	Hourly after school funding for teachers to attend PD	SIG Grant	\$2,000.00
Implement professional development on the use of FCAT Explorer/FOCUS and iCore in Biology	Common Planning PD for Teachers	N/A	\$0.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$26,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal for 2012-2013 school year is to increase the percentage of students scoring proficiency to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (421)	82%(431)

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. Students did not have many good models of writing in the classroom, and need to correlate those models into the scoring of the FCAT Writing Rubric.	1A.1. Consistently utilize anchor papers and rubrics to increase the quality of students' writing in the creative writing classes and develop through active coaching and common planning.	1A.1. RTI Leadership Team Literacy Coaches Language Arts Department Chairperson Administrators	1A.1. Student writing samples should be reviewed to indicate that writing pieces reflect the writing phases and the writing process	1A.1. Formative: Students' holistic scores on quarterly writing assessments Students' scores on monthly standard language conventions' assessments Summative: 2013 FCAT Writing Assessment
2	1A.2. Limited evidence of corrective feedback in student work	1A.2. Develop a protocol in common planning to provide corrective feedback on select assignments to observe student mastery. Discuss and analyze student work samples and feedback during common planning.	1A.2. RTI Leadership Team Literacy Coaches Language Arts Department Chairperson Administrators Department Chairs, English Teachers, Content Area Teachers	1A.2. Classroom walkthroughs, student work folders.	1A.2. Formative: Students' holistic scores on quarterly writing assessments Students' scores on monthly standard language conventions' assessments Summative: 2013 FCAT Writing 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	On the administration of the Writing Florida Alternate Assessments 67 % of students scored a Level 4 or higher. Our goal for the 2012-2013 school year is to increase level 4 or higher by →→5 percentage point to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (8)	72% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. The area of minimal growth as noted on the 2012 FAA assessment is the lack of spelling of phonetically, regular and high frequency words.	1B.1. Teacher will emphasize instruction utilizing convectional spelling of sight words and spelling patterns and apply to other spelling generalizations.	1B.1. RTI Leadership Team SPED Department Chair	1.B.1. Department Chair will monitor that lessons are executed with emphasis on access points via department meetings and common planning	1.B.1. Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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
Refresher: Holistically Scoring Students' Writing using the FCAT Writes Rubric and anchor paper.	9th and 10th Language Arts	Reading Coach and Language Arts Department Chairperson	Writing & 9th and 10th Grade Language arts teachers	October 25, 2012 Early Release	Administration, Reading Coach and Department heads will meet to determine effectiveness of writing program	Administration/ Reading Coach/ Language Arts Department Chairperson
Creating Mini-Lessons Using the Calibration Sets as a Guide	9th and 10th Language Arts	Reading Coach and Language Arts Department Chairperson	Writing & 9th and 10th Grade Language arts teachers	Common Planning-Ongoing	Administration, Reading Coach and Department heads will meet to determine effectiveness of writing program	Administration/ Reading Coach/ Language Arts Department Chairperson

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshop Materials	Posters, Copies, Highlighters, Etc.	EESAC	\$500.00
Writing Incentives	Various Incentives	EESAC	\$500.00
			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
Refresher: Holistically Scoring Students' Writing using the FCAT Writes Rubric	Holistic Scoring Rubric Exemplar papers	EESAC	\$300.00
Creating Mini-Lessons Using the Calibration Sets as a Guide	Calibration sets	EESAC	\$300.00
Leeson Study	Substitute Funding	EESAC	\$2,000.00
			Subtotal: \$2,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,600.00

End of 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:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	On the administration of the U.S. History baseline exam, 0% of students achieved proficiency level 3. The expected level of performance for 2012-2013 is that 10 % will achieve proficiency. The goal is to increase the proficiency by 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (40)

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 have limited understanding how to research facts pertaining to history both in print and non-print resources.	Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. Students will be provided opportunities to write to inform and to persuade	RtI Leadership Team Literacy Coaches Department Chairperson Administrators	Data analysis of assessments, comparing benchmarks to evaluations Review persuasive writing using a site generate rubric	Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments Summative: 2013 U.S. History 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 U.S. History. U.S. History Goal #2:	On the administration of the U.S. History baseline exam , 0% of students achieved proficiency level 4 or 5. The expected level of performance for 2012-2013 is that 10 % will achieve proficiency. The goal is to increase the proficiency by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (40)

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 have limited understanding in simulation activities related to national security.	Students will engage in the Program in National Securities Studies (PINNS) which is an enrichment opportunity for students to participate in simulation activities related to national security such as opportunities to write to inform and to persuade.	RtI Leadership Team Literacy Coaches Department Chairperson Administrators	Data analysis of assessments, comparing benchmarks to evaluations Review persuasive writing using a site generate rubric	Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments Summative: 2013 U.S. History EOC Assessment

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
Follow up of summer institute in Social Studies	11th grade	Mr. Pallias	All U. S. History teachers	Common Planning September 7, 2012	Department Chair and Reading Coach	Department Chairperson
"We the People..."	11th grade	District	All U. S. History teachers	September 17, 2012	Department and curriculum council meeting to monitor implementation of strategies	Department Chairperson
Follow-up on EOC U.S. History Item Specs	11th grade	Mr. Witten	All U. S. History teachers	Common Planning August 30, 2012	Department Chair and Reading Coach	Department Chairperson

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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	Our goal for the 2012-2013. School year is to increase attendance to 93.03% by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students and faculty feel welcome and

Attendance Goal # 1:	appreciated. The goal for this year is to decrease the number of students with excessive absences(10 or more), to 55 and excessive tardiness (10 or more) to 47.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.03% (2063)	93.03% (2086)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1096	1041
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
949	902

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 number of truant students had an impact on student attendance.	Identify students developing a pattern of nonattendance. Refer said students to the RtI Team for intervention services. Provide incentives for 100% attendance for grade 9 students earning perfect attendance.	RtI Leadership Team Student Services Department Chairperson Counselors Administrators	RtI team will monitor student attendance record and flag student absences	Grade book Attendance Rosters Weekly, Monthly, Quarterly Attendance Reports
2	Incentives for good student attendance was limited.	Provide incentives for students exhibiting good attendance patterns.	Administrative Team	Monitor generated reports by grade levels. Monitor COGNOS reports on student suspensions	COGNOS suspensions reports Weekly, Monthly, Quarterly Attendance Reports
3	Students need greater awareness regarding relevance of "School-to-Career" behaviors, including proper sleep habits, nutrition, work ethics and/or work related behaviors	Incorporate "Being in school, On-time and Ready to Work" as a core values into all Student Meetings and Communications 1.3 Regularly scheduled Student conferences related to Attendance/ Tardiness for targeted students 1.3 Develop and deliver students lessons related to Attendance/ Tardiness	School Leadership Team, RtI Team, D Student Services, Homeroom and/or Classroom Teachers	Review of Attendance/ Tardiness Data by RtI Team, as needed 1.3 Improved Attendance/ Tardiness Rates	Weekly, Monthly, Quarterly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Student Attendance/Motivation	9-12	PLC Leader	School-wide	Opening of School Activities	Ongoing Monitoring Attendance Reports	RtI Team Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Incentives for students with 100%attendance for grade 9 students at the end of the year.	Grade Level Dance	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 Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
957	861

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
535	482
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
461	415
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
278	250

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 total number of indoor and outdoor suspension increased in 2011-2012. The barriers that exist are the inconsistencies in following school-wide policies and procedures throughout the school due to the different management styles of teachers.	Incorporate additional team building activities to increase unity amongst faculty and staff to provide fidelity in the application of the established school discipline procedures and progressive discipline plan following the Student Code of Conduct as well as use of options for minor incidents such as afterschool detentions, counseling, etc.	RtI Team Grade Level Administrators	Evaluation of the number of students registered in detentions. Monitor detention logs and monthly COGNOS reports	Afterschool detention logs; Monthly COGNOS suspension report.
2	Obtain current/correct Student Contact Information for Parent Contact	Review and revise data gathering process to determine accuracy	School Leadership Team, Attendance Clerk	Review of Suspension Reports by RtI Team Decreased Suspension Rates	Weekly, Monthly, Quarterly Suspension Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Peer Mediation and Spot Success	9th	PD Facilitator	9th Graders	Freshman Foundations Course Large, Small, and Individual Group TRUST Counseling Activities	Regular Monitoring	Freshman Foundations Teacher(s) TRUST Counselor

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		Our goal for the 2012-2013 school year is to decrease the dropout rate by .22 of a percentage point and to increase the graduation rate by two (2) percentage points.			
Dropout Prevention Goal #1:					
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1.91% (43)		1.81% (41)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
75.6% (505)		77.6% (596)			
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
	Identification of at risk students and appropriate mentoring of these students have been inconsistent.	Provide course recovery and mentoring opportunities for students in the At Risk Cohort.	Student Services Chairperson and Counselors Graduation Coach	Monitor Graduating seniors Monthly meetings with teacher Mentors and	Counselor Logs. Quarterly Progress reports, Report Cards

1				Mentees ACT Enrollment, Completion of Free & Reduced Lunch Forms for Fee waiver Use Percentage AP report to identify students that will be successful in AP courses Require participation & performance in the AP exam Review of Credit history. Monitoring by administration	Increased ACT score and graduation rate AP Exam Scores, AP interim Assessments Passing Score on October and or March FCAT
2	Parents are unfamiliar with the resources available referencing graduation requirements.	Provide parent meetings to inform them of the graduation requirements and the available resources to ensure students receive the proper support.	Student Services Chairperson and Counselors Graduation Coach	Monitor parent sign in roster and contact parents not in attendance	Sign in roster Parent contact log
3	Students were not familiar with the requirements needed for graduation	Counselors will conduct student conferences based on academic needs.	RtI Leadership Team Student Services Department Chairperson Counselors Graduation Coach Administrators	Create schedule for counselors and review conference sign in sheets	Counselors will conduct student conferences based on academic needs.

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 Progression Plan for School Counselors	Student Services	Student Services District Personnel	Student Services	August 2012 December 2012, June 2013	Grade Verification Reports	Student Progression Plan for School Counselors

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
Counselors will conduct student conferences based on academic needs.	High School Accountability Requireme	SIG	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A - Title I School, See PIP Increase the percentage of parents participating in school sponsored events, such as Parental Workshops and Parent Conferences by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I School, See PIP	N/A - Title I School, See PIP

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	Many parents work, some more than one job due to low income, limited transportation.	Provide Parent Conference opportunities in the late afternoon and evenings, as needed (i.e. Parent Report Card Night) Maintain Family Resource Center Parent Flyers Faith-Based Organizations Community-Based Organizations Connect Ed	Administration Community Involvement Specialist, TRUST Specialist, Parent Academy, Classroom Teachers	Parent responses to surveys Parent Sign-In Log at Resource Center Parent attendance at meetings	Surveys Sign-In Sheets Parent Workshop Evaluations
2	Inaccurate contact information	Follow-up on student contact information through Attendance Services. Conduct Home visits as needed to confirm accurate contact information.	Administration Community Involvement Specialist, School Social Worker, Attendance Clerk	Improved accuracy of Student Contact Information available	Student Attendance Cards & ISIS PF3 Screen

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Parent Communication	Student Services, Clerical	District Student Services Personnel	Student Services, Clerical	August 2012 – June 2013	Collect written feedback from conferences	Principal, Assistant Principals
Parent Academy	All grades	CIS	School wide	August 2012 – June 2013	Collect written feedback from conferences	Principal, CIS Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Parent Workshop opportunities in the late afternoon and evenings, as needed	Parent Academy Workshops will be scheduled at times that allow for increased participation	Parent Academy	\$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:	Our goal for the 2012-2013 school year is to increase the number of students enrolled in upper level STEM courses by 10%.
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	Students lack proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses.	Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan	RtI Leadership Team Science Coach Science Department Chairperson Administrators	Administrators and department chairpersons will monitor tracking system of student expectation and performance	Student enrollment in upper level STEM courses for the 2013

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

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

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

STEM Budget:

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:	North Miami Beach Senior High School's goal is to have 70% of CTE students achieve a passing score and complete course related requirements in order to increase industry certification in the following CTE areas: -Culinary Arts -Web Design -Business Technology -Nursing -Early Childhood -Photography -Introduction to Technology -Animation Technology -Digital Design -Commercial Art				
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 lack appropriate transportation to various internships, and/or on-the-job training programs outside of the school community which makes it difficult for students to obtain internships and/or on-the-job training.	Provide CTE students the opportunity to participate in school-based internships and/or on-the-job training. Strengthen partnership with local business council to provide more community-based internship opportunities for students.	RtI Leadership Team CTE Department Chairperson Administrators	Administrators will monitor the development of opportunities, both school-based and within the community, for student internships, and/or on-the-job training.	2013 CTE students' participation in internships, and/or on-the-job training
2	Students need to develop higher order thinking skills in order to increase levels of proficiency.	Develop and implement higher order questions and rigorous activities to be included during class instruction using the DOK chart during common planning. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum	RtI Leadership Team CTE Department Chairperson Administrators	Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log	Formative assessments, Students' work folders
3	Teachers need to maximize teaching power through the use of technology.	Provide additional training on the use of promethean boards and Implement usage with fidelity. Provide additional training on the use of Discovery Learning.	RtI Leadership Team CTE Department Chairperson Administrators	Administrative walkthroughs, common planning, lesson plans, Lesson Study	Lesson plans, students' work folders
	A timeline needs to be in place to facilitate compliance of industry	CTE programs will follow a curriculum pacing guide to include pacing	RtI Leadership Team CTE Department	Administrative walkthroughs, common planning, review of test	Baseline, Interim, Practice/readiness

4	certification exams	activities for industry certification, state curriculum standards and program sequencing of courses. Following this curriculum pacing guides will increase the number of CTE program completers.	Chairperson Administrators SLC Coordinator CTE Teachers	data	tests CTE Certification Exams
5	Students need instructional routine in effectively using Explicit and Systematic Instruction.	Establish a consistent instructional routine in the CTE classes by using the Explicit and Systematic "I do, we do, you do" system, and ensure that coaching and peer observations are geared towards the use of explicit instruction.	Literacy Coach CTE Department Chairperson Administrators CTE Teachers	Monitor CTE classes to ensure explicit instruction is being coached and used.	Assessments CTE Certification Exams
6	There is a need for introduction to and support of Project Based Learning competition.	Develop lesson plans to include instructional elements for Career Technical Ed Student Organizations (CTSO) competitions. Increase rigor and real-world applications through CTSO. Attend district/state training which include competition guidelines.	CTE Department Chairperson SLC Coordinator, Administrators CTE Teachers	Monitor implementation of guidelines and timeline for teacher training	Student competition projects

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
DA Summer Academy	All CTE	FLDOE	All CTE Instructors	August 6-9, 2012	Walkthrough/Observations	Administrators
CTE instructional Strategies	All CTE	CTE District Office	All CTE Instructors	August 14, 2012	Walkthrough/Observations	Administrators
Writing Strategies	All CTE	Reading Coach	All CTE Instructors	November 2012	Student Work	Administrators
Reading Strategies	All CTE	Reading Coach	ALL CTE Instructors	October 2012	Walkthrough/Observations	Administrators
Certification Preparation Timelines	All CTE	CTE Coordinator	CTE Instructors	October 2012	Projects, Timeline	Administrators

CTE Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Reading Strategies	Lesson Study	School Improvement Grant	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Workshops and Camps	Copies, powerpoints, etc.	SIG Grant	\$500.00
Reading	Increase independent reading	Reading Incentives	SIG Grant	\$3,000.00
Science	Provide inquiry-based, hands on, laboratory activities	Lab materials/Essential Labs	Lab Fees/SIG	\$7,000.00
Writing	Writing Workshop Materials	Posters, Copies, Highlighters, Etc.	EESAC	\$500.00
Writing	Writing Incentives	Various Incentives	EESAC	\$500.00
Attendance	Provide Incentives for students with 100% attendance for grade 9 students at the end of the year.	Grade Level Dance	EESAC	\$1,000.00
Parent Involvement	Provide Parent Workshop opportunities in the late afternoon and evenings, as needed	Parent Academy Workshops will be scheduled at times that allow for increased participation	Parent Academy	\$0.00
				Subtotal: \$12,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the use of technology in the English classrooms.	SmartBoards/Promethian Board	SIG Grant	\$15,000.00
Science	Incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom	Technology		\$0.00
Science	Increase the use of technology in the Science classrooms.	SmartBoards/Promethian Board		\$15,000.00
				Subtotal: \$30,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study	Substitute Coverage	SIG Grant	\$3,000.00
Reading	Professional Development	Hourly Pay/Substitute Coverage	SIG Grant	\$2,000.00
Mathematics	Common Core State Standards	Common Core State Standards	N/A	\$0.00
Mathematics	Differentiated Instruction	District Printed Resources	N/A	\$0.00
Science	Incorporate hands-on laboratory activities and experiments. Provide intervention strategies such as essential labs that will enhance student scientific thinking, critical thinking and reading comprehension	Common Planning PD for teachers	N/A	\$0.00
Science	Incorporate Common Core reading comprehension and writing strategies into instruction	Hourly after school funding for teachers to attend PD	SIG Grant	\$2,000.00
Science	Rigor and Accountability Talk	Hourly after school funding for teachers to attend PD	SIG Grant	\$2,000.00
	Implement professional			

Science	development on the use of FCAT Explorer/FOCUS and iCore in Biology	Common Planning PD for Teachers	N/A	\$0.00
Writing	Refresher: Holistically Scoring Students' Writing using the FCAT Writes Rubric	Holistic Scoring Rubric Exempliar papers	EESAC	\$300.00
Writing	Creating Mini-Lessons Using the Calibration Sets as a Guide	Calibration sets	EESAC	\$300.00
Writing	Leeson Study	Substitute Funding	EESAC	\$2,000.00
Dropout Prevention	Counselors will conduct student conferences based on academic needs.	High School Accountability Requireme	SIG	\$1,000.00
CTE	Increase Reading Strategies	Lesson Study	School Improvement Grant	\$2,000.00
				Subtotal: \$14,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$57,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Attendance Incentives	\$1,000.00
Student Incentives to increase participation and motivate student in Success Academy and FCAT administration	\$10,500.00

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

As stipulated in Florida Statues, 1001.452, Florida's system for school improvement and education accountability, North Miami Beach Senior High School has established an EESAC. The EESAC is an integral part of the growth and professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC assists in the preparation and evaluation of the School Improvement Plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress.

In an effort to meet statutory requirements related to EESAC's across the state of Florida (Section 1001.452 Florida Statutes), the principal, will work cooperatively with the EESAC Chair, parents, teachers, citizens groups, business groups and students to assure the EESAC complies to all statutory requirements. The officers of the School Advisory Council will participate in the district in-service offered to extend the knowledge basis of the functioning and operations of the committee. Members will return to serve as advocates for students and education while meeting once a month to make decisions that will influence the operations of the school and its policies and procedures. Listed below are some of the functions of the EESAC:
Reach out to community to obtain more partners and community based organization agreements.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District NORTH MIAMI BEACH SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	72%	70%	35%	214	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	47%	76%			123	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	46% (NO)	77% (YES)			123	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					460	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District NORTH MIAMI BEACH SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	70%	89%	34%	228	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	45%	76%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	41% (NO)	74% (YES)			115	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					464	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested