

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: INTERNATIONAL STUDIES PREPARATORY ACADEMY

District Name: Dade

Principal: Alejandro Perez

SAC Chair: Deanna Rodriguez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/8/2012

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	Alejandro Perez	BS- Education, University of Central Florida MS- Educational Leadership, Florida International University; Adaptive Physical Education Endorsement; Physical Education Certification (6-12); Educational Leadership Certification (all levels)	3	17	2011-2012 2010-2011 2009-2010 2008-2009 School Grade A No grade assigned A A High Standards in Reading 78 60 74 76 High Standards in Writing 96 NA 95 96 High Standards in Math 80 NA 75 78 Lrng Gains – Rdg 80 60 71 74 Lrng Gains – Math 46 NA 66 67 Algebra I EOC 51 NA NA NA Geometry EOC 50 NA NA NA Biology EOC 44 NA NA NA AMO-Reading 67 70 73 76 79 AMO Math NA
Assis Principal	NA				

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)
NA					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular monthly meetings with teachers new to ISPA.	Principal	June 2013	
2	2. Utilizations of web-based recruiting as a low-cost, effective method to attract new students to the school.	Principal	June 2013	
3	3. Attend teacher fairs to recruit teachers to the school.	Principal	June 2013	
4	4. Principal solicits referrals from current teaching staff for potential new hires.	Principal	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 (out of field) 0 (received less than effective rating)	Participation in Science professional development workshops and trainings. Currently taking courses in Science Education and courses for the Subject Area Examination. Observation of other science instructors.

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
12	8.3%(1)	41.7%(5)	16.7%(2)	33.3%(4)	33.3%(4)	91.7%(11)	0.0%(0)	16.7%(2)	16.7%(2)

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
Jose Courel	Josemaria Alvarez	New Teacher	Common Planning Time Professional Development Observation of Mentor

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing, and prevention of student failure through early intervention.

- Principal
- Lead Teacher
- Language arts and reading teacher
- Modern Language Teachers (support in the modern language)
- School Psychologist

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?

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?

* MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

- MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
Administrator(s) who will ensure commitment and allocate resources; teacher(s) who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.
 - The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: School reading, math, science, and behavior specialists Special education personnel, School guidance counselor, School psychologist and School social worker.
 - MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
1. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
 2. The second level of support consists of supplemental instruction and interventions that are provided, in addition to and in alignment with effective core instruction and behavioral support to groups of targeted students.
 3. The third level of support consists of intensive instructional and/or behavioral interventions.
 4. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

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

MTSS Implementation

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

1. 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 –
- * Interim assessments
- * State/Local Reading, Math, Writing and Science assessments
- * FCAT
- * Student grades
- * School site specific assessments
- * Behavior
- * Student Case Management System
- * Detentions
- * Suspensions/expulsions
- * Referrals by student behavior, staff behavior, and administrative context
- * Team climate surveys
- * Attendance
- * Referrals to special education programs

Describe the plan to train staff on MTSS.

1. Training for all administrators and student services personnel on the MTSS/RtI problem solving, data analysis process;
2. Providing support for all staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS/RtI Leadership Team will meet on a quarterly basis to assess the effectiveness of the site-based implementation of the model. During these reviews the MTSS/RtI Leadership Team will examine the implementation of interventions, the effectiveness of progress monitoring activities, and the status of students identified to receive multi-tiered interventions. These quarterly reviews will provide opportunities to identify additional areas in which support or training are needed. Ongoing data-driven professional development activities that align to core student goals and staff needs will be implemented in support of MTSS. Develop a strong positive collaborative partnership with all stakeholders who provide education services to students to ensure academic success and achievement in student outcomes.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Alejandro Perez, Principal
 Caridad Iglesias, Lead Teacher
 Lilliam Bez, Mathematics Teacher
 Deanna Rodriguez, Social Science Teacher
 Nathalie Milian, Language Arts Teacher
 Maria Lugo, Language Arts/ESOL Teacher
 Marisol Marin-Restrepo, Science Teacher
 Jose Courel, Spanish Teacher
 Mindy Fernandez, Special Education

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

The Leadership Team meets bi-monthly to discuss data trends, interim results, behavioral/social issues, and any other pertinent issues as it relates to maintaining a high performing school. The team will also promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. As such initiatives, assessment, and observational data will be discussed during the meetings to assist the team in making instructional and programmatic decisions and develop interventions for students not meeting benchmarks and incentive programs for those who are meeting benchmarks and have the ability to move to the next level. The Literacy Leadership Team will work to guarantee fidelity of implementation of the K-12 CRRP and Common Core Standards. The team uses data to identify the best

resources that address the needs of the identified students.

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

The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective

The major initiatives of the LLT this year will be:

- Provide Professional Development.
- Data disaggregation.
- Integrate MTSS/RtI into school improvement planning.
- Plan and implement strategies to ensure continual growth in student enrollment and achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers will be given professional development in Best Practices for Teaching Reading in a Content Area. Teachers will also attend workshops on integrating Reading in their assigned curriculum. Also, Reading and Language Arts teachers will plan with elective teachers to ensure consistency across the curriculum. The goal of content area instruction is to teach the ideas, concepts and principles of a specific subject. Administrator(s) will also monitor to assure the above strategies are utilized.

*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?

As an International Studies (IS) program and modern language school, all students will participate in the core courses and be enrolled in two modern language courses (literature and humanities). Students will have the opportunity to participate in language competitions at the district, state and national level. Students completing their studies at International Studies will have the opportunity to receive two diplomas for their studies – a Florida High School Graduation and the equivalent diploma from the European Country. Students and parents will participate in selecting courses that the student will take the following school year. Administration and Lead Teacher will meet with students to finalize subject selections.

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?

International Studies Preparatory Academy at Gables will offer the following modern languages: French, Italian and Spanish. The school will offer educational programs that meet the interests of students in the school. Students will learn literature, geography and humanities in the targeted modern language. Students will learn about the cultures, traditions, history of the country being studied. Students will participate in the process of selecting courses for the following school year with assistance from the counselor and lead teacher.

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

International Studies will work with colleges and universities in providing information and guidance as the students' progress through their secondary years and begin the process of entering post-secondary education. Student services personnel will be available to guide students through interviews and questionnaires as they begin thinking about future plans. Collaboration will occur with the departments of education of each country to ensure a smooth transition for students wishing to continue their studies in the European country. ISPA will make additional efforts to ensure that a maximum number of ninth and tenth graders take advantage of testing opportunities. ISPA will begin to offer Advanced Placement courses in 2012-2013 and expand those offerings as the school incorporates 12th grade in 2012-2013 and beyond.

- Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
- Increase student participation and performance in Honors, Advanced Placement (AP) and dual enrollment courses.
- Provide students with mock AP exams and reviews to increase assessment results.

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 Reading Test 2.0 indicate that 29% of students achieved Level 3 proficiency. Our Goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 30%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (25)	31% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test 2.0 was Reporting Category 2: Reading Application.	1.1. Students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood or entertaining or explaining	1.1. Principal The Literacy Leadership team along with the Principal will be responsible for the monitoring of the implementation of the identified strategies.	1.1. Classroom assessment focusing on students' ability to identify author's purpose in grade level text. Student portfolios. Lesson plans. Implement the FCIM.	1.1. Formative: Computer Assisted Program reports generated from Edusoft. Interim Assessments Bi-weekly assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment.
2					
3					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test 2.0 indicate that 49% of students achieved Level 4 and 5 proficiency. Our Goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage point to 50%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (43)	50% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.	2.1. Students will utilize instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas and using graphic organizers to analyze text.	2.1. Principal	2.1. Classroom assessment focusing on students' ability to identify author's purpose in grade level text. Student portfolios. Lesson plans. Implement the FCIM.	2.1. Formative: Computer Assisted Program reports generated from Edusoft. Interim Assessments Bi-weekly assessments. Summative: Results from 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicated that 80% of students made learning gains in Reading. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 85%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (68)	85% (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	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Category 2: Reading Application.	Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing.	Principal Lead Teacher	Classroom assessment focusing on students' ability to identify author's purpose in grade level text. Student portfolios. Lesson plans. Implement the FCIM	Formative: Computer Assisted Program reports generated from Edusoft. Interim Assessments Bi-weekly assessments. 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicated that 80% of the lowest 25% made learning gains in Reading. Our goal for the 2012-2013 school year is to increase students in the lowest 25% achieving learning gains by 2 percentage points to 85%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (N<30)	85% (N<30)

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 FCAT 2.0 Reading Test was Category 2: Reading Application.	Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing.	Principal Lead Teacher	Classroom assessment focusing on students' ability to identify author's purpose in grade level text. Student portfolios. Lesson plans. Implement the FCIM	Formative: Computer Assisted Program reports generated from Edusoft. Interim Assessments Bi-weekly assessments. 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
	67	70	73	76	79	

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional focus calendar development	Grade 9th-11th	Principal Lead Teacher Curriculum Support	All Teachers	Early Release days and Professional Development Day (Nov. 6, 2012)	Lesson plans, walkthroughs, monitoring of classroom instruction	Principal
Reciprocal Teaching and Question and Answer relationship strategies	Grade 9th – 11th	Lead Teacher	Language Arts and Social Sciences	Early Release days and Professional Development Day (Nov. 6, 2012)	Lesson plans, walkthroughs, monitoring of classroom instruction	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA exam indicate that 91% of students scored proficient in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in Listening/Speaking by 2 percentage points to 93%.			
2012 Current Percent of Students Proficient in listening/speaking:					
91% (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 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.	Principal Lead Teacher	Lead Teacher and Language Arts teachers will monitor the delivery of lesson plans. MTSS/RtI 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.
	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.	Principal Lead Teacher	Lead Teacher and Language Arts teachers will monitor the delivery of lesson plans. MTSS/RtI Team will disaggregate student data from formal and	Formative : The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses. Summative:

2			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.	2013 CELLA assessment.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA exam indicate that 45 % of students scored proficient in Reading Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in Reading by 2 percentage points to 47%.
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2012 Current Percent of Students Proficient in reading:

45% (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 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.	Principal Lead Teacher	Lead Teacher will monitor the delivery of lesson plans. MTSS/RtI 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:	The results of the 2011-2012 CELLA exam indicate that 55% of students scored proficient in Writing. Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in Writing by 2 percentage points to 57%.
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2012 Current Percent of Students Proficient in writing:

55% (6).

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	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.	<p>Teachers will assist students with organizing their ideas into a logical sequence.</p> <p>Students will plan to develop the main idea (s) and supporting details for their paragraphs.</p> <p>Teachers will assist students to organize their ideas into a logical sequence.</p> <p>The teachers will model writing of a paragraph that includes a topic sentence and relevant information.</p>	Principal Lead Teacher	<p>Lead Teacher will monitor the delivery of lesson plans.</p> <p>MTSS/RtI 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.</p>	<p>Formative: The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses.</p> <p>Summative: 2013 CELLA assessment.</p>

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$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:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra I EOC assessment indicate that 45% of students scored in Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3) by 4% percentage points to 49%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (9)	49% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Category 3 – Rationales, Radicals, and Discrete Mathematics.	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications	Principal	Results of bi-weekly assessments. District Interim Assessment Data. Implement FCIM	Formative: Interim Assessments Summative: Results from the 2013 Algebra I EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC assessment indicate that 5% (1) students scored in the upper third (levels 4-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 4-5) by 2% percentage points to 7%. Growth in enrollment due to new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (1)	7% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Category 3 – Rationales, Radicals, and Discrete Mathematics.	Provide inductive reasoning strategies that include discovery learning activities.	Principal	Results of bi-weekly assessments. District Interim Assessment Data. Implement the FCIM	Formative: Interim Assessments Summative: Results from the 2013 Algebra I EOC Assessment

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

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

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

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

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

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

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC assessment indicate that 37% (11) of students scored in the middle third. Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the middle third by 1% percentage points to 38%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (11)	38% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Category 3 – Trigonometry and Discrete Mathematics.	Provide students with more opportunities in integrating technology in their math designs.	Lead Teacher	Gizmos reports, Edusoft Reports Implement the FCIM	Formative: Interim Assessments Summative: Results from the 2013 Geometry EOC Assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 50% (23) of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third at 50%. Growth in enrollment due to implementation of new grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (11)	50% (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	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Category 3 – Trigonometry and Discrete Mathematics	Provide students with additional practice in solving and graphing quadratic equations that involve real world content in Trigonometry and discrete mathematics	Principal	Gizmos reports, Edusoft Reports Implement the FCIM	Formative: Interim Assessments Summative: Results from the 2013 Geometry EOC Assessment.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A :
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Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text" value="50"/>	<input type="text" value="40"/>	<input type="text" value="30"/>	<input type="text" value="25"/>	<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.	
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Geometry Goal #3B:

2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following subgroup:

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

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor, relevance and relationships in Math	9th – 11th	District PD	Mathematics Teachers	Early Release, PD Day Feb. 1, 2013	Lesson Plans, Student Portfolios	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology.		The results of the 2012 Biology EOC Assessment indicate that 41% of students scored in the middle third.			
Biology Goal #1:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 42% percent of students scoring in the middle third. Growth in enrollment due to implementation of new grade level.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (26)		42% (37)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 Biology EOC Assessment is the reporting category on Molecular and Cellular Biology The ability for students to comprehend key biology vocabulary and increase their reading comprehension within the content area.	1.1. Utilize diagrams, bell ringers, and charts that describe the process of DNA replication, genetics and heredity and have students practice such benchmarks through hands-on laboratory activities, Gizmos and whole group instruction.	Principal	1.1. Progress Monitoring of student lab reports through the use of laboratory journals. Also suggested is the use of school developed laboratory report rubric. Implement the FCIM	1.1. Formative Assessments - Student Portfolios - Interim Assessments Summative Assessment 2013 Biology EOC

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p> <p>Biology Goal #2:</p>	<p>The results of the 2012 Biology EOC Assessment indicate that 41% of students scored in the middle third.</p> <p>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 42% percent of students scoring in the middle third. Growth in enrollment due to implementation of new grade level.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>41% (26)</p>	<p>42% (37)</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>The area of deficiency as noted on the 2012 Biology EOC Assessment is the reporting category on Molecular and Cellular Biology.</p>	<p>Provide a variety of hands-on inquiry based learning opportunities for students to analyze Genetic variations and heredity in order to draw appropriate conclusions, apply key instructional concepts and to compare genetic engineering and changes occurring in our human genome and genetic make-up in today's science world. This will allow students to apply learned concepts to real world problems stemming from genetics and human genes such as cancer, gene mapping, cloning, etc...</p> <p>Provide instructional strategies for promoting rigor in the classroom through laboratory investigations and independent science research.</p>	Principal Lead Teacher	<p>Progress Monitoring of student lab report, student portfolios, and performance on AA Biology EOC mini-assessments. Implement the FCIM</p>	<p>Formative Assessments - Student Portfolios - Interim Assessments</p> <p>Summative Assessment 2013 Biology EOC</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Physical Science: Integrating Biology and Scientific Inquiry.	Science Teachers/9th and 10th Grade	Science Leader	Science Teachers	Nov. 6, 2012 Feb. 1, 2013	Bell Ringers Lesson Plans Classroom observations	Principal Lead Teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:		The results of the 2012 FCAT Writing Test 2.0 indicate that 96% (23) of students scored level 3 or higher. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring level 3 or higher at 96% Growth in enrollment due to implementation of new grade level.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
96% (23)		96% (59)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1.1. The areas of deficiency as noted on the 2012 administration of the Writing FCAT was Writing application, writing persuasive essays that state a position or claim, present detailed evidence and examples.	1.1. During writing instruction, students will: A. review persuasive writing techniques with students. Poetry, print and media, editorials, and speeches can be used as examples. B. Select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message) that shows why the topic is important.	Principal Lead Teacher	Monthly writing prompts will be administered to monitor student progress Implement the FCIM	Formative: District baseline data and monthly writing prompts. Summative: 2013 FCAT Writing Test 2.0
2					

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Steps for self-editing	9th and 10th	Dept. Head	Language Arts Teachers	November 6, 2012 Early release days	Leadership team meets on a monthly basis to monitor students' progress.	Principal
Using Anchor papers and District Baseline Writing Date to Guide	9th and 10th	Dept. Head	Language Arts Teachers	November 6, 2012	Persuasive essay writing	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:	International Studies Preparatory Academy will have the first 11th grade class in the 2012-2013 school year. THE DISTRICT WILL PROVIDE A BASELINE ASSESSMENT TO SET THE CURRENT AND EXPECTED LEVELS OF PERFORMANCE.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding and knowledge of the US Constitution.	Utilize District-published lesson plans with assessments aligned to test End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Principal Lead Teacher	Data analysis of assessments, comparing benchmarks to evaluations. Review persuasive writing using a site generate rubric. Implement the FCIM	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:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC U.S. History Item Specs	11th Grade	Lead Teacher	Social Science Instructor	Early Release/PD Days Nov. 6, 2012	Lesson Plans, Classroom Monitoring	Principal

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

NA	\$0.00
	Subtotal: \$0.00
	Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 96.02%. Our second goal is to decrease the number of students with excessive tardies. Growth in enrollment due to implementation of new grade level.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.52% (93)	96.02% (180)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
24	23
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
39	37

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. ISPA is a district wide magnet program so most students do not live in close proximity to the school and they take public transportation to attend school.	1.1. Attendance contract is provided to students to ensure that students and parents are aware of the attendance policy of the school. Utilize Connect-Ed message system to notify parents when students are absent. Provide incentives for student attendance and arriving on time to school.	Principal	Monthly monitoring of school attendance bulletin, monitoring students on attendance contracts, and referral of students by teacher who have excessive tardies and/or absences.	Attendance bulletin. Student attendance rate.
2	ISPA is a district wide magnet program so most students do not live in close proximity to the school and they	Utilize Connect-Ed message system to notify parents when students are tardy to school.	Principal	Monthly monitoring of school attendance bulletin, monitoring students on attendance contracts, and referral	Attendance bulletin. Student tardy rate.

take public transportation to attend school.	Provide incentives for students arriving on time to school.	of students by teacher who have excessive tardies and/or absences.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9th – 11th	Lead Teacher	All Teachers and Staff	Early Release Days Nov. 6, 2012	Reviewing of daily attendance bulletin	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of suspensions increased from 0 to 23 due to the increase of enrollment from the 2010-2011 to the 2011-2012 school year. Even though there was a increase in total indoor and outdoor suspensions the barrier is due to student and parent unfamiliarity with the Student Code of Conduct.	Utilize the Student Code of Conduct and provide students with ISPA student contract as it relates to academic and behavior performance expectations. Continue to utilize SPOT Success Recognition Program as incentive to promote positive behavior. At the beginning of the school year, all new students will attend student assemblies to discuss school rules and policies.	Principal	Monitor COGNOS reports on suspensions on a quarterly basis. Teacher referrals	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
Student Code of Conduct	9th - 11th	Principal	All students	September 2012	COGNOS and Suspension Reports	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		International Studies Preparatory Academy is a new high school with only 9th-11th grade for the 2012-2013 school year. ISPA will have 0% dropout rate.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
0%		0%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
NA		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
	1.1. Lack of awareness of the compliance requirements delineated	Counseling support services will be provided to students exhibiting behaviors	Principal	1.1. Review of Case Management documentation for	1.1. Dropout rate Cognos reports

1	in the school's student contract. Knowledge of high school graduation requirements for Miami-Dade County.	that could lead to drop out. Orientations with parents and students at the end of the first grading period to review academic performance. Provide parent meetings to inform parents of the graduation requirements and the available resources to assure that students receive the proper support.		counseling services provided as needed to targeted students.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for the 2012-2013 school year is to increase parental involvement as the school expands the Parent Teacher Student Association (PTSA). ISPA is a new high school implementing one grade level per year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10%	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	1.1. ISPA is a district wide magnet high school where students attend from around the county and do not live in close proximity to the school.	1.1. Meeting times will alternate in the mornings and afternoons to attract more parents to assist school events and meetings. Times will vary from 7:00 a.m. to 6:00 p.m. as needed. Provide Parent Academy classes and PTSA Meetings.	Principal	1.1. Attendance at PTSA meetings and events.	1.1. Attendance rosters and sign in sheets.
2	1.2.	1.2.	1.2	1.2.	1.2.

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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Target eighth grade students through magnet fairs, informational meetings and school presentations for future enrollment.	Marketing materials will showcase school academic progress to perspective students to attend the magnet program at ISPA. Providing a choice for their high school selection.	ICHOOSE GRANT	\$6,000.00
			Subtotal: \$6,000.00
			Grand Total: \$6,000.00

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		Expand the number of students who pursue advanced placement courses and careers in STEM fields.			
STEM Goal #1:		Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines.			
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 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 and Common Core 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 in order to attract more students into Advanced Placement courses.	Principal Lead Teacher	Increased enrollment in AP Courses and identification of potential students into such programs.	Student enrollment in upper level STEM courses for the 2012-2013 school year.

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fairchild Challenge	11th Grade	Biology Teacher	AP Biology Students	September 2012 - May 2013	Science Entries	Lead Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE		International Studies Preparatory Academy will only have 9th – 11th grade for the 2012-2013 school year. Career and Technical Education Goals will be implemented during the 2013-2014 school year.			
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM	Principal	Promote the use of Discovery Education resources for background information of STEM scientific principles of CTE content.	Enrollment in advanced placement courses that are aligned to CTE goals.

activities.

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

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			\$0.00
CELLA	NA			\$0.00
Mathematics	NA			\$0.00
Science	NA			\$0.00
Writing	NA			\$0.00
U.S. History	NA			\$0.00
Attendance	NA			\$0.00
Suspension	NA			\$0.00
Dropout Prevention	NA			\$0.00
Parent Involvement				\$0.00
STEM	NA			\$0.00
CTE	NA			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			\$0.00
CELLA	NA			\$0.00
Mathematics	NA			\$0.00
Science	NA			\$0.00
Writing	NA			\$0.00
U.S. History	NA			\$0.00
Attendance	NA			\$0.00
Suspension	NA			\$0.00
Dropout Prevention	NA			\$0.00
Parent Involvement				\$0.00
STEM	NA			\$0.00
CTE	NA			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			\$0.00
CELLA	NA			\$0.00
Mathematics	NA			\$0.00
Science	NA			\$0.00
Writing	NA			\$0.00
U.S. History	NA			\$0.00
Attendance	NA			\$0.00
Suspension	NA			\$0.00
Dropout Prevention	NA			\$0.00
Parent Involvement				\$0.00
STEM	NA			\$0.00
CTE	NA			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			\$0.00
CELLA	NA			\$0.00
Mathematics	NA			\$0.00

Science	NA			\$0.00
Writing	NA			\$0.00
U.S. History	NA			\$0.00
Attendance	NA			\$0.00
Suspension	NA			\$0.00
Dropout Prevention	NA			\$0.00
Parent Involvement	Target eighth grade students through magnet fairs, informational meetings and school presentations for future enrollment.	Marketing materials will showcase school academic progress to perspective students to attend the magnet program at ISPA. Providing a choice for their high school selection.	ICHOOSE GRANT	\$6,000.00
STEM	NA			\$0.00
CTE	NA			\$0.00
				Subtotal: \$6,000.00
				Grand Total: \$6,000.00

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.

No Attachment (Uploaded on 10/2/2012)

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
Supplemental materials for student achievement.	\$940.00

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

The Educational Excellence School Advisory Council (EESAC) committee will review and monitor the implementation of the School Improvement Plan (SIP) throughout the school year. The EESAC committee will monitor the school programs to ensure academic progress of students in the areas of Reading, Mathematics, Writing and Science. The committee will make decisions on how to utilize allocated funds during the 2012-2013 school year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found