

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL

District Name: Dade

Principal: LaVette Hunter

SAC Chair: Wendy Jones

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	LaVette Hunter	M.S. Exceptional Student Education, Barry University  B.S – Mental Retardation/Handicap, University of Florida  Certifications- ESOL Special Learning Disability, Mental Handicap and Educational Leadership	4	15	'12 '11 '10 '09 '08  School Grade O B B F D High Standards Rdg. 47 43 48 12 36 High Standards Math 76 77 80 38 37 Lrng Gains-Rdg. 61 47 52 45 52 Lrng Gains-Math 72 77 75 64 60 Gains-Rdg-25% 75 46 47 61 61 Gains-Math-25% 74 68 63 71 69 AMO N/A 0 0 0 0
		M.S. – Special Education, Nova South Eastern University			'12 '11 '10 '09 '08

Assis Principal	Ernesto Mantilla	B.S. – Special Education, Florida International University  Certifications – State of Florida, Educational Leadership, ESOL, Emotional Handicapped	5	6	School Grade O B B C F High Standards Rdg. 47 43 48 43 14 High Standards Math 76 77 80 79 41 Lrng Gains-Rdg. 61 47 52 52 35 Lrng Gains-Math 72 77 75 78 71 Gains-Rdg-25% 75 46 47 52 36 Gains-Math-25% 74 68 63 73 79 AMO N/A 0 0 0 0
Assis Principal	Philippe Napoleon	Ed.D. - Organizational Leadership and Human Resources, Nova Southeastern University  M.S. – Educational Leadership, Nova Southeastern University  B.S. – Biology, Florida International University  Certifications- State of Florida, Biology and Educational Leadership	8	8	'12 '11 '10 '09 '08  School Grade O B B C C High Standards Rdg. 47 43 48 43 43 High Standards Math 76 77 80 79 74 Lrng Gains-Rdg. 61 47 52 52 52 Lrng Gains-Math 72 77 75 78 75 Gains-Rdg-25% 75 46 47 52 52 Gains-Math-25% 74 68 63 73 67 AMO N/A 0 0 0 0
Assis Principal	Stepen Papp	M.S. – Social Studies Education, Florida International University  B.S. – Educational Leadership, Nova Southeastern University  Certifications – State of Florida, Social Studies 6-12, and Educational Leadership	3	3	'12 '11 '10 '09 '08 ' School Grade O B B D D High Standards Rdg. 47 43 28 25 29 High Standards Math 76 77 62 57 54 Lrng Gains-Rdg. 61 47 47 43 52 Lrng Gains-Math 72 77 71 72 72 Gains-Rdg-25% 75 46 48 46 61 Gains-Math-25% 74 68 68 70 71 AMO N/A 0 0 0 0

## 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	Blossome McLaughlin-Allen	Ed.S. – Curriculum and Instruction, Nova Southeastern University  M.S. – Reading, FIU  B.S. – English, FIU  Certifications – English 6-12, Reading K-12, ESOL K-12	13	5	'12 '11 '10 '09 '08 School Grade O D D F B High Standards Rdg. 47 48 19 21 60 High Standards Math 76 42 54 55 60 Lrng Gains-Rdg. 61 56 39 38 61 Lrng Gains-Math 72 54 65 69 67 Gains-Rdg-25% 75 62 48 43 60 Gains-Math-25% 74 66 71 72 70 AMO N/A 0 0 0 0

## 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. Ongoing contact with local and out-of-state colleges and universities to recruit teachers	Principal	Ongoing	
2	2. Highly Qualified Teachers are given leadership/mentoring roles	Principal	Ongoing	
3	3. MDCPS beginning teacher support program, Mentoring and Induction for New Teachers (MINT) & ongoing Onsite Professional Development	Ms. C. Childress & Reading Coaches	Ongoing	
4	4. Create onsite Small Learning Committee (SLC) through professional organizations.	Principal	Ongoing	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0.03%(2) 100%(76)	N/A

### 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
76	1.3%(1)	11.8%(9)	42.1%(32)	44.7%(34)	51.3%(39)	100.0%(76)	5.3%(4)	1.3%(1)	13.2%(10)

### 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
Catherine L. Childress	Margarita I. Hernandez	Mentor has strong interpersonal skills and is an expert in accessing data resources and using data to analyze instruction.	Meet with mentee weekly.  Peer observation. Data chat quarterly Lesson plan/classroom behavior management review meetings Classroom support as needed

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

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

#### Title I, Part A

Title I funds are used at William H. Turner Technical Arts High School to provide students with a curriculum that is relevant and rigorous through before and after school tutoring and Saturday School. The school also retains a partially released Reading Coach.

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

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

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

#### Title III

William H. Turner Technical Arts High School uses supplemental funds for improving basic education which will be implemented as follows:

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

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for

school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

William H. Turner Technical Arts High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

William H. Turner Technical Arts High School implements the following violence prevention programs

- Project U-Turn Abstinence/HIV/AIDS Prevention Program infused through elective classes is monitored and coordinated by the School Counselor. Alternative to Suspension Program is implemented by the counselors to reduce the number of days students spend in out-door suspension.
- HIV/AIDS Awareness/Prevention Peer Educator Club is implemented by a Physical Education teacher who formerly taught Health and Life Management.
- Youth Crime Watch Prevention Club- provides prevention presentations, safety projects, club meeting, assemblies, rallies and special events to address school safety and violence. This is also implemented by the Counselors.
- Drug-Free Youth in Town (D-FY-IT) Program- Provides drug information developing leadership skills, organizing community services opportunities, facilitating club meetings, and coordinating special activities for students and parents.
- The Counselors focus on counseling students individually and in groups to solve problems related to drugs alcohol, stress, suicide, isolation, conflict resolution, anger management, truancy, family violence and other social and academic problems.
- A Counselor has been designated as the Emotional Behavioral Disability (EBD) Crisis Specialist, and is also responsible for Academic Support Groups. The Counselor is also the liaison for Homebound/Hospitalized students. These are students that become sick and/or hospitalized and cannot attend school for more than ten days.
- The Counselor lends support and guidance to homeless students.

#### Nutrition Programs

- 1) William H. Turner Technical Arts High 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

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

High School completion courses are available to all eligible William Turner Technical Arts High School students based on the senior high school's recommendation. Courses can be taken for credit recovery, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students at William Turner Technical Arts High School will become academy program graduates achieving a certificate 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 and provide 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 post secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

Student Success is supported through organized work-based learning experiences (on-the-job training, internships, clinicals,

and job shadowing) in collaboration with our parents/guardians, community, and business partners at William H. Turner Technical Arts High school. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. Students gain practical, first-hand knowledge through a structured internship experience in which they are able to integrate occupational and academic skills. Student placement is determined by the job preparatory program in which the student is enrolled. Individualized training plans are developed and implemented with various training agencies throughout the community.

#### Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student): our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops through the Parent Academy, with flexible times to accommodate our parent schedules as part of our goal to empower parents and to build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the migrant population as applicable.

School Improve Grant Funds/School Improvement Grant Initiative. William H. Turner Technical Arts High School receives funding under the School Improvement Grant Fund/School Improvement/Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

#### Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; Title I Parental Involvement Plan; scheduling the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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

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

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's MTSS/RtI 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
- School social worker
- Member of advisory group

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

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

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

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

1. 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).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

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

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

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

1. William H. Turner Technical Arts High School MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

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

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

4. The MTSS/RtI leadership team will consider data at the end of year Tier 1 problem solving.

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

- District Interim assessments through Edusoft for Reading, Math and Science
- District Interim Assessments
- FCAT and EOC Results
- Edusoft Data
- PMRN/FAIR Data
- Student grades
- School site specific assessments
- Achieve 3000
- Reading Plus
- Science and Math GIZMO
- Carnegie Learning Cognitive Tutor
- Riverdeep

#### 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
- COGNOS Data
- Referrals to special education programs
- Teacher's Anecdotal Reports

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/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. providing support for school 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.

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

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



## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Mrs. Lavette Hunter, Principal  
Mr. Ernesto Mantilla, Vice Principal  
Dr. Philippe Napoleon, Assistant Principal  
Mr. Stephen Papp, Assistant Principal  
Mr. Aaron Roberts, Assistant Principal  
Ms. Kitty Childress, Testing Chair  
Dr. Vivian Stephenson, Science Coach  
Ms. Shirley Wilson, Media Specialist  
Dr. Ertha Posey, Student Services Chairperson  
Ms. Tangela Allen, English Dept. Chair  
Ms. Rebeca Hernandez, Science Dept. Chair  
Mr. Bradley Sultz, Social Studies, Dept. Chair  
Mr. Corey Brown, Mathematics, Dept. Chair  
Dr. Eugenie Anim, SLC Coordinator  
Ms. Luethel Boyd, SPED Chair

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

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meeting at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
- offering professional growth opportunities such as educational retreats.

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

The purpose of the Literacy Leadership Team this year is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which meets at least once a month.

## 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.

N/A

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

The subject area coaches will provide additional assistance to each teacher with implementing reading strategies within their curriculum. Once classes resume, the school-wide Pacing Guide Support Document will be given to each teacher to integrate as a part of their daily lesson. Reading across the curriculum will be implemented through the following process:

- Train teachers on using Webb's Depth of Knowledge (DOK)
- Department Chairs will meet monthly to assist in devising Focus Calendars which are inclusive of all departments
- Common Planning will be provided for developing and implementing reading strategies.
- Teachers will use CRISS Strategies across the curriculum

- Department Chairs will meet monthly to assist in devising Focus Calendars which are inclusive of all departments
- Teachers will implement 30 minute reading time across the curriculum
- Teachers will implement Reading Plus online program across the curriculum
- Administration will conduct data chats with teachers after each Interim assessments
- Teachers will conduct data chats with students and parents
- Administration will monitor the implementation of reading across the curriculum

### \*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?

William H. Turner Technical Arts High School incorporates applied and integrated courses by supporting student success through organized work-based learning experiences (on-the-job training, internships, clinicals, and job shadows) in collaboration with our parents/guardians, community, and business partners at William H. Turner Technical Arts High school. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. Students gain practical, first-hand knowledge through a structured internship experience in which they are able to integrate occupational and academic skills. Student placement is determined by the job preparatory program in which the student is enrolled. Individualized training plans are developed and implemented with various training agencies throughout the community.

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?

By promoting Career Pathways and Programs of Study students at William Turner Technical Arts High School will become academy program graduates achieving a certificate 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 and provide 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 post-secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

### 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](#)

Data from the High School Feedback report showed that 84 percent of students at William H. Turner Technical Arts High taking the SAT and ACT exceeded the district and the state averages. In addition the percent of Turner Tech graduates enrolled in Florida post-secondary institutions (community colleges, state universities, private colleges, and technical education centers) also exceeded the district and state. William H. Turner Technical Arts High School graduates scored below district and state on ACT and SAT. Turner Tech students scored below the district and the state on the PERT college placement exam.

Turner Tech offers a variety of Advanced Placements (AP), Dual Enrollment (DE), Honors (H), Industry Certification, (IC) and Vocational courses (VC) as listed below:

AP = World History, Psychology, American History, US History, Biology, Chemistry, Physics B, English Lit, English Lang/Comp, Spanish Lit., Spanish Lang, Music Theory, Macroeconomics, Calculus AB, Calculus BC, Statistics.

DE = Writing and Rhetoric, College Algebra, Human Behavior in Criminal Justice, and Intro to Criminal Justice.

H = World History, American History, American Government, Economics, Earth & Space Science Biology, Chemistry, Physics, Anatomy and Physiology, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, English I-IV, and Executive Internship

IC = Horticultural Professional, Adobe Certified Associate (Photoshop), Adobe Certified Associate (Dreamweaver), NCCER Construction Technology, NCCER Concrete Finishing, Autodesk Certified Associate (AutoCAD), First Responder, Certified Nursing Assistance (CNA), Vision Care Aide, Apple Certified Pro (ACP) Final Cut Pro, Customer Service, and Ready to Work.

VC = Agriscience Foundation, Veterinary. Assistance I-V, Environmental Resources III-IV, Advanced Concepts in Agriscience, Introduction to Information Technology, Digital Design I-III, Business and Entrepreneurship, Legal Aspect of Business, Business Supervision, Foundations of Web Design, Business Cooperation of Education, Accounting Applications, Introduction to Computers, Web Masters, Health Science I and II, Nursing Assistant III, Medical Laboratory Assisting III-IV, First Responder III, Vision Care Assistant III-IV, Home Health Aide III, Electrocardio Aide III, Health Occupation, Practical Nursing II-IV, Drafting I-IV, Building Construction Technology I-IV, Carpentry and Cabinetmaking I, Television Production I-IV, Film Production Equipment Operations I-IV, Industrial Education Directed, Finance and Business Technology, Financial Operations III, Personal Financial Planning, Criminal Justice Operations I-IV, Teaching Assisting II-IV, Public Service Education Directed, and

## Communication Technology I-II.

Turner Tech will use the following strategies to improve student readiness for public postsecondary placement:

Extend Dual Enrollment opportunities to students across academies.

Introduce students to ePEP and Florida Choices online.

Enhance reference and research skills through Research Career/Decision Making - Capstone Course.

Increase student awareness of requirements for TECH Prep/Career Pathways articulation with post-secondary institutions.

Consider offering Adult Education classes in SAT and ACT Prep.

Investigate Florida Virtual School as an option for students to take classes in SAT and ACT Prep.

Use Junior Career Conference and College Fair to provide our post-secondary partners with the opportunity to offer college planning presentations.

Participate in College Summit Program (approximately 200 seniors; 50 who are student mentors).

Use Title I funds to purchase testGear software for ACT/SAT Prep.

Continue to provide access to College Resource Room to students during the lunch periods.

## 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 result of the 2012 FCAT 2.0 Reading Exam indicates that 28% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 9 percentage points to 37%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (199)	37%(265)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 2 Reading Application.	1A.1. Students will utilize the following instructional strategies to support Reporting Category 2:  1. Graphic organizers and summarization activities will be used by students.  2. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	1A.1. MTSS/RtI Leadership Team	1A.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	1A.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Reading Exam.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The result of the 2012 FCAT 2.0 Reading Exam indicates that 19% 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 5 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(138)	23%(164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 3, Literary Analysis Fiction and Nonfiction	2A.1. Students will utilize the following enrichment instructional strategies to support Reporting Category 3:  1. Instructional enrichment activities will emphasize character and pilot development.  2. Additional enrichment instruction will emphasize the identification of words and clue words that signal relationships.	2A.1. Literacy Leadership Team	2A.1. Results of formative assessments will be disaggregated using the FCIM by the Leadership Literacy Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	2A.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Reading Exam.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The result of the 2012 FCAT 2.0 Reading Exam indicates that 61% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(422)	66%(457)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 1 Vocabulary.	3A.1. Students will utilize the following instructional strategies to support Reporting Category 1:  1. Students will practice with prefixes, suffixes, root words, synonyms, and antonyms.  2. Instructional strategies will include : - vocabulary maps ; - word walls; -instruction in different levels of content-specific words; and -reading from a wide variety of texts.	3A.1. MTSS/RtI Leadership Team	3A.1. Results of formative assessments will be disaggregated using the FCIM by the Leadership Literacy Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	3A.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Reading Exam.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The result of the 2012 FCAT 2.0 Reading Exam indicates that 75% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students proficiency by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(137)	80%(146)

**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	4A.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 1, Vocabulary.	4A.1. Students will utilize the following instructional strategies to support Reporting Category 1:  1. Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.  2. Instructional strategies will include : - vocabulary maps ; - word walls; -instruction in different levels of content-specific words; -reading from a wide variety of texts; and - instruction in differences in meaning due to context.	4A.1. MSTT/RtI Leadership Team	4A.1. Results of formative assessments will be disaggregated using the FCIM by the Leadership Literacy Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	4A.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Reading Exam.

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
	56	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The result of the 2012 FCAT 2.0 Reading Exam indicates that 47% of students in the lowest 25% in the Black subgroup achieved proficiency. Our goal is to increase students proficiency by 12 percentage points to 59%  Additionally 48% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black: 47%(266) Hispanic: 48%(68)	Black: 59%(333) Hispanic: 61% (86)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black and Hispanic: The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 3, Literary Analysis Fiction and Nonfiction.	<p>5B.1. Black students will utilize the following instructional strategies to support Reporting Category 3:</p> <p>1. Instruction will be provided on the utilization of descriptive language (e.g., tone, mood, irony, imagery, alliteration, onomatopoeia, allusion, satire) and the use of figurative language (e.g., simile, metaphor, symbolism, personification, hyperbole, and pun) in text.</p> <p>2. Strategies that will be emphasized are: - graphic organizers; -concept maps; -compare/contrast; and -signal or key words</p> <p>Hispanic students will utilize the following instructional strategies to support Reporting Category 3:</p> <p>1. Hispanic students will practice reducing textual information to key points so that comparisons can be made across texts. They will also become more familiar with comparing and contrasting in and across a variety of genres.</p> <p>2. There will be an emphasis on utilizing the following strategies: - graphic organizers; -concept maps; -compare/contrast; and -encourage students to read from a wide variety of texts.</p>	5B.1. MTSS/RtI Leadership Team	5B.1. Results of formative assessments will be disaggregated using the FCIM by the Leadership Literacy Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	<p>5B.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.</p> <p>Summative: Results from the 2013 FCAT 2.0 Reading Exam.</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:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The result of the 2012 FCAT 2.0 Reading Exam indicates that 33% of ELL students achieved proficiency. Our goal is to increase ELL student proficiency by 1 percentage points to 34%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(12)	34%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 1, Vocabulary	5C.1. ELL students will utilize the following instructional strategies to support Reporting Category 1:  1. Instruction will emphasize strategies for deriving word meanings and word relationships from context, as well as providing additional instruction on word meanings.  2. ELL students will practice using context clues to distinguish the correct meaning of words that have multiple meanings	5C.1. MTSS/RtI Leadership Team	5C.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	5C.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Reading Exam

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The result of the 2012 FCAT 2.0 Reading Exam indicates that 17% of SWD students achieved proficiency. Our goal is to increase SWD student proficiency by 15 percentage points to 32%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(4)	32%(7)

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	5D.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 2 Reading Application.	5D.1. SWD students will utilize the following instructional strategies to support Reporting Category 2:  1. SWD students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.  2. There will be an emphasis on utilizing the	5D.1. MTSS/RtI Leadership Team	5D.1. Results of formative assessments will be disaggregated using the FCIM by the Leadership Literacy Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	5D.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Reading Exam

	<p>following strategies:</p> <ul style="list-style-type: none"> <li>- anchoring conclusions back to the text (e.g., explaining and justifying decisions);</li> <li>- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); and</li> <li>- text marking (e.g., making margin notes, highlighting); avoiding the interference of prior knowledge when answering a question.</li> </ul>		
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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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The result of the 2012 FCAT 2.0 Reading Exam indicates that 46% of Economically Disadvantaged students achieved proficiency. Our goal is to increase Economically Disadvantaged student proficiency by 13 percentage points to 59%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>46% (284)</p>	<p>59% (364)</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>5E.1. The area of deficiency on the 2012 FCAT 2.0 Reading Exam was Reporting Category 2 Reading Application.</p>	<p>5E.1. Economically disadvantaged students will utilize the following instructional strategies to support Reporting Category 2:</p> <p>1. Economically disadvantaged students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p> <p>2. The listed instructional strategies will be utilized:</p> <ul style="list-style-type: none"> <li>- anchoring conclusions back to the text (e.g., explaining and justifying decisions);</li> <li>- opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);</li> <li>- text marking (e.g., making margin notes, highlighting);</li> <li>- avoiding the interference of prior knowledge when answering a question;</li> </ul>	<p>5E.1. MTSS/RTI Leadership Team</p>	<p>5E.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed</p>	<p>5E.1. Formative: Edusoft, Reading Plus, FAIR , Accelerated Reader, District Interim Assessment, and bi-weekly assessments.</p> <p>Summative: Results from the 2013 FCAT 2.0 Reading Exam.</p>

and  
-encouraging students to  
read from a wide variety  
of texts.

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 in the Classroom	9-12	Reading Coach	Core Teachers	August 16, 2012	Lesson Plans	Administrators/Reading Coach
Edusoft	9-12	Ms. Childress/Ms. Jean Pierre	School Wide	October 26, 2012	Data Binder	Administrators/Reading Coach/Department Chair
WEBB Depth of Knowledge	9-12	Reading Coach	School Wide	August 17, 2012	Lesson Plans	Administrators/Reading Coach
Reading Plus	9-12	Ms. Cohen	Language Arts/Reading Teachers	September 17, 2012	Data Binder	Administrators/Reading Coach/Department Chair
Reading Best Practices	9-12	Reading Coach	School Wide	December 18, 2012 January 15, 2013 March 12, 2013 May 7, 2013 June 4, 2013	Agenda, Sign in Sheets	Administration
Reading Across the Curriculum	9-12	Reading coach	School Wide	September 17, 2012	Lesson Plans	Administrators/Reading Coach/Department Chair
Technology and Reading	9-12	Media Specialist	School Wide	February 14, 2013	Agenda, Sign in Sheets	Administrators/Reading Coach/Department Chair
Introduction to Common Core Standards	9-12	Reading Coach	School Wide	September 17, 2012	Agenda, Sign in Sheets	Administrators/Reading Coach
Discovery Education	9-12	TBA	School Wide	October 26, 2012	Lesson Plans	Administrators/Reading Coach/Department Chair
Data Analysis	9-12	Department Chair	Language Arts/Reading Teachers	October 1 -12, 2012 November 19-30, 2012 February 19-March 8, 2013	Agenda, Sign in Sheets	Administrators/Reading Coach
Reading Resources	9-12	Media Specialist	School Wide	January 17, 2013	Agenda, Sign in Sheets	Administrators/Reading Coach/Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Infuse reading into the homeroom period	Classroom Library Sets	Title I	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
			Subtotal: \$249.00
			<b>Grand Total: \$449.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The result of the 2012 CELLA Exam indicates that 73% of students achieved proficiency on Listening/Speaking. Our goal is to increase student proficiency by 1 percentage points to 74%.			
2012 Current Percent of Students Proficient in listening/speaking:					
73%(33)					
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 on the 2012 CELLA Exam was Listening/Speaking	1.1. Students will utilize the following instructional strategies to support Reporting Category:  1. Students' listening skills will improve by providing instruction in using simple and direct language; illustrations and diagrams will be used to stimulate interest and promote discussion; the Language Experience Approach (LEA) will allow students to produce language in response to first-hand, multi-sensorial experiences.  2. Students' speaking skills will improve by using the listed instructional strategies: cooperative learning to	1.1. MTSS/RtI Leadership Team	1.1. Results of formative assessments will be disaggregated using the FCIM by the Leadership Literacy Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	1.1. Formative: Edusoft, Reading Plus, Achieve3000, Accelerated Reader, and bi-weekly assessments.  Summative: Results from the 2013 CELLA Exam.

	<p>build linguistic and academic skills. Teacher/student led groups will be used to model language patterns and structures used in the English language; classroom discussions; students will be provided with meaningful language practice using authentic materials as to structure conversations around books and subjects that build vocabulary.</p>			
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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 result of the 2012 CELLA Exam indicates that 29% of students achieved proficiency on Reading. Our goal is to increase student proficiency by 1 percentage points to 30%.
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2012 Current Percent of Students Proficient in reading:

29% (13)

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 on the 2012 CELLA Exam was Reading	<p>2.1. Students will utilize the following instructional strategies:</p> <p>1. Instruction will be provided to determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</p> <p>2. Students will utilize graphic organizers; modeling; activate prior knowledge; chunking; story maps; and highlighting texts</p>	2.1. MTSS/RtI Leadership Team	2.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	<p>2.1. Formative: Edusoft, Reading Plus, Achieve3000, Accelerated Reader, and bi-weekly assessments.</p> <p>Summative: Results from the 2013 CELLA Exam.</p>

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 result of the 2012 CELLA Exam indicates that 40% of students achieved proficiency on Writing. Our goal is to increase student proficiency by 1 percentage points to 41%.
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2012 Current Percent of Students Proficient in writing:

40%(18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency on the 2012 CELLA Exam was writing.	2.1. Students will utilize the following instructional strategies:  1. Instruction will be provided on the writing process steps: planning, editing, and publishing, as well as, opportunities for sharing and responding to writing will be made available. Graphic organizers will also be used.  2. Students will utilize audio books; Videos/CDs; word banks/vocabulary notebooks; and note-taking/outline notes.	2.1. MTSS/RtI Leadership Team	2.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	2.1. Formative: Edusoft, Reading Plus, Achieve3000, Accelerated Reader, and bi-weekly assessments.  Summative: Results from the 2013 CELLA Exam.

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:

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

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

## High School Mathematics AMO Goals

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%.		Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The result of the 2012 EOC Algebra I Exam indicates that 77% of students in the lowest 25% in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 79%.  Additionally 69% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 77%(140) Hispanic: 69%(26)	Black: 79%(144) Hispanic: 72%(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
3B.1. Black and Hispanic: The area of deficiency on the 2012 EOC Algebra I Exam was Reporting Category 1, Functions, Linear Equations, and Inequalities.	3B.1. Black students will utilize the following instructional strategies to support Reporting Category 1:  1. Provide additional practice with solving multi-step problems with several rate parameters  2. Instructional strategies will include:	3B.1. MTSS/RtI Leadership Team	3B.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	3B.1. Formative: District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 EOC Algebra I Exam.



1		<ul style="list-style-type: none"> <li>- cooperative learning</li> <li>- problem presentation;</li> <li>- real-world problem solving;</li> <li>- use of hands-on, graphing calculator; and</li> <li>- use of computer-based, individualized instruction</li> </ul> <p>Hispanic students will utilize the following instructional strategies to support Reporting Category 1:</p> <p>1. Provide additional practice with converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.</p> <p>2. Instructional enrichment strategies will include:</p> <ul style="list-style-type: none"> <li>- use of hands-on, graphing calculator</li> <li>- cooperative learning</li> <li>- problem presentation;</li> <li>- real-world problem solving; and</li> <li>- use of computer-based, individualized instruction</li> </ul>			
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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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>The result of the 2012 EOC Algebra I Exam indicates that 65% of ELL students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 67%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>65%(11)</p>	<p>67%(11)</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>3C.1. The area of deficiency on the 2012 EOC Algebra I Exam was Reporting Category 1, Functions, Linear Equations, and Inequalities.</p>	<p>3C.1. ELL students will utilize the following instructional strategies to support Reporting Category 1:</p> <p>1. Provide additional practice with converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.</p>	<p>3C.1. MTSS/RtI Leadership Team</p>	<p>3C.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed</p>	<p>3C.1. Formative: District Interim Assessment, and bi-weekly assessments.</p> <p>Summative: Results from the 2013 EOC Algebra I Exam.</p>

	2. Instructional enrichment strategies will include: - use of hands-on, graphing calculator - cooperative learning - problem presentation; - real-world problem solving; and - use of computer-based, individualized instruction		
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The result of the 2012 EOC Algebra I Exam indicates that 75% of Economically Disadvantaged students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(146)	78%(152)

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
3E.1. The area of deficiency on the 2012 EOC Algebra I Exam was Reporting Category 1, Functions, Linear Equations, and Inequalities.	3E.1. Economically Disadvantaged students will utilize the following instructional strategies to support Reporting Category 1:  1. Provide additional practice with graphing technology to graph,	3E.1. Administration, Department Head, MTSS/RtI Leadership Team	3E.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	3E.1. Formative: District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 EOC Algebra I Exam.

1		<p>solve, and interpret quadratic equations.</p> <p>2. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>- use of hands-on, graphing calculator;</li> <li>- cooperative Learning</li> <li>- problem presentation;</li> <li>- real-world problem solving; and</li> <li>- use of computer-based, individualized instruction.</li> </ul>		
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## 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 result of the 2012 EOC Algebra I Exam indicates that 52% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(116)	53%(118)

### 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 on the 2012 EOC Algebra I Exam was Reporting Category 3, Rational, Radicals, Quadratics, and Discrete Mathematics.	<p>1.1. Students will utilize the following instructional strategies to support Reporting Category 3:</p> <p>1. Provide additional practice with using Venn diagrams to identify relationships and patterns and create and argument about the relationships between sets..</p> <p>2. Instructional strategies will include:</p> <ul style="list-style-type: none"> <li>- cooperative Learning</li> <li>- problem presentation;</li> <li>- real-world problem solving; and</li> <li>- use of computer-based, individualized instruction</li> </ul>	1.1. MTSS/RtI Leadership Team	.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	<p>1.1. Formative: District Interim Assessment, and bi-weekly assessments.</p> <p>Summative: Results from the 2013 EOC Algebra I Exam.</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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	The result of the 2012 EOC Algebra I Exam indicates that 13% of students achieved level 4 proficiency. Our goal
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Algebra Goal #2:	for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 0% percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(29)	13%(29)

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 on the 2012 EOC Algebra I Exam was Reporting Category 3, Rationales, Radicals, Quadratics, and Discrete Mathematics	2.1. Students will utilize the following enrichment instructional strategies to support Reporting Category 3:  1. Provide additional enrichment practice with creating a logical argument and identifying relationships and patterns.  2. Instructional enrichment strategies will include: - participation in honors and AP courses - CTE/STEM competitions - cooperative learning - problem presentation; - real-world problem solving; and - use of computer-based, individualized instruction	2.1. Administration, Department Head	2.1. Results of formative assessments will be disaggregated using the FCIM by the Administration and Department Head to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	2.1. Formative: District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 EOC Algebra I Exam.

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 result of the 2012 EOC Geometry Exam indicates that 37% of middle third students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 40%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
37%(120)	40%(131)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. The area of deficiency on the 2012 EOC Geometry Exam was Reporting Category 3, Trigonometry and Discrete Mathematics	1.1. Students will utilize the following instructional strategies to support Reporting Category 3:  1. Provide additional practice with using methods of direct and indirect proof to determine whether a proof is logically valid.  2. Instructional strategies will include: - computer-based student practice; - similarities/differences;  - cooperative Learning; - summarizing; - notetaking; - problem solving; think/pair activity; and - problem presentation.	1.1. MTSS/RtI Leadership Team	1.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	1.1. Formative: District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 EOC Geometry Exam

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The result of the 2012 EOC Geometry Exam indicates that 15% of upper third students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(49)	17%(54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency on the 2012 EOC Geometry Exam was Reporting Category 3, Trigonometry and Discrete Mathematics.	2.1. Students will utilize the following enrichment instructional strategies to support Reporting Category 3:  1. Provide additional enrichment practice with solving real-world problems using trigonometric ratios (sine, cosine, and tangent).  2. Instructional enrichment strategies will include: - participation in honors and AP courses - CTE/STEM competitions - computer-based, online student learning and practice;	2.1. Administration, Department Head	2.1. Results of formative assessments will be disaggregated using the FCIM by the administration and department head to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	2.1. Formative: District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 EOC Geometry Exam.

- push in/pull out tutorials; and  
-summarizing.

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
STEM Project Based	9-12	Department Chair	School Wide	October 26, 2012	Lesson Plans	Administration/Department Chair
Cognitive Tutor	9-10	Department Chair	Algebra I and Geometry Teachers	September 25, 2012	Lesson Plans	Administration/Department Chair
Sketch Pad	9-12	Department Chair	Math Department	December 13, 2012	Agenda, Sign in Sheets	Administration/ Department Chair
Algebra/Geometr Best Practices	9-10	Department Chair	Math Department	November 6, 2012	Agenda, Sign in Sheets	Administration/Department Chair
FCAT Explorer	9-10	Department Chair	Algebra I and Geometry Teachers	September 18, 2012	Agenda, Sign in Sheets	Administration/ Department Chair
Data Analysis	9-12	Department Chair	Math Department	November 13, 2012	Agenda, Sign in Sheets	Administration/ Department Chair
Anchor Maps	9-12	Department Chair	Math Department	January 17, 2013	Agenda, Sign in Sheets	Administration/ Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
			Subtotal: \$249.00
			Grand Total: \$249.00

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## 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:				
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1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The result of the 2012 EOC Biology Exam indicates that 41% of middle third students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(126)	45%(134)

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. Results of the 2012 EOC Biology Exam indicates that students demonstrated difficulty in the reporting category 1, Molecular and Cellular Biology	1.1. Students will utilize the following instructional strategies to support Reporting Category 1: 1. Instructional strategies will incorporate technology such as GIZMO, e2020, and discovery learning with hands on higher order thinking laboratory investigations to present content and concepts. 2. Students will write laboratory reports using well designed rubric to ensure application of the scientific method in inquiry.	1.1. MTSS/RtI Leadership Team	1.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed	1.1. Formative: District Interim Assessment, and bi-weekly assessments. Summative: Results from the 2013 EOC Biology Exam.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The result of the 2012 EOC Biology Exam indicates that 21% of upper third students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(62)	22%(65)

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
	2.1. Results of the 2012 EOC Biology Exam indicates that students demonstrated difficulty in the reporting	2.1. Students will utilize the following enrichment instructional strategies to support Reporting Category 2:	2.1. Administration and Department Chair	2.1. Results of formative assessments will be disaggregated using the FCIM by the administration and the	2.1. Formative: District Interim Assessment, and bi-weekly assessments.



1	categories 2, Classification, heredity, and evolution.	<p>1. Instructional enrichment strategies will include:</p> <ul style="list-style-type: none"> <li>- participation in applied STEM activities such as Science Fair;</li> <li>- use of models; power point, and group presentations to promote ;</li> <li>- hands-on labs; and</li> <li>- Incorporates inquiry-based virtual science experiments.</li> </ul> <p>2. Students will be provided enrichment activities through scientific literacy initiatives using concept mapping and graphic organizers to increase understanding and retention of information. Students will be encouraged to participate in honors and AP courses.</p>	Department Chair to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	Summative: Results from the 2013 EOC Biology Exam.
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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
Science Best Practices	9-12	Department Chair	Science Teachers	November 13, 2012	Agenda, Sign in Sheets	Administration/Department Head
Scientific Literacy	9-12	Department Chair	Science/Health/PE/Math Teachers	September 26, 2012	Agenda, Sign in Sheets	Administration/Department Head
Science Data Analysis	10	Department Chair	Biology Teachers	October 26, 2012	Data Binder	Administration/Department Head
Science GIZMO	9-12	Department Chair	Science Teachers	September 18, 2012	Lesson Plans, lab sign in Sheet	Administration/Department Head
STEM Project Based Learning	9-12	Department Chair	Science/Health/PE/Math Teachers	October 25, 2012	Agenda, Sign in Sheets	Administration/Department Head
Discovery Labs	9-10	Department Chair	Physical Science and Biology Teachers	January 17, 2013	Lesson Plans	Administration/Department Head
Writing and Science	9-12	Reading Coach	Science Teachers	November 6, 2012	Agenda, Sign in Sheets	Administration/Department Head
Reading and Science	9-12	Reading Coach	Science Teachers	February 17, 2013	Agenda, Sign in Sheets	Administration/Department Head

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide hands-on labs using Forensic Science Kit	Forensic Science Teacher Tool Kit	EESAC	\$185.00
			Subtotal: \$185.00
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
Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
			Subtotal: \$249.00
			Grand Total: \$434.00

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 result of the 2012 FCAT Writing Exam indicates that 84% of students achieved level 3-6 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(253)	85%(258)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1A.1. The area of deficiency as noted on the 2012 FCAT 2.0 Writing Exam was Writing Application; students are having difficulty with standard language conventions	1A.1. During writing instruction students will: -edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary; - Incorporate vocabulary lessons, which include prefixes,	1.1. Literacy Leadership Team	1A.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	1A.1. Formative: District Interim Assessment, and bi-weekly assessments.  Summative: Results from the 2013 FCAT 2.0 Writing Exam.

1		<p>suffixes, Greek, and Latin root words; and</p> <ul style="list-style-type: none"> <li>- Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.</li> </ul>		
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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 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 Writing Workshops	9-12	Reading Coach	Language Arts/Reading Teachers	November 13, 2012	Agendas, sign in sheets	Literacy Leadership Team
Writing Across all Curriculum	9-12	Reading Coach	School Wide	October 2, 2012	Agendas, sign in sheets	Literacy Leadership Team
Best Writing Practices	9-12	Department Head	Language Arts/Reading Teachers	October 10, 2012	Agendas, sign in sheets	Literacy Leadership Team
Grammar and Writing	9-12	Reading Coach	School Wide	November 6, 2012	Agendas, sign in sheets	Literacy Leadership Team
Writing						

Across all Curriculum Refresher Workshop	9-12	Reading Coach	School Wide	January 17, 2013	Agendas, sign in sheets	Literacy Leadership Team
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Capstone Writing Project	Provide leather portfolios, certificates, medals, and cords for students that complete the writing project.	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Plagiarism software that identifies grammatical errors.	Turn-it-in Software	EESAC	\$3,534.00
			Subtotal: \$3,534.00
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: \$4,534.00

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:	The result of the 2012 Baseline EOC U.S. History Exam indicates that 0% of middle third students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	10%(26)

### 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. The area of deficiency was on evaluating values, complexities, and dilemmas involved in social, political, and	1.1. During instruction student will: - research specific events and personalities in history	1.1. Administration, Department Head, MTSS/RtI Leadership Team	1.1. Results of formative assessments will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to	1.1. Formative: District Interim Assessment, and bi-weekly assessments.

1	economic issues in history.	<p>using both print and non-print resources;          -examine opposing points of view on a variety of issues; and          - discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.</p> <p>Students will be provided          -problem solving and inquiry-based learning; and          -an in-depth understanding of democratic principles.</p>		ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	Summative: Results from the 2013 EOC U.S. History Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	The result of the 2012 Baseline EOC U.S. History Exam indicates that 0% of upper third students proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	10%(26)

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 was on interpreting primary and secondary sources of information	<p>2.1. During enrichment instruction student will:</p> <ul style="list-style-type: none"> <li>- strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.</li> </ul> <p>Students will be provided with enrichment activities            - which help students develop an understanding of the content-specific vocabulary taught in history; and            - that allow students to interpret primary and secondary sources of information.            -encourage student to participate in honors and AP courses.</p>	2.1. Literacy Leadership Team	2.1. Results of formative assessments will be disaggregated using the FCIM by the Literacy Leadership Team to ensure progress is being made and to identify areas of deficiency for adjustment to instruction as needed.	<p>2.1. Formative: District Interim Assessment, and bi-weekly assessments.</p> <p>Summative: Results from the 2013 EOC U.S. History Exam.</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
Best Practices	9-12	Department Head	Social Sciences Teachers	November 6, 2012	Agenda Sign in Sheets	Administration and Department Head
US History Curriculum	9-12	Department Head	Social Sciences Teachers	September 18, 2012	Agenda Sign in Sheets	Administration and Department Head
Writing and Reading And U.S.History	9-12	Reading Coach	Social Sciences Teachers	December 13, 2012	Agenda Sign in Sheets	Administration and Department Head
Data Analysis	9-12	Department Head	Social Sciences Teachers	November 13, 2012	Agenda Sign in Sheets	Administration and Department Head

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
			Subtotal: \$249.00
			Grand Total: \$249.00

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 the rate of attendance from 95.78 percent to 96.28 percent, and to create a school climate where students, parents, and teachers feel welcomed.  Additionally the rate of students' tardies (10 or more) will

	decrease from 477 tardies to 453.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.78% (1310)	96.28% (1317)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
392	372
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
477	453

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. Number of students with 15 more absences increased by 54% from previous year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to MTSS/RtI team for intervention services	1.1. Administration, MTSS/RtI Leadership Team	1.1. Results of attendance data will be disaggregated using the FCIM by the MTSS/RtI Leadership Team and bi-weekly updates will be provided to administration and teachers to ensure progress is being made and to identify areas of deficiency for identifying truant students.	1.1. Formative: Daily Attendance bulletin and COGNOS reports.  Summative: Quarterly District Reports will be used to monitored attendance rate.
2	1.2. Students are tardy since they are transported by private buses or private vehicles from all over the county.	1.2. Refer students who may be developing a pattern of tardiness (10 or more) to the MTSS/RtI team for intervention services.	1.2. Administration and MTSS/RtI Leadership Team	1.2. Results of attendance data will be disaggregated using the FCIM by the MTSS/RtI Leadership Team and bi-weekly updates will be provided to administration and teachers to ensure progress is being made and to identify areas of deficiency for identifying excessively tardy and late students.	1.2. Formative: Attendance bulletin and COGNOS reports.  Summative: Quarterly District Reports will be used to monitored attendance rate.

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
Identifying Truant/ Tardy Students	9-12	Assistant Principal for Attendance	School Wide	October 2, 2012	Attendance Bulletins	Administration and MTSS/RTI Leadership Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Rewards for Positive Behaviors	Certificates of Recognition	Title I	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:	Given the implementation of the approved ESSAC Discipline plan, the number of overall indoor/outdoor suspensions was 54. The number of suspensions will be reduced by 5 percentage points to 49.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions



53	48
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
50	45

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. Decrease the overall number of suspensions. There is limited opportunities to recognize and rewarding positive behavior.	1.1. Utilize the SPOT Success recognition program to reward students that comply with the Student Code of Conduct.  Provide training for parents on recognizing and rewarding positive behaviors at home.	1.1. MTSS/RtI Leadership Team	1.1. Results of the SPOT success and COGNOS report data will be disaggregated using the FCIM by the MTSS/RtI Leadership Team and quarterly updates will be provided to ensure progress is being made and to identify areas of deficiency for monitoring students outdoor suspension rate.	1.1. Formative: Participation log for students who are recognized for complying with the Student Code of Conduct along with COGNOS suspension reports.  Summative: Quarterly District Reports will be used to monitored suspension rate.

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
SPOT Success	9-12	SPED Department Head	All Teachers	December 18, 2012	Agenda, Sign in Sheets, SPOT Success Logs	Administration, MTSS/RtI Leadership Team

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Rewards for Positive Behaviors through the SPOT Success	Certificates of Recognition	Title I	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention	
Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Our goal for the 2012-2013 school year is to decrease the dropout rate from .36% to 0.34% percent, and to increase the graduation rate to 92.6%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
.36%(5)	.34%(5)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
92.6% (427)	92.6%(520)

### 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. At-risk students are not enrolling in night school courses, participating in Saturday School Success Academy, or taking courses online because of transportation issues and economical barriers.	1.1. Identify student that are at-risk and enroll them in the VLL lab during the school day. Also, provide pull out push in tutorials.	1.1. Administration and MTSS/RTI Leadership Team, and Student Services Chair	1.1. Results of the enrollment logs data will be disaggregated using the FCIM by the MTSS/RTI Leadership Team and quarterly updates will be provided to ensure progress is being made and to identify areas of deficiency for tracking at-risk students.	1.1. Formative: Counselor Logs, FVL rosters, and pull out push in sign in sheets.  Summative: Quarterly District Reports will be used to monitor.
2	1.2. Parents are unfamiliar with the resources available for graduation requirements.	1.2. Provide two data chat meetings per year to inform parents of graduation requirements and use ConnectEd to communicate graduation information.	1.2. Administration and Student Services Chair	1.2. Monitor parent sign in rosters and counselors parental contacts logs.	1.2. Formative: ConnectEd message logs and sign in sheets.  Summative: Quarterly ConnectEd

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
Identifying At Risk students	9-12	Student Services Chair	School Wide	December 18, 2012	Agenda, Sign in Sheets	Administration and Student Services Chair

Dropout Prevention Budget:

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

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

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

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Our goal for the 2012-2013 school year is to increase the number of students participating in AP Science courses that lead to STEM course selection in the future from 74 to 100 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	1.1. Students prefer not to enroll in science courses beyond the basic requirement. Only 5% of the student population is enrolled in AP science.	1.1. Students will be offered Science AP courses that are linked to the career academies.  Students will be enrolled in Honors Science courses.	1.1. Administration, Math and Science Department Head Student Services Personnel	1.1 Enrollment in AP courses that lead to STEM course selection will be disaggregated using the FCIM by the MTSS/RtI Leadership Team to determine patterns and student trends.	1.1. Formative: STEM competition Logs, Lesson Plans, and students surveys.  Summative: Quarterly District Reports will be used to monitor.

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
STEM Curriculum in Science	9-12	Dr. Stephenson	Science Teachers	October 25, 2012	Agenda, Sign in Sheets	Administration and Science Department Chair
STEM Curriculum in Math	9-12	Department Chair	Math Teacher	November 13, 2012	Agenda, Sign in Sheets	Administration and Math Department Chair
STEM Across the Curriculum	9-12	Department Chair	School Wide	January 22, 2013	Agenda, Sign in Sheets	Administration. Science and Math Department Chair

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Expose student to career related science professions at local colleges and laboratories.	Transportation	PTSA	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$500.00</b>

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Our Goal for the 2012-2013 school year is to increase achievement in Career and Professional Education (CAPE) academies by 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	1.1. Students not prepared for certification exam in timely manner.	1.1 CTE Teachers will implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.  CTE teachers will integrate industry certification preparation strategies at every level of program courses.	1.1. Administration and Academy Leaders	1.1. Administration will monitor the effective implementation of lessons and timely instruction in the CTE classrooms through Academy meeting review of test data including baseline, practice or readiness tests.	1.1. Formative: Self-Assessment Results  Summative: Reports of number of students who will receive industry certification during the 2012-2013 school year.

## 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 Curriculum Development	9-12	Academy Leader	Academy Teachers	October 9, 2012 December 4, 2012 February 5, 2013	Agenda, Sign in Sheets	Administration and Academy Leaders

Data Analysis	9-12	Academy Leader	Academy Teachers	December 13, 2012	Agenda, Sign in Sheets	Administration and Academy Leaders
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CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Medals for Program Completers	Decorative Senior Medals	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of CTE Goal(s)

## Additional Goal(s)

N/A Goal:

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

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

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

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 N/A Goal(s)



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Infuse reading into the homeroom period	Classroom Library Sets	Title I	\$200.00
Science	Provide hands-on labs using Forensic Science Kit	Forensic Science Teacher Tool Kit	EESAC	\$185.00
Writing	Capstone Writing Project	Provide leather portfolios, certificates, medals, and cords for students that complete the writing project.	EESAC	\$1,000.00
				Subtotal: \$1,385.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Plagiarism software that identifies grammatical errors.	Turn-it-in Software	EESAC	\$3,534.00
				Subtotal: \$3,534.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
Mathematics	Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
Science	Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
U.S. History	Reward cards for passing the FCAT	Gift Card	EESAC	\$249.00
Attendance	Rewards for Positive Behaviors	Certificates of Recognition	Title I	\$200.00
Suspension	Rewards for Positive Behaviors through the SPOT Success	Certificates of Recognition	Title I	\$200.00
STEM	Expose student to career related science professions at local colleges and laboratories.	Transportation	PTSA	\$500.00
CTE	Medals for Program Completers	Decorative Senior Medals	EESAC	\$500.00
				Subtotal: \$2,396.00
				Grand Total: \$7,315.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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.

# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be allocated to purchase incentive and motivational items such as gift cards, cords, medals and certificates.	\$996.00
A Forensic Science Kit, the Turn-it-in writing software, and writing portfolio binders will also be purchased.	\$5,219.00

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

The SAC committee will meet monthly throughout the school year to monitor progress, review data, discuss areas of concerns both academic and behavioral, and to provide feedback on the School Improvement Plan goals and objectives.

# 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 WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	77%	78%	35%	233	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%	77%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	68% (YES)			114	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					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	80%	90%	23%	241	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	52%	75%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	63% (YES)			110	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					488	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested