FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATER ACADEMY EAST CHARTER HIGH SCHOOL

District Name: Dade

Principal: Roberto Blanch

SAC Chair: Valerie Rodgers

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Alex Tamargo	BA – English Literature with a Minor in Secondary Education MS – Educational Leadership	5	8	'12 '11 '10 '09 '08 School Grade X A B C B High Standards Rdg. 32 39 36 31 60 High Standards Math X 79 67 63 79 Lrng Gains-Rdg. 65 57 44 54 64 Lrng Gains-Math X 81 72 71 76 Gains-Rdg-25% 83 59 40 53 58 Gains-Math-25% X 83 53 63 68
Assis Principal	Rey Breto	BS- Economics and Finance MS- Educational Leadership	3	2	'12 '11 '10 '09 '08 School Grade X A B B B High Standards Rdg. – 32 39 40 37 42 High Standards Math – X 79 75 73 76 Lrng Gains-Rdg. – 65 57 52 51 54 Lrng Gains-Math – X 81 81 78 84 Gains-Rdg-25% - 83 59 43 57 48 Gains –Math-25% - X 83 79 79 82

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	Susana Perez	BS – Elementary Education MS – Reading Education	4	6	'12 '11 '10 '09 '08 School Grade X A B A A High Standards Rdg. 32 39 36 79 77 High Standards Math X 79 67 83 78 Lrng Gains-Rdg. 65 57 44 71 68 Lrng Gains-Math X 81 72 79 81 Gains-Rdg-25% 83 59 40 72 67 Gains-Math-25% X 83 53 79 79

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. Compensation and benefits equal to that of traditional public schools.	Principal	On-going	
2	2. Soliciting referrals from current employees.	Principal	On-going	
3	3. Soliciting referrals from administrative colleagues.	Principal	On-going	
4	4. Provide individualized support for all teachers	Principal and Reading Coach	On-going	
5	5. Attend job fairs at local colleges and universities	Principal	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	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
17	0.0%(0)	47.1%(8)	41.2%(7)	11.8%(2)	35.3%(6)	100.0%(17)	11.8%(2)	5.9%(1)	17.6%(3)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Mater Academy East High Charter School, in an effort to meet its stakeholder's needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely. Parental involvement is of the utmost importance at Mater Academy East. One of the school's goals is to help parents become learning facilitators so they may effectively meet the educational needs of their children, as the students in turn, strive to meet the school's high academic standards. One way in which this will be accomplished is by providing parents, in collaboration with the Bilingual Parent Outreach Program, a series of informational workshops on various topics. These workshops will be held in the evenings on a monthly basis. Additionally, parents have access to the school's Parent Resource Center which provides them with an array of resource materials as well as usage of the computer.
The City of Miami Police will send officers to Mater Academy East in an attempt to equip students with strategies designed to prevent youth violence and create awareness. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on 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; assists with whole school screening programs that provide early intervention services for children 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. 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 students.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic information as follows:
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for these training sessions
Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• Parent outreach activities
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ESOL and content are teachers
Reading and supplementary instructional materials

Title X- Homeless

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Several extended learning opportunities exist for the Mater Academy East students. These include but are not limited to:
• Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics
• Saturday tutoring offered for 6 weeks prior to testing month
• FCAT explorer assignments given to address specific learning needs; and targeted student based on each student's individual learning and baseline assessments
• After-school tutoring will also be offered to the high school students by the faculty
These opportunities for improvement are available to students in all grades and at all levels of achievement.
Opportunities for enrichment are also available for all students at Mater Academy East. The curriculum is developed to allow students opportunities to partake in Honors and Advanced Placement level courses from grades 9-12. Another essential component of the curriculum is the school's affiliation with the National Academy Foundation's Academy of Finance. This program offers the students an opportunity to engage in the school's challenging curriculum with electives in the areas of business, finance, and marketing. These courses are offered sequentially in grades 9-11 and lead towards a paid internship during the 12th grade year. Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program
(FEFP) allocation.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at Mater Academy High School in an effort to intervene and inform the students about violence prevention.

Nutrition Programs

Mater Academy East Charter School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.
1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

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

Career and Technical Education

Mater Academy East Charter High School is affiliated with the National Academy Foundation's Academy of Finance. MEH is committed to implement the Academy of Finance into its curriculum. Math is a strong point amongst our student body; the Academy of Finance is a perfect fit to expose our students to a curriculum revolving around Math and Business. This academy will not only better prepare our students for higher education, but in conjunction with our internship and school to work program, it will expose our students to on the job training while in high school. A vast majority of the students at MEH are on track to become first generation high school graduates. Our goal is to establish a curriculum around the pillars of the NAF so that all students, including those who will be attending colleges or universities for the first time in their family's history, can be exposed to the rigors of education and hands on employment opportunities in the areas of Business and Finance throughout their high school careers. Cross-curricular components to our master schedule will allow for the students enrolled in the AOF to work as a cohort group and the subject area teachers to do the same. This will result in strong relationships amongst the students and teachers who will be uniting their subject areas with the vision and mission of the NAF-AOF to ensure its success. By promoting Career Pathways and Programs of Study, students will become academy program completers and have

a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 to 4 years postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

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 school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual 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' schedules. This impacts our goal to empower parents and build their capacity for involvement.
• 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.
• 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 Fund/School Improvement Grant Initiative
The school receives funding under the School Improve 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, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. 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 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
• Member of advisory group
3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. 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.

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 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 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.

8. 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. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

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

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

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

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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
- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for 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, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS 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).

Mr. Alex Tamargo – Principal

Ms. Susana Perez – Reading Coach
Mr. Armando Delgado – Math Teacher
Ms. Ana Rodriguez – Special Education Specialist

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

The literacy Leadership Team will meet throughout the school year on a monthly basis to discuss implementation of best practices, instructional strategies, intervention strategies, and development of peer professional development. The team will also focus on monitoring all of the subgroups to ensure adequate yearly progress. The data generated via the formative and summative assessments will be used to guide curriculum decisions to improve instruction. The meeting will also focus on the implementation of the Comprehensive Reading Plan throughout all intensive reading classes, standard curriculum classes and ELL instruction.

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

The major initiative for the LLT this year will be
• Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with reading strategies via differentiated instruction.
• Monitor the fidelity of the delivery of instruction and intervention.
• Develop and implement instructional routines that use complex text and incorporate text dependent questions.
• Develop lessons that provide students with opportunities for research and to incorporate writing throughout
• Provide levels of support and interventions to students based on data

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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 MTSS/RtI Leadership Team along with the Reading Coach will develop Professional Development training to all teachers on differentiated instruction and monitor the use of reading strategies in cross curriculum integration. School wide professional development will focus on implementing reading strategies to follow the school's instructional focus calendar. Reading coaches will model lesson across every subject focusing on reading comprehension. The administrative team will conduct walkthroughs and focus observations on the implementation of reading strategies throughout every subject area.

*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?

The school offers a wide variety of courses that are aligned with the State's curriculum to ensure a smooth transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation. The school offers opportunities for internships through the Academy of Finance as part of summer partnerships and OJT program.

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?

All of the students at Mater Academy are addressed at a general assembly with regards to the curriculum bulletin and course

selection. The students then meet individually with the counselor to review their selections and teacher recommendations. Students also complete ePEPs on www.facts.org and they are updated to reflect any changes in student programs. All students are encouraged to select course work within the Academy of Finance as well as foreign languages. Students in 10th through 12th grade are scheduled for PSAT, SAT, and ACT examinations as well as CPT exams at Miami-Dade College. Advanced Placement courses are offered in 9 different subject areas.

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

Every student will receive an individualized password to access the ACT Online Prep Program from home and/or school. In addition, Mater Academy East offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels.
37% of students successfully passed Advanced Placement courses with a score of 3 or higher.
Graduation Rate for 2010-2011 school year was 80.4 (41)%
Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum. The guidance department at Mater Academy East conducts meeting with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's course work. Mater Academy East offers dual enrollment courses in conjunction with Miami Dade College.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011 FCAT Reading Test indicate that 32% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (50)	40% (62)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students demonstrated difficulty identifying the main idea and distinguishing the author's purpose.	Students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining	MTSS/RtI Leadership Team	On-going classroom assessments focusing on students' ability to identify author's purpose in grade level text and how the author's perspective influences text. Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Interim Assessments; Teacher-made assessments; and Reading Plus Summative: Results from the 2013 FCAT Assessment in Reading

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011 FCAT Reading Test indicate that 11% of students achieved levels 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase levels 4 and 5 student proficiency to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (17)	14% (22)

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 which showed decrease in performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Nonfiction. Students are unable to recognize the use of comparisons, cause and effect relationships among literary elements in text.	Students will be given more experience with problem and solution activities through inquiry based learning in order to maintain levels of achievement. Teachers will emphasize identifying words and clue words that signal relationships. Practice reducing textual information to key points so that comparisons can be	MTSS/RtI Leadership Team	Ongoing classroom assessments focusing on students' ability to recognize the use of comparison and contrast and cause and effect relationships in a variety of text using inquiry based model. Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Interim Assessments; Teacher-made assessments; and Reading Plus Summative: Results from the 2013 FCAT Assessment in Reading

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The results of the 2011 FCAT Reading Test indicate that 65% of students demonstrated overall learning gains. Our

Reading Goal #3a:	goal for the 2011-2012 school year is 70% of students demonstrating overall learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (91)	70% (98)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Test, the percentage of students making learning gains was 65%. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points	Update computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus, Achieve 3000, Spring Board and FCAT Explorer. Twice a week pull-out tutorial program that allows students to utilize lab to reinforce comprehension, vocabulary, and fluency skills.	MTSS/RtI Leadership Team	Review Reading Plus usage reports and progress on FCAT Explorer. Springboard assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Reading Plus/FCAT Explorer Reports Springboard assessments Summative: 2013 FCAT Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 83% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is 88% of the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	83% (32)			88% (34)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Test, the number of students in the lowest 25% making learning increased to 83% as compared to the 2011 FCAT Reading Test. Students have limited understanding of Reporting Category 1, vocabulary, and comprehension skills need to understand grade level text.	Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afterschool tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.	MTSS/RtI Leadership Team	Review charted student progress generated from Jamestown Timed Readers. Review Reading Plus usage reports. Implement strategy based mini-assessments as part of Silent Reading Block Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Jamestown Assessments; mini-assessments; Reading Plus Reports Summative: Results from the 2013 FCAT Assessment in Reading

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 # Increase % of students scoring at Levels 3-5 and reduce % of students scoring at Levels 1 and 2 by 50% over six years (using 2010-2011 as the baseline year). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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:	Hispanic: The results of the 2012 FCAT Reading Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency 8 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (65)	54% (77)

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
	Hispanic: As noted in the administration of the 2012 FCAT Reading Test, the Hispanic subgroup did not make AYP. Appropriate and timely placement of students in	Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pull-out tutorial	MTSS/RtI Leadership Team	The RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using intervention	Formative: FAIR; Interim Assessment; mini-assessments Summative: Results from the

		interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.	program.		assessments. Provide mini-assessments in the area of vocabulary Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	2013 FCAT Assessment in Reading
1						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 46% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency 8 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (7)	42% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the administration of the 2012 FCAT Reading Test, the ELL subgroup did not make satisfactory progress. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.	Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pull-out tutorial program	MTSS/RtI Leadership Team	The MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: FAIR; Interim Assessment; mini-assessments Summative: Results from the 2013 FCAT Assessment in Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 46% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency 8 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	46% (5)

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	As noted in the administration of the 2012 FCAT Reading Test, the Students with Disabilities subgroup did not make satisfactory progress. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.	Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pull-out tutorial program	MTSS/RtI Leadership Team	The MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model | Formative: FAIR; Interim Assessment; mini-assessments Summative: Results from the 2013 FCAT Assessment in Reading |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E: | The results of the 2011 FCAT Reading Test indicate that 46% of students in the Economically Disadvantage subgroup achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 53%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 46%(58) | 53% (66) |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did not make satisfactory progress. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.	Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pull-out tutorial program	MTSS/RtI Leadership Team	The MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary

Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model | Formative: FAIR; Interim Assessment; mini-assessments Summative: Results from the 2013 FCAT Assessment in Reading |

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
Differentiated Instruction	9-12	Reading Coach	All Reading Teachers	August 15, 2012	Teacher Lesson Plans	Reading Coach, RtI Leadership Team, Administration
Graphic Organizers	9-12	Reading Coach	All Teachers	Spetember 17, 2012	Teacher lesson plans, vocabulary min assessment, classroom observations	Reading Coach, RtI Leadership Team, Administration
Reading Plus	9-12	Language Arts Teacher	All Reading and Language Arts Teachers	August 16, 2012	Implementation of Reading Plus	Reading Coach, RtI Leadership Team, Administration
Effective Vocabulary	9-12	Language Arts Teachers	All Teachers	August 15, 2012	Teacher lesson plans, strategy mini assessment, classroom observations	Teacher lesson plans, vocabulary min assessment, classroom observations
Achieve 3000	9-10	Reading Coach	All Teachers	August 13, 2012	Implementation of Achieve 3000	Reading Coach, RtI Leadership Team, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
• Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics • Saturday tutoring offered for 6 weeks prior to testing month • After-school tutoring will also be offered to the high school students by the faculty	Workbooks	Title I EESAC Funds	$2,500.00
			Subtotal: $2,500.00
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
Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.	Graphic Organizers	FEFP	$1,500.00
			Subtotal: $1,500.00
Grand Total: $4,000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 CELLA data, the percentage of students achieving proficiency in oral skills (listening and speaking) was 49%

2012 Current Percent of Students Proficient in listening/speaking:
49% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the CELLA Oral Skills Test, the number of students reaching proficiency is 49%. Students learn best when the language they hear and read is just beyond their current abilities in the language.	Students are exposed to rich and meaningful language is for students to work with a variety of materials. Students should have experience with different written and spoken styles	MTSS/RtI Leadership Team	Teacher lesson plans Observation walk-throughs Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Assessment of Oral Skills

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:	Based on the 2012 CELLA data, the percentage of students achieving proficiency in Reading was 35%

2012 Current Percent of Students Proficient in reading:
35% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the CELLA Reading Test, the number of students reaching proficiency is 35%. Meeting the instructional needs of different learners at their English language proficiency	Teacher will modify instruction to meet students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.	MTSS/RtI Leadership Team	Teacher lesson plans Observation walk-throughs Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Reading Assessment

Students write in English at grade level in a manner similar to non-ELL students.		

3. Students scoring proficient in writing.	

CELLA Goal #3:	Based on the 2012 CELLA data, the percentage of students achieving proficiency in Writing was 30%

2012 Current Percent of Students Proficient in writing:

30% (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	As noted on the 2012 administration of the CELLA Writing Test, the number of students reaching proficiency is 30%. Students do not understand the requirements of the writing task.	Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality.	MTSS/RtI Leadership Team	Teacher lesson plans Observation walk-throughs Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Summative: 2013 FCAT 2.0 Reading Assessment 2013 CELLA Writing Assessment

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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 # 5A :

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	HISPANIC Algebra: The results of the 2012 Algebra I EOC Exam indicate that 51% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by7 percentage points to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (39)	58% (44)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam for the Hispanic subgroup was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.	MTSS/RtI Leadership Team	Ongoing teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Mini Assessments; Carnegie Cognitive Tutor Reports Summative: 2013 Algebra I EOC Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 Algebra I EOC Exam indicate that 51% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by7 percentage points to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (7)	42% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam for the ELL subgroup was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.	MTSS/RtI Leadership Team	Ongoing teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Mini Assessments; Carnegie Cognitive Tutor Reports Summative: 2013 Algebra I EOC Exam

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

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 results of the 2012 Algebra I EOC Exam indicate that 51% of students in the ED subgroup achieved proficiency. Our goal is to increase student proficiency by7 percentage points to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:

49% (33)	55% (37)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam for the ELL subgroup was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.	MTSS/RtI Leadership Team	Ongoing teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Mini Assessments; Carnegie Cognitive Tutor Reports Summative: 2013 Algebra I EOC Exam

End of High School Mathematics Goals

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:	Algebra: The results of the 2012 Algebra I EOC Exam indicate that 43% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (36)	49% (41)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.	Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals, and quadratic.	MTSS/RtI Leadership Team	Carnegie Math program Reports Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Carnegie Math program Reports Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	Algebra: The results of the 2012 Algebra I EOC Exam indicate that 2% of students achieved levels 4 and 5 proficiency. Our

Algebra Goal #2:	goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	5% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.	MTSS/RtI Leadership Team	Ongoing teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Mini Assessments; Carnegie Cognitive Tutor Reports Summative: 2013 Algebra I EOC 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: | Geometry:
The results of the 2012 Geometry EOC Exam indicate that 51% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 55%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 51% (37) | 55% (39) |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry EOC Assessment, Two-Dimensional Geometry identifying slope, parallel lines, perpendicular lines and equations of lines.	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines through the use of Gizmos and Saturday school tutorial programs	MTSS/RtI Leadership Team	Gizmos usage reports and teacher made assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Mini Assessments; Gizmos Usage Reports Summative: 2013 Geometry EOC Exam

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

	2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Geometry: The results of the 2012 Geometry EOC Exam indicate that 4% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 6%
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	4% (3)	6% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry EOC Assessment in the area of Three Dimensional Geometry, specifically with inductive reasoning strategies	Provide inductive reasoning strategies that include discovery learning activities. Students will practice using methods of direct and indirect proof to determine whether a proof is logically valid utilizing a inquiry, project-based learning environment	MTSS/RtI Leadership Team	Gizmos Usage reports, teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Teacher made Assessments; Gizmos Usage Reports Summative: 2013 Geometry EOC Exam

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
Carnegie Math Program	9-12	Math Department Chairperson	All mathematics teachers	August 14, 2012	Monitor the implementation of Carnegie Math Program	Reading Coach, RtI Leadership Team, Administration
Springboard	9-10	Springboard Representative	All mathematics	August 9 & 10, 2012	Monitor the implementation of Springboard Program	Reading Coach, RtI Leadership Team, Administration
Differentiated Instruction	9-12	Reading Coach	All Teachers	August 15, 2012	Teacher Lesson Plans	Reading Coach, RtI Leadership Team, Administration

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	On the 2011 administration of the Biology EOC Assessment, 40% of students achieved proficiency (FCAT level 3). The expected level of performance for 2012 is 41% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (21)	41% (22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Biology EOC Assessment was in Life Sciences. Students have difficulties with creative and critical thinking skills.	Foster creativity and critical thinking in students through cross curricular integration of skills. Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.	MTSS/RtI Leadership Team	Interim assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Interim Assessments; Teacher-Made assessments Summative: Results of 2013 Biology EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	On the 2012 administration of the Biology EOC Assessment, 36% of students scored above proficiency (levels 4 and 5). The expected level of performance for 2013 is 37% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(19)	37%(19)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Biology EOC Assessment was in the Nature of Science. Students have difficulties with inquiry based virtual experimentation	Incorporate inquiry based virtual science experiments. Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate	MTSS/RtI Leadership Team	Interim assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model	Formative: Interim Assessments Summative: Results of 2013 Biology EOC Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cross Curricular Integration	9-12	Department Chairperson	All Science teachers	October 25, 2012	Classroom walkthroughs	Principal
Interactive Science Lessons	9-12	Department Chairperson	All Science teachers	November 6, 2012	Classroom observations	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement.	Carnegie Math Program Training	FEFP	$1,000.00
Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement	Springboard	FEFP	$1,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with practice in			

using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines through the use of Gizmos and Saturday school tutorial programs	Staff	Title I	$1,800.00
Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines through the use of Gizmos and Saturday school tutorial programs	Consumable Workbooks	Title I	$500.00
		Subtotal:	$2,300.00
		Grand Total:	$4,800.00

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:	On the 2012 administration of the Writing FCAT, 91% of students achieved proficiency. Our goal for 2013 to maintain or increase percentage of students who achieve proficiency to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(59)	92%(60)

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 students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2012 Writing FCAT	The teacher will use sample score papers to review for content focus organization and word choice. Rearrange words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary	MTSS/RtI Leadership Team	Monitor student writing samples Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Student writing samples Summative: 2013 FCAT Writing Assessment

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Writing Strategies	9-12	Reading Coach	English Teachers	September 26, 2012	Monitor implementation of strategies using classroom walkthrough observations.	Reading Coach
FCAT Writing Rubric	9-12	Reading Coach	English Teachers	October 25, 2012	Monitor implementation of strategies using classroom walkthrough observations.	Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2012 Writing FCAT	Effective Writing Strategies	FEFP	$1,000.00
The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2012 Writing FCAT	FCAT Writing Rubric	FEFP	$1,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 US History Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the US History Baseline Assessment was alignment of lesson plans to tested End of Course benchmarks	Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	MTSS/RtI Leadership Team.	Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Teacher-made assessments Summative: 2013 US History Spring Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 US History Baseline Exam indicate that 0% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the US History Baseline Assessment was in problem solving and inquiry-based learning	Provide students with practice in using problem solving and inquiry-based learning	MTSS/RtI Leadership Team.	Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.	Formative: Teacher-made assessments Summative: 2013 US History Spring Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Alignment	9-12	Social Studies Department Chairperson	Social Studies teachers	August 9, 2012	Monitor implementation of strategies using classroom walkthrough observations	Reading Coach

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
Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	Curriculum Alignment	FEFP	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of 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 school year is to increase attendance to 93.84% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students

	with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.84%(270)	93.84% (273)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
150	143
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
154	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	Student truancy is (due to student illness) has increased in comparison to the 2012-2013 school year. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school. Student tardies are related to lack of transportation to school and culture of late arrivals	Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services. Identify and refer students who develop a pattern of tardies to Administrative Team for intervention services. Develop an incentives program for homerooms with the least amount of tardies where students are awarded a doughnut party	MTSS/RtI Leadership Team	Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.	Attendance bulletins Tardy Logs

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

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

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

Truancy Prevention	9-12	Staff from Attendance Services	Administrators and Counselor	August 17, 2012	developed during the PD. Assistant Principal will monitor the implementation of this program by teachers and staff.	Principal and counselor

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
Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services.	JB Scheduler Tardy Program	FEFP	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to reduce the total number of suspension by 1% by providing student and parent awareness
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

29	26
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
26	23

	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 students and parents are unfamiliar with the Code of Student Conduct in relation to consequences associated with misbehavior. Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior.	The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records. Parent will be notified of Student Code of Conduct via Orientation Night and Parent Contracts sent home	MTSS/RtI Leadership Team	Review of suspension rates monthly.	Monthly suspension reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	9-12	Principal	All Teachers	August 17, 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Review communication logs to determine the number of contacts made with parents of students who have been placed on indoor/outdoor suspension.	Principal

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the drop-out rate and increase our graduation rate by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.03% (3)	0.98% (3)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
80.4% (41)	82.4% (42)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The graduation rate for the 2011-2012 was 80.4%, parents are unfamiliar with the resources available which provide graduation requirements	Provide parent meetings to inform parents of the graduation requirements and the available resources which discuss graduation requirements to ensure students receive the proper support	Guidance Counselor	Monitor parents sign-in roster and contact parents that did not attend available meetings on a quarterly basis.	Sign-in roster/parent
2	Parent awareness of resources such as alternative programs contributes to the school's less than 1% drop-out rate.	Identify and meet with at-risk students and discuss the Student Progression Plan options and credit recovery programs and enroll the	School Counselor	Monitor at-risk students	Enrollment Log

		students in the respective program			

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						

Dropout Prevention Budget:

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

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Title I - See PIP

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title I - See PIP	Title I - See PIP

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Based on the 2011-2012 data the percentage of students enrolled in advanced placement STEM courses is will need to increase.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student apprehension to enroll in advanced and honors courses related to Math and Science	SECME Club will engage student interest in the areas of Math and Science and promote active participation in these areas. They will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge	MTSS/RtI Leadership Team	SECME Club sponsor will schedule meetings with teachers to monitor progress, review assessment data.	SUMMATIVE: Projects completed as a club, such as Fairchild Tropical Garden Challenge Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

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

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

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

STEM Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math and Science clubs to engage student interest in the areas of Math and Science and promote active participation in these areas.	Math and Science Clubs	FEFP	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase student enrollment in middle school CTE courses will need to increase.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not prepared for certification exam in a timely manner.	CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Students participate in Academy of Finance program as part of the On-Job Training Program (OJT).	MTSS/RtI Leadership Team	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Formative: Baseline assessments Practice and readiness tests

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
Program Readiness	9-12	Academy of Finance Director	Academy Teachers	August 9, 2012	Teacher lesson plans	Principal

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
CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Students participate in Academy of Finance program as part of the On-Job Training Program (OJT).	Program Readiness	FEFP	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	• Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics • Saturday tutoring offered for 6 weeks prior to testing month • After-school tutoring will also be offered to the high school students by the faculty	Workbooks	Title I EESAC Funds	$2,500.00
				Subtotal: $2,500.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement.	Carnegie Math Program Training	FEFP	$1,000.00
Science	Align the Carnegie Math program and Spring Board Program to the new generation standards and allot additional time and reinforcement to measurement	Springboard	FEFP	$1,500.00
Writing	The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2012 Writing FCAT	Effective Writing Strategies	FEFP	$1,000.00
Writing	The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2012 Writing FCAT	FCAT Writing Rubric	FEFP	$1,000.00
U.S. History	Review pacing guide and prepare a scope and sequence to track coverage of tested benchmarks	Curriculum Alignment	FEFP	$1,000.00
Attendance	Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services.	JB Scheduler Tardy Program	FEFP	$1,500.00
				Subtotal: $7,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.	Graphic Organizers	FEFP	$1,500.00
Science	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines through the use of Gizmos and Saturday school tutorial programs	Staff	Title I	$1,800.00
Science	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines through the use of Gizmos and Saturday school tutorial programs	Consumable Workbooks	Title I	$500.00
STEM	Math and Science clubs to engage student interest in the areas of Math and Science and promote active participation in these areas.	Math and Science Clubs	FEFP	$2,000.00
CTE	CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Students participate in Academy of Finance program as part of the On-Job Training Program (OJT).	Program Readiness	FEFP	$1,000.00
				Subtotal: $6,800.00
				Grand Total: $16,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA

Are you a reward school: ꞁ Yes ꞁ No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Payment of teacher salaries for the implementation of before, after, and Saturday school tutoring program	$1,000.00

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

Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis
Discuss school-wide decisions and projects
Develop strategies to address schoo-wide needs and areas of improvement

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MATER ACADEMY EAST CHARTER HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	79%	65%	30%	213	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	57%	81%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	83% (YES)			142	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					493	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
MATER ACADEMY EAST CHARTER HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	67%	85%	28%	216	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	44%	72%			116	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?	40% (NO)	53% (YES)			93	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					425	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested