FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MEDICAL ACADEMY FOR SCIENCE/TECH @ HOMESTEAD

District Name: Dade

Principal: Lisa Noffo

SAC Chair: Eida DelaFuente

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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)
Assis Principal	Ada M. Gonzalez	Degrees in Bachelor's in ArtMaster's of Science in Educational Leadership Certifications Educational Leadership K-12 Art K-12	3	3	Assistant Principal of Medical Academy for Science & Technology @ Homestead 2011-2012 Grade A, Reading Mastery 63%, Math Mastery 50%, Science Mastery 51% AYP: N/A Assistant Principal of Medical Academy for Science & Technology @ Homestead 2010-2011 NO GRADE, Reading Mastery 55%, Math Mastery N/A, Science Mastery N/A AYP: N/A Magnet Lead Teacher of Robert Morgan Educational Center 2009-2010 Grade B, Reading Mastery 55%, Math Mastery 79%, Science Mastery 37% AYP: No Magnet Lead Teacher of Robert Morgan Educational Center

| | | | | | 2008-2009:
Grade A, Reading Mastery 51%, Math Mastery 79%, Science Mastery 45%
AYP: No

Magnet Lead Teacher of Robert Morgan Educational Center
2007-2008
Grade A, Reading Mastery 55%, Math Mastery 80%, Science Mastery 46%
AYP: No |
| Principal | Lisa Noffo | Master of Science Degree in Educational Leadership

Bachelors of Science Degree in Health and Physical Education

Certification in Physical Education, Biology, MG General Science, Middle Grades, School Principal in Special Education | 1 | 13 | Principal of New World School of the Arts
2011-2012
Grade A, Reading Mastery 77%, Math Mastery 96%, Science Mastery N/A
AYP, No

Principal of New World School of the Arts
2010-2011
Grade A, Reading Mastery 86%, Math Mastery 84%, Science Mastery N/A
AYP, No

Principal of Palmetto Middle School
2009-2010
Grade A, Reading Mastery 83%, Math Mastery 83%, Science Mastery N/A
AYP, No

Principal of Palmetto Middle School
2008-2009
Grade A, Reading Mastery 83%, Math Mastery 81%, Science Mastery N/A
AYP, No

Principal of Palmetto Middle School
2008-2009
Grade A, Reading Mastery 80%, Math Mastery 79%, Science Mastery N/A
AYP, No |

INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular monthly meetings with early career teachers and teachers new to the school. 2. Mentor Teachers assigned to early career teachers and buddy teachers to teachers new to the school as needed 3. Regular professional learning period activities focused on development and alignment of instructional activities 4. Principal solicits referrals from current teaching staff for potential new hires.	Principal	June 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Three (3)	Facilitate Professional Development Monitor ongoing teacher mentoring program

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
22	22.7%(5)	40.9%(9)	22.7%(5)	13.6%(3)	27.3%(6)	68.2%(15)	4.5%(1)	4.5%(1)	4.5%(1)

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
1. Regular professional learning period activities focused on development and alignment of instructional activities. 2. Principal solicits referrals from current teaching staff for potential new hires	Desire Chase	Ms. Ajileye is a trained mentor and a teacher in the Same department as the mentee.	Ms. Ajileye is a trained mentor and a teacher in the same department as the mentee.
Loris Carter Lema Gilliard Ada Gonzalez	Larry Cook Archit Khanuja Dana Baugh	Same Department Same Department Administration	Data analysis, Classroom management, Daily operations Data analysis, Classroom management, Daily operations Data analysis, Daily operations

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

n/a

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

• Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/ RtI plans and actives the school will provide to effectively enhance student achievement.
• Exceptional Student Education (ESE) teachers: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
• Reading Instructional Specialist: Supports and provides Instruction through professional development and in class co-teaching on the Implementation of data driven Instruction in the K-12 reading plan; facilitates and supports data collection and decision making activities.
• School Psychologist: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
• Technology Specialist: Provides support necessary to teachers and staff regarding the management and display of data.
• Speech Language Pathologist: Effectively communicate diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication. Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.

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 team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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?

- Drive professional development decisions
- Discuss strategies to implement throughout the year to increase student achievement
- Collaborate with team to make informed decisions on MTSS/ RtI implementation
- Gather input for the on-going development of the team
- Provide support with the implementation of intervention strategies

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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.

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Fall Interim Assessments through Edusoft, in house pre-assessments in all content areas
- Progress Monitoring: Interim Assessments through Edusoft
- Midyear: Florida Assessment for Instruction in reading (FAIR), in house mid-term exams in all content areas
- End of year: FAIR, FCAT, in house final exams in all content areas, Spring Interim Assessments through Edusoft and CELLA
- Frequency of Data Days: once a month for data analysis/data charts
- Behavior: Monitor suspension and attendance rates

Describe the plan to train staff on MTSS.

The RtI team will create a needs assessment for professional development. Professional development will be provided in the areas of CRISS Strategies, Reciprocal Teaching, Classroom Management, and Differentiated Instruction.

Describe the plan to support MTSS.

The team will meet regularly, collect feedback, analyze and provide support as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Lisa Noffo, Principal
Mrs. Ada M. Gonzalez, Assistant Principal
Mrs. Eida DeLaFuente, Language Arts Department Head
Dr. Loris Carter, Mathematics Department Head
Mrs.Lema Gilliard, Science Department Head
Mrs. Adalis Garcia, ESE and ESOL
Mrs. Cindy Granberry, Reading

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

The functions of the LLT include determining how to best meet the needs of all students in order to help students achieve academic goals both in high school and beyond.
The principal will provide the necessary resources to the LLT team, which will meet monthly to discuss research based best practices in reading instruction, assessment and observational data in order to make instructional and programmatic decisions. The Literacy Leadership Team will work to guarantee fidelity of implementation of the K-12 CRRP. The team uses data to identify the best resources that address the needs of the identified students.

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

A major initiative of the LLT is to build the school wide capacity in the area of literacy by establishing model classrooms; conferencing with teachers and administrators; providing professional development, reviewing progress-monitoring data at the grade/classroom level and identify students who are at moderate/high risk for not meeting standard in order to ensure the effectiveness of focus lessons, the Literacy Leadership Team will analyze data collected from assessments as they are administered throughout the school year and provide guidance as necessary

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The school has adopted a Reading and Writing across the curriculum initiative. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Usage of content area textbooks in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies. Coaches will also be assigned to teachers who are demonstrating signs of struggling with the implementation of reading strategies in the content areas.

*High Schools Only

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

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

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended major. The academy programs ensure content related to a career of study, and focus on job skills and offer internship opportunities. Students are also given the opportunity to participate in extra-curricular clubs and further explore career options through competitions at the district, state and national levels. The school also works with Homestead Hospital, Miami Dade College and Florida International University to allow students to view and experience hands on activities in the medical profession.

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?

MAST@Homestead offers the following Career Academies:

Biomedical
Physical Therapy
Pharmaceutical Sciences

The academies offer a multitude of programs designed to meet the interests of any student interested in the medical industry.

Students will work with state of the art equipment, school site working labs, direct clinical experiences on site medical facilities and high level math and science courses provide students with a well-rounded background to meet today's medical needs. The school also works with Homestead Hospital, Miami Dade College, Florida International University to allow students to view and experience hands on activities in the medical profession.

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

MAST@Homestead will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, MAST@Homestead will maintain a collaborative relationship with state and national colleges, universities and vocational programs. MAST@Homestead will facilitate students with current and accurate information through the post-graduation transition process. MAST @ Homestead has invited colleges, universities and professionals in the health care field to speak with the students. MAST also provided a career fair where over 30 professionals in the health care field attended and spoke with all students.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 29% (71) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase to 33% (80) achievement level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(71)	33%(80)

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 most critical area of deficiency as noted in the FCAT 2.0 9th grade Reading data was Category 4 Information Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Reading Plus • Assist teachers in planning, modeling strategies, and reviewing best practices.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 10th grade Reading data was Category 2 Reading Application	• Differentiated Instruction • Find Author's Purpose • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Reading Plus • Assist teachers in planning, modeling strategies, and reviewing best practices.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 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 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 2011-2012 FCAT 2.0 Reading Assessment indicate that 32% (76) of the students achieved a proficiency of level 4 in reading. The goal is to increase the level of students achieving a proficiency of level 4 to 33% (80).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(76)	33%(80)

	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 most critical area of deficiency as noted in the FCAT 2.0 9th grade Reading data was Category 4 Information Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 10th grade Reading data was Category 2 Reading Application	• Differentiated Instruction • Author's Purpose • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 62%(137) of the students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of students achieving learning gains to 67%(148) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(137)	67%(148)

<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	The most critical area of deficiency as noted in the FCAT 2.0 9th grade Reading data was Category 4 Information Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Reading Plus • Implement small group enrichment sessions with all students making learning gains.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 10th grade Reading data was Category 2 Reading Application	• Differentiated Instruction • Identify Author's Purpose • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Reading Plus • Implement small group enrichment sessions with all students making learning gains.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 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 2011-2012 FCAT 2.0 Reading Assessment indicate that 65%(36) of the lowest 25% of students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of the lowest 25% of students achieving learning gains to 70%(39).

2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(36)	70%(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 most critical area of deficiency as noted in the FCAT 2.0 9th grade Reading data was Category 4 Information Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading • Implementing small group pull-out tutorials with all Level 1 and 2 students.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
	The most critical area of deficiency as noted in the FCAT 2.0 10th grade Reading data was Category 2 Reading Application	• Differentiated Instruction • Author's Purpose • Relevant Details • Stated and Implied Main Idea	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments

| 2 | | • Graphic Organizers
• Identify Sequence of Events in texts
• Identify theme or main idea
• Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading
• Implementing small group pull-out tutorials with all Level 1 and 2 students. | | | Teacher observation

Summative FCAT 2.0 Assessment |

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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 reading. Reading Goal #5B:	The goal for the 2012-2013 school year is to increase to student subgroups to a satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73%(22) Black: 56%(25) Hispanic: 59%(94) Asian: NA American Indian: NA	White: 76%(23) Black: 62%(28) Hispanic: 67%(107) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 73% Black: 56% Hispanic: 59% Asian: N/A American Indian: N/A The use of grade appropriate texts which include author's purpose, information, story telling and mood.	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading • Implementing small group pull-out tutorials with all Level 1 and 2 students.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal for the 2012-2013 school year is to increase ELL to a satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(5)	51%(6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student confidence level while listening/speaking the non-native language.	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading • Implementing small group pull-out tutorials with all Level 1 and 2 students. • ESOL Strategies	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading 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	The use of grade appropriate texts which include author's purpose, information, story telling and mood.	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Utilize the Jamestown Navigator and Reading Plus, research based	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation

		programs for students having difficulty comprehending Reading • Implementing small group pull-out tutorials with all Level 1 and 2 students.				Summative FCAT 2.0 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The goal for the 2012-2013 school year is to increase ED to a satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(89)	59%(95)

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 use of grade appropriate texts which include author's purpose, information, story telling and mood.	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading • Implementing small group pull-out tutorials with all Level 1 and 2 students.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 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
Effective Use of Data to Differentiated Instruction	9th, 10th, 11th grade/All subjects	Curriculum Support	All Instructional Staff	Early Release December 13, 2012	Classroom Visits and Lesson Plans Review	Principal and Assistant Principal
Effective Implementation of the Instructional Focus Calendar	9th, 10th, 11th grade/All subjects	Curriculum Support	All Instructional Staff	Early Release February 14, 2013	Classroom Visits and Lesson Plans Review	Principal and Assistant Principal

Reading 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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA Assessment indicate that 67%(8) of the students scored proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

67%(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	Student confidence level while listening/speaking the non-native language	• Making the learning environment safe and un-intimidated • Use of real objects to decipher words • CRISS strategies • ESOL strategies • Assist teachers in planning, modeling strategies, and reviewing best practices.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT

			2.0 Assessment

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Assessment indicate that 50%(6) of the students scored proficient in Reading.

2012 Current Percent of Students Proficient in reading:

50%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A critical area of deficiency is Reading Application.	• Differentiated Instruction • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Use of real objects to decipher words • CRISS strategies • ESOL strategies	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Assessment indicate that 17%(2) of the students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:

17%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the CELLA writing data is persuasive writing.	• Differentiated Instruction • Relevant Details • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Use of real objects to decipher words • CRISS strategies • ESOL strategies • Dictionary in main language	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

| | | • Front load vocabulary | | | |

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:

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the Algebra I EOC Assessment data was Category 2 Polynomials.	• Identification of functions • Interpretation of equations and slopes • Graphing equations, absolute values, and linear inequalities • Family of functions	Literacy Leadership Team	Review o on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Algebra I EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra I EOC Assessment indicate that 7%(1) of the students achieved Levels 4 and 5 in Algebra I. The goal for the 2012-2013 school year is to increase the level of students achieving levels 4 and 5 in Algebra I to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(1)	8%(1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the Algebra I EOC Assessment data was Category 2 Polynomials.	• Identification of functions • Interpretation of equations and slopes • Graphing equations, absolute values, and linear inequalities • Family of functions • Assist teachers in planning, modeling strategies, and reviewing best practices.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Algebra I EOC Assessment

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

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

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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The goal for the 2012-2013 school year is to increase student subgroups to a satisfactory progress in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: NA Hispanic: 92.9%(9) Asian: NA American Indian: NA	White: NA Black: NA Hispanic: 93.9%(9) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Algebra I EOC Assessment

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The goal for the 2012-2013 school year is to increase ELL students to a satisfactory progress in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Algebra I EOC Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Algebra I EOC Assessment

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

3E. Economically Disadvantaged students not making

satisfactory progress in Algebra.

Algebra Goal #3E:

The goal for the 2012-2013 school year is to increase Economically Disadvantaged students to a satisfactory progress in Algebra I.

2012 Current Level of Performance:	2013 Expected Level of Performance:
91.9%(9)	92.9%(9)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments

Teacher assessments

Teacher observation

Summative Algebra I EOC Assessment |

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the Geometry EOC Assessment data was Category 3 Trigonometry and Discrete Mathematics.	• Create Models of Geometric solids
• Draw Cross Sections of the Solids
• Transform 2-D Shapes into 3-D models
• Incorporate real world problem solving
• Develop a Mathematics notebook/journal to document concepts
• Assist teachers in | Literacy Leadership Team | Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed | Formative baseline and interim assessments

Teacher assessments

Teacher observation

Summative Geometry EOC |

		planning, modeling strategies, and reviewing best practices.			Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2011-2012 Geometry EOC Assessment indicate that 35%(57) of the students achieved Levels 4 and 5 in Geometry. The goal for the 2012-2013 school year is to increase the level of students achieving levels 4 and 5 in Geometry 36%(59).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(57)	36%(59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the Geometry EOC Assessment data was Category 3 Trigonometry and Discrete Mathematics.	• Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Geometry EOC Assessment

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

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

Baseline data 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:

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

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

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

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

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

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

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

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

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

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

Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Based Instruction	9th, 10th, 11th grade/Mathematics Instructors	Curriculum Support	Math and Science Instructors/ All grade levels	February 1, 2013	Classroom Visits and Lesson Plans Review	Principal and Assistant Principal
Graphing Calculators	9th, 10th, 11th grade/Mathematics Instructors	Curriculum Support	Math and Science Instructors/ All grade levels	November 6, 2012	Classroom Visits and Lesson Plans Review	Principal and Assistant Principal

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

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:	The results of the 2011-2012 Biology EOC Assessment indicate that 38%(61) of the students achieved Level 3 in Biology. The goal for the 2012-2013 school year is to increase the level of students achieving level 3 in Biology to 39%(64).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(61)	39%(64)

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 most critical area of deficiency as noted in the Biology EOC Assessment data was Category 1 Molecular and Cellular Biology.	• Construction of 3-D molecular models • Construction of online molecular program to build and see 3-D models • Diagram and labeling of cell models from various living organisms. • Assist teachers in planning, modeling strategies, and reviewing best practices.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Biology I EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2011-2012 Biology EOC Assessment indicate that 38%(61) of the students achieved Levels 4 and 5 in Biology. The goal for the 2012-2013 school year is to increase the level of students achieving levels 4 and 5 in Biology to 38%(62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(61)	38%(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 most critical area of deficiency as noted in the Biology EOC Assessment data was Category 1 Molecular and Cellular Biology.	• Construction of 3-D molecular models • Construction of online molecular program to build and see 3-D models • Diagram and labeling of cell models from various living organisms.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Biology I 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
Effective Use of Data to Differentiated Instruction	9th, 10th, 11th grade/All subjects	Curriculum Support	All Instructional Staff	Early Release December 13, 2012	Classroom Visits and Lesson Plans Review	Principal and Assistant Principal
Effective Implementation of the Instructional Focus Calendar	9th, 10th, 11th grade/All subjects	Curriculum Support	All Instructional Staff	Early Release February 14, 2013	Classroom Visits and Lesson Plans Review	Principal and Assistant 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
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 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.	The results of the 2011-2012 FCAT Writing Assessment indicate that 84%(63)) of the students achieved Level 4 or higher in writing. The goal

	Writing Goal #1a:		for the 2012-2013 school year is to increase the level of students achieving level 4 or higher in Writing to 86% (64).
	2012 Current Level of Performance:		2013 Expected Level of Performance:
	84%(63)		86%(64)

	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 most critical area of deficiency as noted in the FCAT writing data persuasive writing.	• Differentiated Instruction • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Assist teachers in planning, modeling strategies, and reviewing best practices. • Utilization of rubrics • Utilization of anchor papers	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Florida baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 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
Writing Across the Curriculum using rubrics and anchors.	9th, 10th, 11th grade/All Subjects	Curriculum Support	All Instructional Staff	Early Release October 25, 2012	Classroom Visits and Lesson Plans Review	Principal and Assistant Principal

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

U.S. History Budget:

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

			Subtotal: $0.00

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Based on the 2011-2012 the Average Daily Attendance Rate was 95.39%(234). The goal for the 2012-2013 Average Daily Attendance Rate is 95.89%(235).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.39%234)	95.89%(235
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
84	80
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
83	79

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 most critical area of deficiency as it pertains to attendance and tardies is the lack of bus transportation to the site.	• Attendance incentives to students. • Tardies incentives to students. • Increase parental communication to ensure that parents are aware of the impact of attendance and student performance	Leadership Team	Daily review of the attendance bulletin and tardy logs by Assistant Principal.	COGNOS 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
Attendance	9th, 10th, 11th Grades/All subjects	Assistant Principal	Students and Faculty	Grade Level Assemblies August 21, 2012	Review of Daily Attendance Rates	Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Based on the 2011-2012 the suspension rate was 4. The goal for the 2012-2013 suspension rate is 4.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

4	4	
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School	
4	4	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as it pertains to suspension unfamiliarity with the Student Code of Conduct.	• Conduct incentives to students. • Increase parental communication to ensure that parents are aware of the impact of good behavior and student performance • Ongoing review of the student code of conduct in order to prevent indoor and outdoor suspensions.	Leadership Team	Monthly reviews of the SCAMS report and enforce Student Contracts.	SCAMS Report Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9th, 10th, 11th Grades/All Subjects	Assistant Principal	Students and Faculty	Grade Level Assemblies August 21, 2012	Review Suspension Rates	Assistant 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.*	Based on the 2011-2012 the dropout rate was 0. The goal for the 2012-2013 suspension rate is 0.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	70.49%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Different opinions among all stakeholders	1.1. Review academy programs with the school community	1.1. Assistant Principal	1.1. Recruitment calendars/logs and the number of application received during the recruitment period.	1.1. The number of applications will determine how well our message has been articulated.
2	Based on the 2011-2012 the dropout rate was 0.	Continue to monitor student achievement, attendance and conduct	Leadership Team	• Monthly reviews of the SCAMS report and enforce Student Contracts. • Daily review of the attendance bulletin and tardy logs by Assistant Principal. • Student Data	• SCAMS Report Data • COGNOS Report • Standardized Testing

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9th, 10th, 11th Grades/All Subjects	Assistant Principal	Students and Faculty	Grade Level Assemblies August 21, 2012	Review Suspension Rates	Assistant Principal

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. | Currently we have 70% of parent involvement adn our goal for the 2011-2012 school year is to increase to 75% |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 70% | 75% |

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

			Monitoring	Strategy	
1	1.2. Parents that are working in the evening or weekends.	1.2. Devise communication strategies to inform parents of upcoming events and meetings. Easy to communicate tools such as email, newsletters, calendars, informational flyers and Connect Ed. Invite current and prospective parents to visit our Magnet Fair event to be held at school and become familiar with current and updated facilities available to their children during the weekends.	1.2. Administration Team and Faculty. Lead Teacher	1.2. Facilitate sign-in sheets during scheduled events and maintain a log of particapating parents.	1.2. Evaluation forms from activities and meetings. Sign in sheets and 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
No Data Submitted						

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	During the 2011-2012, 100% of the students were enrolled in STEM courses. The goal for the 2012-2013 is to increase the number of students enrolling in STEM honors and AP courses.

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 most critical area of deficiency as it pertains to STEM is the lack of time and proper communication between outside mentors and our students	Add STEM related Academy courses Continue the yearlong research based project and peer collaboration with Florida International University	Assistant Principal	Quarterly review of master schedule student enrollment Quarterly review of student/mentor communication logs	Show an increase of STEM courses in the Master Schedule. Student research projects during Annual STEM fair
2	Recruitment of students that have completed admission pre-requisites	Collaborate with feeder middle school administration and teachers to familiarize them with admission requirements and curriculum in order to recruit students. Meet with administrators and STEM teachers each quarter to correlate curriculum. Invite feeder middle school students with their teachers to use our facilities and partner with our students	Assistant Principal	Monitor grant awards	Show an increase of STEM courses in the Master Schedule.

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
MIddle School to High School CTE student transition	6-12 grades CTE related faculty / All CTE subjects	Assistant Principal	Feeder pattern Middle and CTE teachers	September 5, 2012 November 12, 2012 Sebruary 14, 2013	Review agenda and sign in sheets	Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

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 most critical area of deficiency as it pertains to Career and Technical Education is the lack of CTE instructor certification	Recruit and retain qualified instructors	Assistant Principal	Weekly monitoring of the implementation of lessons in CTE classrooms.	Show an increase of CTE courses in the Master Schedule.
2	Recruitment of students that have completed admission pre-requisites	Collaborate with feeder middle school administration and teachers to familiarize them with admission requirements and curriculum in order to recruit students. Meet with administrators and STEM teachers each quarter to correlate	Assistant Principal	Monitor the implementation of lessons in the CTE classrooms	Show an increase of STEM courses in the Master Schedule

curriculum.			
Invite feeder middle school students with their teachers to use our facilities and partner with our students			

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
Middle School to High School STEM instruction student transition	6-12 grades STEM related faculty/Science and Mathematics teachers	Assistant Principal	Feeder pattern Middle School and STEM teachers	September 5, 2012 November 12, 2012 February 14, 2012 April 14, 2012	Review of Sign – In Sheets and Agenda	Assistant 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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

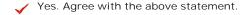Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/15/2012)

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
Learning Gains Incentives for Language Arts	$330.00
Learning Gains Incentives for Science	$330.00
FCAT tutoring Incentives	$600.00
Learning Gains Incentives for Mathematics	$330.00

Learning Gains Incentives for Social Sciences	$330.00
Learning Gains Incentives for Electives	$330.00

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

The Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). The EESAC will review and approve the School Improvement Plan (SIP). The council will develop incentive plans to promote learning gains. They will monitor student achievement in every academic category including Mathematics, Reading, Writing, and Science.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found