

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ALONZO AND TRACY MOURNING SENIOR HIGH BISCAYNE BAY CAMPUS

District Name: Dade

Principal: Ms. Sally Alayon

SAC Chair: Mr. Sergio Martin

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/10/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sally J. Alayon	BA- Mass Communications, University of South Florida  MS- Educational Leadership, Barry University, 1994  Certifications/ Endorsements: Journalism, MG English, School Principal	3	16	'12 '11 '10 '09 '08 School Grades: X C B A A AYP: N N N N N High Standards: Reading: 59 54 54 72 71 High Standards: Math: 60 80 81 72 70 Learning Gains Reading: 67 50 57 66 68 Learning Gains Math: 50 79 78 72 70
		BS- Specific Learning Disabilities, Florida International University, 1998			

Assis Principal	Mayra Raya-Hernandez	MS- Special Education, Florida International Universities, 2003  Ed.S.- Educational Leadership, NOVA Southeastern University, 2006  Certifications/ Endorsements: Specific Learning Disabilities, Educational Leadership BS- Music Engineering, University of Miami  MS- Educational Leadership, NOVA  Certifications/ Endorsements: Elementary Education, Educational Leadership	3	3	'12 '11 '10 '09 '08 School Grades: X C B A B AYP: N N N N N High Standards: Reading: 59 54 54 48 46 High Standards: Math: 60 80 81 79 74 Learning Gains Reading: 65 50 57 57 60 Learning Gains Math: 50 79 78 78 80 Gains-R- 25: 62 46 47 56 57 Gains- M- 25: 40 69 61 70 73
Assis Principal	Stephanie Tudor	BBA- Politics and Public Affairs, University of Miami 1988  MS- Mental Handicaps, NOVA Southeastern University, 1994  Ed.S.- Educational Leadership, NOVA Southeastern University, 2004 Certifications/ Endorsements: Mental Handicaps K-12, Social Studies 6-12, Educational Leadership, Gifted	3	2	'12 '11 '10 '09 '08 School Grades: X C B B B AYP: N N N N N High Standards: Reading: 59 54 54 46 44 High Standards: Math: 60 80 81 74 72 Learning Gains Reading: 67 50 57 37 56 Learning Gains Math: 50 79 78 77 78 Gains-R- 25: 64 46 47 58 55 Gains- M- 25: 40 69 61 73 75
Assis Principal	David Hart	BS- Music Engineering, University of Miami  MS- Educational Leadership, NOVA  Certifications/ Endorsements: Elementary Education, Educational Leadership	3	13	'12 '11 '10 '09 '08 School Grades: X C B B B AYP: N N N N N High Standards: Reading: 59 54 54 61 58 High Standards: Math: 60 80 81 81 68 Learning Gains Reading: 67 50 57 62 63 Learning Gains Math: 50 79 78 74 73 Gains-R- 25: 64 46 47 71 67 Gains- M- 25: 40 69 61 82 78

## 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	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and
--------------	------	-----------------------------	-----------------------	--------------------------------	---

			School	Coach	AMO progress along with the associated school year)
Reading	Sophia Landau	BA- English, University of Stirling, Scotland, 1979 MS- Reading, Barry University, 2008 Certifications/ Endorsements: English	3	3	'12 '11 '10 '09 '08 School Grades: X C B F D AYP: N N N N N High Standards: Reading: 59 54 54 13 15 High Standards: Math: 60 80 81 50 43 Learning Gains Reading: 67 50 57 36 38 Learning Gains Math: 50 79 78 70 71 Gains-R- 25: 64 46 47 50 56 Gains- M- 25: 40 69 61 74 84

### 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	Collaboration between Professional Development and Human Resources	Principal	On- going	
2	Attendance at educational and general career fairs locally, in state and nationally	Principal and Assistant Principal	On- going	
3	Principal meets regularly with newly hired teachers	Principal	On- going	
4	Veteran teachers mentor new teachers	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
3.75% (3)	Monitor and encourage professional development offered by the district.

### 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
80	5.0%(4)	18.8%(15)	52.5%(42)	23.8%(19)	51.3%(41)	62.5%(50)	10.0%(8)	3.8%(3)	13.8%(11)

### 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			

## 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)

Identify the school-based MTSS leadership team.

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

1. MTSS/RtI Team 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 who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

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

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

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

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings once a month.

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

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

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

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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.

#### 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
- 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
- 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 MTSS/RtI Team problem solving, data analysis process;
2. Providing support for school staff to understand basic MTSS/RtI Team principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI Team organized through feeder patterns.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI Team problem solving, data analysis process;
2. Providing support for school staff to understand basic MTSS/RtI Team principles and procedures; and

3. Providing a network of ongoing support for MTSS/RtI Team organized through feeder patterns.

Describe the plan to support MTSS.

1. Once a month meet with MTSS/RtI Team team and assess progress.
2. Identify strengths and weaknesses.
3. Develop a plan to address areas of need.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is also known as the Curriculum Council.

The Literacy Leadership Team is comprised of the following school personnel from:

Sally J. Alayon, The Principal  
Mayra Raya- Hernandez, Assistant Principal for Curriculum  
Stephanie Tudor, Assistant Principal for Curriculum  
John Roe, Mathematics Department  
Sergio Martin, Language Arts Department  
Dr. Mark Gottfried, Science Department  
Joseph Perez, Physical Education Department  
Margarita Prieto, Fine Arts Department  
Molly Diallo, Social Studies Department  
Lawrence Cooper, Student Services Department  
Barry Jones, Special Education Department  
Beverly Cameron, Career and Technical Education Department  
Zaida Hernandez,, Test Chairperson  
Sophia Landau, Reading Coach

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

The Literacy Leadership Team is comprised of the following school personnel from:

Sally J. Alayon, The Principal  
Mayra Raya- Hernandez, Assistant Principal for Curriculum  
Stephanie Tudor, Assistant Principal for Curriculum  
John Roe, Mathematics Department  
Sergio Martin, Language Arts Department  
Dr. Mark Gottfried, Science Department  
Joseph Perez, Physical Education Department  
Margarita Prieto, Fine Arts Department  
Molly Diallo, Social Studies Department  
Lawrence Cooper, Student Services Department  
Barry Jones, Special Education Department  
Beverly Cameron, Career and Technical Education Department  
Zaida Hernandez,, Test Chairperson  
Sophia Landau, Reading Coach

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

The following are major initiatives of the LLT this year:  
Increasing student achievement and performance in nation, state and district exams.  
Increasing student participation in Academies.  
Increasing student participation and passing rates on Advance Placement Exams.  
Infusing reading strategies in all the disciplines.

### \*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.

Provide teachers with opportunities to analyze and utilize student data to modify their instruction and meet the educational needs of their students.  
School wide data chats among students, teachers, school support personnel and administrators.  
School wide FCAT countdown activities.  
Implement the Florida Continuous Improvement Model to monitor student achievement and the instructional program.  
Increase the number of teachers with reading endorsements.  
Social Studies and Science teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.  
Reading Professional Development activities during faculty meetings presented by the Reading Coach.

### \*High Schools Only

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

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

Applied and integrated courses are found in the Academy of Hospitality and Tourism (AOHT), Academy of Information Technology (IT), Scholars Academy, Academy of Legal Studies, Leadership Development, Language Arts, Mathematics, Science, Physical Education, Social Studies, SPED and an on-going partnership with George T. Baker Aviation and Dade Partners.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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

### Postsecondary Transition

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

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

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

Tools for Success: Preparing Students for Senior High School and Beyond curriculum will be infused in all ninth grade World History courses as a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success.

PSAT will be administered to all tenth graders and to those ninth grade students demonstrating mastery in their courses and



on informal and formal assessments. Small group counseling will be established to assist students in proper course selection. Provide information guidelines for steps to college. Host college visitations. Encourage students to use web based sources, i.e. connectedu.

## 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:	Our goal for the 2012- 2013 school year is to increase from 24 % of students achieving at or above proficiency to 31% achieving at or above grade level by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (222)	31% (282)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1.  The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 2 Reading Application.  The students need assistance in determining the main idea, analyzing the author's purpose, compare and contrast and cause and effect.	1A.1.  Instruct students to use graphic organizers, summarize main points and text marking to build their knowledge and application of main idea through the use of school wide use of FCAT 2.0 task cards for instruction across the curriculum.  Implement the use of Reading Plus in Language Arts classes.	1A.1.  MTSS/RtI Team	1A.1.  Ongoing administrative classroom observations focusing on area of need Data Chats with students  Data Chats with teachers and support instructional personnel Reading Plus Task Cards	1A.1.  Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Reading Plus Reports  Summative: FCAT 2.0 Results from 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:

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:	Our goal for the 2012- 2013 school year is to increase from 32 % of students achieving at or above proficiency to 35% achieving at or above grade level by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (292)	35% (319)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1.  The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4 Informational Text./ Research Process.  The students need assistance in analyzing and evaluation text features, information to determine validity and reliability of information	2A.1.  Students participate in advance level classes by implementing Reading Plus through Language Arts  Instruct students to use summarization strategies, note taking skills and encourage students to read from a variety of texts.  High achieving students in grade nine will have an enrichment opportunity to participate in the PSAT funded by EESAC.	2A.1.  MTSS/RtI Team	2A.1.  Ongoing administrative classroom observations focusing on area of need Data Chats with students  Data Chats with teachers and support instructional personnel Reading Plus Task Cards PSAT Score Report	2A.1.  Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Reading Plus Reports  Summative: FCAT 2.0 Results from 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase from 67% of students making learning gains to 72% by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (532)	72% (571)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3Aa.1.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 2 Reading Application.</p> <p>The students need assistance in determining the main idea, analyzing the author's purpose, compare and contrast and cause and effect</p>	<p>3A.1.</p> <p>Enroll all level 1 and 2 students in Intensive Reading classes and have students participate in six Saturday tutoring sessions with incentives funded by EESAC.</p> <p>Instruct students to use graphic organizers, summarize main points and text marking to build their knowledge and application of main idea through the use of school wide use of task Cards for instruction across the curriculum.</p> <p>Teachers implement lessons aligned with Instructional Focus Calendar.</p>	<p>3A.1.</p> <p>MTSS/RtI Team</p>	<p>3A.1.</p> <p>Ongoing administrative classroom observations focusing on area of need Data Chats with students  Data Chats with teachers and support instructional personnel Review FAIR data reports  Monitor the implementation of the Instructional Focus Calendars Reading Plus Task Cards</p>	<p>3A.1.</p> <p>Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports FAIR Reports Reading Plus Reports</p> <p>Summative: FCAT 2.0 Results from 2013 FCAT Reading Assessment</p>

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

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:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation to increase from 64% of students in the lowest 25% making learning gains to 69% making learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (134)	69% (144)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4 Informational Text/ Research Process.  The students need assistance in analyzing and evaluation text features, information to determine validity and reliability of information.	4a.1. Enroll all level 1 and 2 students in Intensive Reading classes and implement the new FAIR assessments to monitor student progress on Jamestown Reading Navigator.  Instruct students to use summarization strategies, note taking skills and encourage students to read from a variety of texts.  Teachers implement lessons aligned with Instructional Focus Calendar.	4a.1. MTSS/RtI Team	4a.1. Ongoing administrative classroom observations focusing on area of need Data Chats with students  Data Chats with teachers and support instructional personnel Review FAIR data reports  Monitor the implementation of the Instructional Focus Calendars Review Jamestown Navigator Reports Reading Plus Task Cards	4a.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports FAIR Reports Jamestown Reading Navigator Reports Reading Plus Reports  Summative: FCAT 2.0 Results from 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. .					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

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:	Our goal for the 2012- 2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the White subgroup by X percentage points, Black subgroup by X percentage points and Hispanic by X percentage points making learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian:  The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4 Informational Text/ Research Process.  The students need assistance in analyzing and evaluation text features, information to determine validity and reliability of information	5B.1.  Enroll all level 1 and 2 students in Intensive Reading classes and implement the new FAIR assessments to monitor student progress on Jamestown Reading Navigator.  Instruct students to use summarization strategies, note taking skills and encourage students to read from a variety of texts.  Teachers implement lessons aligned with Instructional Focus Calendar	5B.1.  MTSS/RtI Team	5B.1.  Ongoing administrative classroom observations focusing on area of need Data Chats with students  Data Chats with teachers and support instructional personnel Review FAIR data reports  Monitor the implementation of the Instructional Focus Calendars Review Jamestown Navigator Reports Reading Plus Task Cards	5B.1.  Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports FAIR Reports Jamestown Reading Navigator Reports Reading Plus Reports  Summative: FCAT 2.Results from 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation to increase from X% c students in the ELL program making satisfactory progress to X% by X percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (22)	33%(31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Our goal for the 2012-2013 school year is to provide appropriate	5C.1.  Enroll all level 1 and 2	5C.1.  MTSS/RtI Team	Ongoing administrative classroom observations focusing on area of need	5C.1.  Formative:

1	interventions, remediation to increase from 23% of students in the ELL program making satisfactory progress to 33 % by 10 percentage points	<p>students in Intensive Reading classes and implement the new FAIR assessments to monitor student progress on Jamestown Reading Navigator.</p> <p>Instruct students to use summarization strategies, note taking skills and encourage students to read from a variety of texts.</p> <p>Teachers implement lessons aligned with Instructional Focus Calendar.</p>	<p>Data Chats with students</p> <p>Data Chats with teachers and support instructional personnel</p> <p>Review FAIR data reports</p> <p>Monitor the implementation of the Instructional Focus Calendars</p> <p>Review Jamestown Navigator Reports</p> <p>Reading Plus</p> <p>Task Cards</p>	<p>Interims</p> <p>Benchmark Classroom Assessments</p> <p>Teacher Made Assessments</p> <p>Edusoft Reports</p> <p>FAIR Reports</p> <p>Jamestown Reading Navigator Reports</p> <p>Reading Plus Reports</p> <p>Summative: FCAT 2.0 Results from 2013 FCAT Reading Assessment</p>
---	---	---	--	---

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation to increase from 33% of students in the SWD program making satisfactory progress to 45 % by 12 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (24)	45% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4 Informational Text/ Research Process.</p> <p>The students need assistance in analyzing and evaluation text features, information to determine validity and reliability of information.</p>	<p>5D.1. Enroll all level 1 and 2 students in Intensive Reading classes and implement the new FAIR assessments to monitor student progress on Jamestown Reading Navigator.</p> <p>Instruct students to use summarization strategies, note taking skills and encourage students to read from a variety of texts.</p> <p>Teachers implement lessons aligned with Instructional Focus Calendar</p>	5D.1. MTSS/RtI Team	<p>5D.1. Ongoing administrative classroom observations focusing on area of need</p> <p>Data Chats with students</p> <p>Data Chats with teachers and support instructional personnel</p> <p>Review FAIR data reports</p> <p>Monitor the implementation of the Instructional Focus Calendars</p> <p>Review Jamestown Navigator Reports</p> <p>Reading Plus</p> <p>Task Cards</p>	<p>5D.1. Formative: Interims</p> <p>Benchmark Classroom Assessments</p> <p>Teacher Made Assessments</p> <p>Edusoft Reports</p> <p>FAIR Reports</p> <p>Jamestown Reading Navigator Reports</p> <p>Reading Plus Reports</p> <p>Summative: FCAT 2.0 Results from 2013 FCAT Reading Assessment</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Our goal for the 2012- 2013 school year is to provide appropriate interventions and remediation to increase X% of students in the Economically Disadvantaged subgroup making learning gains to X% making gains by X percentage points.
---	--

2012 Current Level of Performance:			2013 Expected Level of Performance:		
X% (X)			X% (X)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 3 Literary Analysis. .</p> <p>The students need assistance with analyzing and interpreting literary analysis, evaluating author's purpose and evaluating information</p>	<p>5E.1. Increase parental participation through teacher contact for all level 1 and 2 students in Intensive reading.</p> <p>Instruct students on use of graphic organizers, concept maps and use of key words.</p> <p>Teachers implement lessons aligned with Instructional Focus Calendar.</p> <p>Implement Reading Plus in Language Arts classes.</p>	5E.1. MTSS/RtI Team	<p>5E.1. Ongoing administrative classroom observations focusing on area of need Data Chats with students and parents Data Chats with teachers and support instructional personnel Review FAIR data reports</p> <p>Monitor the implementation of the Instructional Focus Calendars Reading Plus Task Cards</p>	<p>5E.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Reading Plus Reports</p> <p>Summative: FCAT 2.0Results from 2013 FCAT Reading Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitorin
Task Cards for Reading Application and Informational Text and Literary Analysis.	9/10	Reading Coach	9/10 school wide	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Administrative classroom visits	Principal, Assistant Principal, Reading Coac
Reading Plus for Reading Application and Informational Text	9/10	Reading Plus Representative	9/10 Language Arts Department	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Reading Plus Usage Reports	Principal, Assistant Principal, Reading Coac
Jamestown Reading Navigator	9/10	Reading Coach	9/10 Reading Department	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Jamestown Reading Usage Reports	Principal, Assistant Principal, Reading Coac

Reading Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with coverage for teacher and administrator data chats	Data Chats with Administration	Substitute account	\$3,000.00
Saturday Tutoring	Small group tutorial sessions	EESAC	\$665.00
			Subtotal: \$3,665.00
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
Provide teachers with the time to align the Instructional Focus Calendar with the Pacing Guides	Instructional Focus Calendar/ Pacing Guide Teacher Shared Best Practices	Substitute account	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,665.00

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.		Our goal for the 2012- 2013 school year is to provide appropriate interventions and remediation 47% of students scored proficient in the listening/ speaking portion of the CELLA .			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
47% (56)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The students need assistance in knowledge and development of oral language.	1.1. Instruct students on the use of context clues to determine the meanings of unfamiliar words.  Teachers implement lessons aligned with Instructional Focus Calendar.  Implement Teen Biz in	1.1. MTSS/RtI Team	1.1. Ongoing administrative classroom observations focusing on area of need  Monitor the implementation of the Instructional Focus Calendars TeenBiz Task Cards	1.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports TeenBiz Reports  Summative: 2013 CELLA

	Developmental classes.		Listening/ Speaking Results
--	------------------------	--	--------------------------------

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

2. Students scoring proficient in reading. CELLA Goal #2:	Our goal for the 2012- 2013 school year is to provide appropriate interventions and remediation 20% of students scored proficient in the reading portion of the CELLA .
--	---

2012 Current Percent of Students Proficient in reading:

20% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The students need assistance with analyzing and interpreting literary analysis, evaluating author's purpose and evaluating information  Read in English at grade level text in a manner similar to non- ELL students.	2.1. Increase parental participation through teacher contact for all students in the ELL Developmental Courses.  Instruct students on use of graphic organizers, concept maps and use of key words.  Teachers implement lessons aligned with Instructional Focus Calendar.  Implement Teen Biz in Developmental classes.	2.1. MTSS/RtI Team	2.1. Ongoing administrative classroom observations focusing on area of need Data Chats with students and parents Data Chats with teachers and support instructional personnel Review FAIR data reports Monitor the implementation of the Instructional Focus Calendars TeenBiz Task Cards	2.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports TeenBiz Reports  Summative: 2013 CELLA Reading Results

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

3. Students scoring proficient in writing. CELLA Goal #3:	Our goal for the 2012- 2013 school year is to provide appropriate interventions and remediation 27% of students scored proficient in the writing portion of the CELLA .
--	---

2012 Current Percent of Students Proficient in writing:

27% (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
	2.1. The areas of deficiency as stated in the 2012 administration of the	2.1. Teachers will use graphic organizers, Anchor Papers from the	2.1. MTSS/RtI Team	2.1. Ongoing administrative classroom observations focusing on area of	2.1. Formative: Interims Benchmark

1	CELLA Writing were conventions and support.	state, outlines, and charts for writing activities and implement Writing Across the Curriculum.  Teachers implement lessons aligned with Instructional Focus Calendar.  Implement Teen Biz in Developmental classes.		need Data Chats with students Data Chats with teachers and support instructional personnel Monitor the implementation of the Instructional Focus Calendars Implement Writing Across the Curriculum Utilize FCAT Writing Rubric when grading writing assignments	Classroom Assessments Teacher Made Assessments TeenBiz Reports  Summative: 2013 CELLA Writing Results
---	---	--	--	--	---

CELLA Budget:

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

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	
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:	Our goal for the 2012- 2013 school year is to increase by 6 percentage points from 36% of students achieving at or above proficiency to 42% on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (135)	42% (159)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Math. .  The anticipated barrier is lack of a variety of problem solving strategies.	1.1. Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GIZMOS, virtual manipulatives.	1.1. MTSS/RtI Team Principal Assistant Principal Math Department Chair	1.1. Ongoing administrative classroom observations focusing on area of need Data Chats with students  Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder	1.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of the 2013 Algebra 1 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal for the 2012- 2013 school year is to increase by 3 percentage points from 17% of students achieving at or above proficiency to 20% on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

17% (64)

20% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1</p> <p>The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Math.</p> <p>The anticipated barrier is lack of a variety of problem solving strategies.</p>	<p>2.1</p> <p>Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GIZMOS, virtual manipulatives</p> <p>High achieving students in grade nine will have an enrichment opportunity to participate in the PSAT funded by EESAC.</p>	<p>2.1</p> <p>MTSS/RtI Team Principal Assistant Principal Math Department Chair</p>	<p>2.1</p> <p>MTSS/RtI Team Principal Assistant Principal Math Department Chair</p>	<p>2.1</p> <p>Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports</p> <p>Summative: Results of the 2013 Algebra 1 EOC</p>

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

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

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3B:</p>	<p>Black: Our goal for the 2012- 2013 school year is to increase by X percentage points from X% of students achieving at or above proficiency to X% on the Algebra 1 EOC exam.</p> <p>Hispanic: Our goal for the 2012- 2013 school year is to increase by X percentage points from X% of students achieving at or above proficiency to X% on the Algebra 1 EOC exam.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>3B.1. White: Black: Hispanic:</p>	<p>3B.1.</p>	<p>MTSS/RtI Team Principal Assistant Principal Math Department</p>	<p>3B.1.</p>	<p>3B.1.</p>

1	Asian: American Indian:  The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Functions, Linear Equations and Inequalities.	Develop and Instructional Focus Calendar to include bell ringers according to area of need. Provide students with six days of small group tutorials on Saturdays.	Chair	Ongoing administrative classroom observations Data Chats with students  Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder	Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of the 2013 Algebra 1 EOC
---	---	---	-------	---	---

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal # 3C:	Our goal for the 2012- 2013 school year is to increase by 20 percentage points from 38% of ELL students achieving at or above proficiency to 58% on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (21)	58% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1.  The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Math. .  The anticipated barrier is lack of a variety of problem solving strategies.	3C.1.  Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GZMOS, virtual manipulatives	3C.1  MTSS/RtI Team Principal Assistant Principal Math Department Chair	3C.1.  Ongoing administrative classroom observations focusing on area of need Data Chats with students  Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder	3C.1.  Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of the 2013 Algebra 1 EOC

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal for the 2012- 2013 school year is to increase by 6 percentage points from 56% of students achieving at or above proficiency to 62% on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(133)	62% (147)

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	3E.1. The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Functions, Linear Equations and Inequalities.  The anticipated barrier is lack of a variety of problem solving strategies.	3E.1. Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GIZMOS, virtual manipulatives  Provide students with six days of small group tutorials on Saturdays.	3E.1. MTSS/RtI Team Principal Assistant Principal Math Department Chair	3E.1. MTSS/RtI Team Principal Assistant Principal Math Department Chair	3E.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of the 2013 Algebra 1 EOC

*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:	Our goal for the 2012- 2013 school year based on the Geometry EOC is to increase by 3 percentage points from 28 % of students achieving at or above proficiency to 31% on the Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(111)	31%(123)
Problem-Solving Process to Increase Student Achievement	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1.</p> <p>The area of deficiency as noted on the 2012 Geometry EOC administration was trigonometry and discrete math.</p> <p>The anticipated barrier is the lack of algebra skills to problem solve.</p>	<p>1.1.</p> <p>Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GIZMOS, virtual manipulatives</p> <p>High achieving students in grade nine will have an enrichment opportunity to participate in the PSAT funded by EESAC.</p>	<p>1.1.</p> <p>MTSS/RtI Team Principal Assistant Principal</p> <p>Math Department Chair</p>	<p>1.1.</p> <p>Ongoing administrative classroom observations focusing on area of need Data Chats with students Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder PSAT Score Report</p>	<p>1.1.</p> <p>Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports</p> <p>Summative: Results of the 2013 Geometry EOC</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	Our goal for the 2012- 2013 school year based on the Geometry EOC is to increase by 1 percentage points from 29 % of students achieving at or above proficiency to 30% on the Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(112)	30%(117)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1.</p> <p>The area of deficiency as noted on the 2012 Geometry EOC administration was trigonometry and discrete math.</p> <p>The anticipated barrier is the lack of algebra skills to problem solve.</p>	<p>2.1.</p> <p>Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GIZMOS, virtual manipulatives</p> <p>High achieving students in grade nine will have an enrichment opportunity to participate in the PSAT funded by EESAC.</p>	<p>2.1.</p> <p>MTSS/RtI Team Principal Assistant Principal</p> <p>Math Department Chair</p>	<p>2.1.</p> <p>Ongoing administrative classroom observations focusing on area of need Data Chats with students Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder PSAT Score Report</p>	<p>2.1.</p> <p>Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports</p> <p>Summative: Results of the 2013 Geometry EOC</p>

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

3A. Ambitious but Achievable	Geometry Goal # _____
------------------------------	-----------------------

Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	69	72	76	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	Our goal for the 2012- 2013 school year is to increase by X percentage points from X% of ELL students achieving at or above proficiency to X% on the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
x	X

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	3C.1. The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Math. .  The anticipated barrier is lack	3C.1. Implement District Pacing Guides according to subject area Through development of an Instructional Focus Calendar and utilize Bell Ringers and GIZMOS, virtual manipulatives	3C.1 MTSS/RtI Team Principal Assistant Principal  Math Department Chair	3C.1. Ongoing administrative classroom observations focusing on area of need Data Chats with students Monitor the implementation of the Instructional Focus Calendars	3C.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative:

of a variety of problem solving strategies.		Student Notebooks/ Student Work Folder	Results of the 2013 Algebra 1 EOC
---	--	---	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

*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
Promethean Board	9/10	Math Department Chair	9th/ 10th grade Math Teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Administrative classroom visits	Principal, Assistant Principal, Math Department Chair
GIZMOS	9/10	GIZMOS Representative Math Department Chair	9th/10th Math Teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	GIZMOS Usage Reports	Principal, Assistant Principal, Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Our goal for the 2012-2013 school year based on the Biology EOC is to increase by 3 percentage points from 31% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(112)	34%(123)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.  The Reporting Category of deficiency as noted on the 2012	1.1. All Biology classes will use content reading passages weekly all year long using the Promethean Board	1.1. MTSS/RtI Team Principal Assistant Principal Science	1.1. Ongoing administrative classroom observations focusing on area of need Monitor the	1.1. Formative: Interims Benchmark Classroom Assessments

1	Biology EOC was Classification, Heredity and Evolution The anticipated barrier is lack of science vocabulary to analysis passages.	during instruction. We will offer Saturday tutoring emphasizing in the spring as well as a Biology Blitz to review before the exam. We will have competitions between individuals and classes based on the baseline, interim and winter district biology assessments. Teachers implement lessons aligned with Instructional Focus Calendar.	Department Chair	implementation of the Instructional Focus Calendars	Teacher Made Assessments Edusoft Reports  Summative: Results of 2013 Biology EOC
---	---	---	------------------	---	---

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	Our goal for the 2012-2013 school year based on the Biology EOC is to increase by 1 percentage points from 25% to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (90)	26% (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	2.1. The Reporting Category of deficiency as noted on the 2012 Biology EOC was Classification, Heredity and Evolution Overall low reading levels, specifically as regards to content reading, are a barrier to success.	2.1. All Biology classes will use content reading passages weekly all year long using the Promethean Board during instruction. We will offer Saturday tutoring in the spring as well as a Biology Blitz to review before the exam. We will have competitions between individuals and classes based on the baseline, interim and winter district biology assessments. Teachers implement lessons aligned with Instructional Focus Calendar.	2.1. MTSS/RtI Team Principal Assistant Principal Science Department Chair	2.1. Ongoing administrative classroom observations focusing on area of need Monitor the implementation of the Instructional Focus Calendars	2.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of 2013 Biology EOC

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
GIZMOS	9-11	GIZMOS Representative Science Department Chair	9th- 11h grade Science Teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	GIZMOS Usage Reports	Principal, Assistant Principal for Curriculum, Science Chair
Reading FCAT 2.0 Task Cards for Informational Text	9-11	Reading Coach	9/10 school wide	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Administrative classroom visits	Principal, Assistant Principal, Reading Coach
Promethean Board	9-11	Science Department Chair	9th- 11th grade Science Teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Administrative classroom visits	Principal, Assistant Principal for Curriculum, Science Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with remediation	Saturday Tutoring	EESAC	\$665.00
Provide teachers with coverage for teacher and administrator data chats	Data Chats with Administration	Substitute account	\$3,000.00
			Subtotal: \$3,665.00
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
Provide teachers with release time to align the Instructional Focus Calendar with the Pacing Guides as needed.	Instructional Focus Calendar/ Pacing Guide	Substitute account	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,665.00

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 2012 FCAT Writing Test indicate that 90% of our students scored at a level 3.0 or higher.

Writing Goal #1a:	Our goal for the 2012-2013 school year is to increase by 1 percentage point of students scoring level 3 or higher at 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (407)	91% (411)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The areas of deficiency as stated in the 2012 administration of the Writing FCAT were conventions and support.	1A.1. Teachers will use graphic organizers, Anchor Papers from the state, outlines, and charts for writing activities and implement Writing Across the Curriculum.  Teachers implement lessons aligned with Instructional Focus Calendar.	1A.1. MTSS/RtI Team	1A.1. Ongoing administrative classroom observations focusing on area of need Data Chats with students Data Chats with teachers and support instructional personnel Monitor the implementation of the Instructional Focus Calendars Implement Writing Across the Curriculum Utilize FCAT Writing Rubric when grading writing assignments	1A.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments  Summative: Results of the 2013 Florida FCAT 2.0 Writing

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				



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
FCAT Writing Rubric	9/10 all teachers	Language Arts Department Chats	9/10 all teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Administrative classroom visits, District/ Classroom Assessments	Principal, Assistant Principal, Language Arts Chair
Writing Across the Curriculum	9/10 all teachers	Language Arts Department Chair	9/10 all teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	District/ Classroom Assessments	Principal, Assistant Principal, Language Arts Chair

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-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:	Our goal for the 2012-2013 school year based on the U.S. History Baseline is to increase by X percentage points from X % to X%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
X% (X)	X% (X)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.  The Reporting Category of deficiency as noted on the 2012 U.S. History Baseline is US and Defense of International Peace. Overall low reading levels, specifically as regards to content reading, are a barrier to success.	1.1. All U.S. History classes will use content reading passages weekly all year long using the Promethean Board during instruction. We will offer Saturday tutoring in the spring as well as a U.S. History Blitz to review before the exam. We will have competitions between individuals and classes based on the baseline, interim and winter district biology assessments. Teachers implement lessons aligned with Instructional Focus Calendar.	1.1. MTSS/RtI Team Principal Assistant Principal  Social Studies Department Chair	1.1. Ongoing administrative classroom observations focusing on area of need Monitor the implementation of the Instructional Focus Calendars	1.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of 2013 U.S. History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	Our goal for the 2012-2013 school year based on the U.S. History Baseline is to increase by 11 percentage points from 0 % to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (2)	11% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.  The Reporting Category of deficiency as noted on the 2012 U.S. History Baseline is US and Defense of International Peace. Overall low reading levels, specifically as regards to content reading, are a barrier to success.	2.1. All U.S. History classes will use content reading passages weekly all year long using the Promethean Board during instruction. We will offer Saturday tutoring in the spring as well as a U.S. History Blitz to review before the exam. We will have competitions between individuals and classes based on the baseline, interim and winter district biology assessments. Teachers implement lessons aligned with Instructional Focus Calendar.	2.1. MTSS/RtI Team Principal Assistant Principal  Social Studies Department Chair	2.1. Ongoing administrative classroom observations focusing on area of need Monitor the implementation of the Instructional Focus Calendars	2.1. Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports  Summative: Results of 2013 U.S. History EOC

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:

<p>1. Attendance</p> <p>Attendance Goal #1:</p>	<p>Our attendance for the 2011-2012 school year was 92398%. . We had 860 of our students with excessive absences and 820 with excessive tardiness.</p> <p>Our goal for the 2012-2013 school year is to increase the attendance rate at 1%.</p>
---	--

	Our goal for the 2012-2012 school year is to decrease tardies from 820 to 779.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.98%(1609)	93.98%(1626)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
860	817
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
820	779

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1.</p> <p>Based on the data our attendance decreased 1.33 percentage points from the 2010-2011 to the 2011-2012 school year.. Student illnesses and excessive absences affected our attendance percentage.</p> <p>Based on the data our tardies increased from 711 students tardy in the 2010-2011 school year to 820 in the 2011-2011 school year. An increase in student enrollment has contributed to an increase in our tardies.</p>	<p>1.1.</p> <p>Monitor the Daily Attendance Bulletin together with Homeroom Instructors and target students who show early signs of excessive absences and tardiness by holding administrative/parent meetings and referring students to the District Truancy Program</p> <p>Utilize the Superintendent's Contract to monitor attendance and tardies of inter-scholastic sports and activities.</p> <p>Reward student attendance with incentives.</p>	<p>1.1.</p> <p>Assistant Principal Homeroom Instructors. Athletic Director Activities Director</p>	<p>1.1.</p> <p>Daily Email reminders to Homeroom Instructors to check the Daily Attendance Bulletin and closely monitor students' attendance. Athletic Director and Activities Director will monitor weekly inter-scholastic attendance report</p>	<p>1.1.</p> <p>Daily Attendance Bulletin and Quarterly District Attendance Reports Truancy Log</p>

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

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

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

Truancy Prevention	9-12	Assistant Principal	Classroom Instructors, Attendance Clerk CSI Instructor	1 Hour August 16, October 9, December 12, February 12, April 9 and May 14	Review Daily Attendance Bulletin and Conduct Truancy Meetings with Parents	Assistant Principal and Counselors
--------------------	------	---------------------	--	---	--	------------------------------------

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
Quarterly Incentives for Students who have 100 percent attendance	Gift cards and Monetary Incentives	PTSA	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,000.00</b>

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 number of in-school Suspensions for the 2011-2012 school year was 314 and our number of out- of- school suspensions was 210.  Our goal for the 2012-2013 school year is to decrease our number of in-school suspensions from 314 to 283 and the number of out-of-school suspensions from 257 to 237.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
314	283
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
210	189
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

257	231				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
150	135				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor and outdoor suspensions decreased from 684 incidents to 571 in the 2010-2011 school year to 571 in the 2011-2012 school year; a decrease of 113 incidents. There are not enough opportunities to recognize students for positive behavior.	1.1. Utilize more staff personnel and security monitors to monitor student behavior during transition times and during lunch periods. SPOT Success Monitor suspension district reports	1.1. Administration Security Monitors	1.1. Compare number of suspensions with previous year for each nine week period.	1.1. Quarterly Suspension Report. COGNOS Suspension Report Honor Roll Rosters

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	9-12	Assistant Principal	Classroom Instructors	Quarterly Reports	Review Quarterly Suspension Reports with Discipline Committee	Assistant Principal/CSI Instructor

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:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Our dropout rate for the 2011-2012 school year was 1.61%. Our goal for the 2012-2013 school year is to reduce that to 1.53%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.61% (28)	1.53% (26)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
0%	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	1.1.  The dropout rate increased from 0.52% during 2010-2011 school year to 1.61% in the 2011-2012 school year. Our at-risk students are not participating in our academies.	1.1.  Identify and target students who are potential dropouts (based on the District At- Risk Cohort.) and provide counseling services  Increase the participation of our at-risk students in our academies. .	1.1.  Assistant Principal Student Services Teachers Instructional Support Staff	1.1.  Track and Monitor targeted students' progress on a quarterly basis.	1.1.  Monitor dropout rate of targeted 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
Reduce dropout rate	9-12	Assistant Principal	Student Services	Faculty Meetings/ 1 Hour August 16, October 9, December 12, February 12, April 9 and May 14	Quarterly Monitoring	Assistant Principal/Guidance Counselors

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Our goal for the 2012-2013 school year is to increase by 3% the number of parents participating in school wide activities from 30% to 33%.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30%	33%

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Due to the demand of parent's work schedule and family responsibilities, we anticipate difficulty in getting parent's to attend school related functions and meetings.	1.1. To offer a variety of workshops and meetings on various topics to parents and to offer accommodating days and times to increase opportunity for parents to attend. Increase Parent Workshops focusing on college bound programs; AP courses, dual enrollment. ConnectED in parents' home language.	1.1. Administration, Activities Director  PTSA	1.1 Compare current data with last year's to determine if increases in parental involvement occurred.	1.1. Parent meeting 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
Parent Workshops focusing on college bound programs; AP courses, dual enrollment	9-12	Varies	Parents	Monthly meetings/ 1 hour	Post workshop evaluations	Administration/Activities Director

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Our goal for the 2012-2013 school year is to increase student participation in STEM by 1%, students will be participating in project based learning (Robotics) and competing in local, district and state competitions.		
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. Our anticipated barrier as a new school is targeting and maintating students in STEM	1.1. Increase articulation with feeder pattern schools. Schedule vertical alignment meetings to incorporate STEM Host parent information nights to explain goals.	1.1. Administration, STEM Coordinator	1.1 Compare current data with last year's to determine if increase in STEM student participation.	Course enrollment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Awareness	9-12	STEM Awareness	All teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Administrative classroom visits,	Principal, Assistant Principal, STEM Coordinator

## 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:			Increase student achievement passing rate in Industry Certification Exams by 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	1.1. Students are not prepared for certification exam in a timely manner.	1.1. 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. CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills. Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies. CTE teachers integrate industry certification preparation strategies at every level of program courses.	1.1. Administrative Team CTE Teacher	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: Teacher Made Assessments Edusoft Reports  Summative: Results of 2013 Industry Certification

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
Utilizing data to drive instruction	Students taking Industry Certification Exam	Vocational Lead Teacher	Industry Ciftication Teachers	Early Release/ 2 Hours 10/25,12/13,1/17,2/14,5/2	Classroom visits, monitor data to identify students who might need additional support to gaining Industry Certification	Administrative Team Vocational Lead Teacher

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)

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	Provide teachers with coverage for teacher and administrator data chats	Data Chats with Administration	Substitute account	\$3,000.00
Reading	Saturday Tutoring	Small group tutorial sessions	EESAC	\$665.00
Science	Provide students with remediation	Saturday Tutoring	EESAC	\$665.00
Science	Provide teachers with coverage for teacher and administrator data chats	Data Chats with Administration	Substitute account	\$3,000.00
				Subtotal: \$7,330.00
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
Reading	Provide teachers with the time to align the Instructional Focus Calendar with the Pacing Guides	Instructional Focus Calendar/ Pacing Guide Teacher Shared Best Practices	Substitute account	\$3,000.00
Science	Provide teachers with release time to align the Instructional Focus Calendar with the Pacing Guides as needed.	Instructional Focus Calendar/ Pacing Guide	Substitute account	\$3,000.00
				Subtotal: \$6,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Quarterly Incentives for Students who have 100 percent attendance	Gift cards and Monetary Incentives	PTSA	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$14,330.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA	
-----------------------------------	--------------------------------	----------------------------------	-----------------------------	--

Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 10/9/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Alonzo and Tracy Mournig Senior High enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. The EESAC meets monthly concerning issues that have an impact on the School Improvement Plan (SIP). The group decides how to allocate EESAC funds. Each year there is a joint meeting with the PTSA in which the group's overall budgets are reviewed, discussed and approved. The school's curriculum council presents issues that involve school wide literacy, student scheduling, FCAT preparation, and student activities to be approved by the EESAC. Members of the faculty, student body and community are invited to attend EESAC meetings and voice concerns regarding curriculum and student activities. EESAC and the entire faculty are active in the creation of strategies in the SIP. EESAC develops and monitors the implementation of the School Improvement Plan. After the plan is written, it is reviewed by the EESAC. The group is also involved in the Mid-Year Review and the assessment of Annual Yearly Progress.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District ALONZO AND TRACY MOURNING SENIOR HIGH BISCAYNE BAY CAMPUS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	80%	82%	45%	261	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	50%	79%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	46% (NO)	69% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					505	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District ALONZO AND TRACY MOURNING SENIOR HIGH BISCAYNE BAY CAMPUS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	81%	91%	34%	260	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%	78%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	47% (NO)	61% (YES)			108	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					503	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested