

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI JACKSON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Mr. Carlos Rios , Jr.

SAC Chair: Mr. Sanford Simon

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/22/2012

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)
Assis Principal	Ms. Shawntai Dalton	Bachelor of Science in Elementary Education from Florida A & M University.  Master of Science in Educational leadership from Florida State University.  Educational Specialist in Reading from Barry University.	2	2	'11 '10 '09 '08 '07' School Grade A D AYP N N High Standards Rdg. 14 18 High Standards Math 55 58 Lrng Gains-Rdg. 34 37 Lrng Gains-Math 65 72 Gains-Rdg-25% 46 76 Gains-Math-25% 71 76
		Bachelor of Science in Elementary Education from Florida			'11 '10 '09 '08 '07' School Grade P C D F F

Principal	Mr. Carlos Rios	International University Master of Science in ESOL from Nova Southeastern University Specialist Degree in Educational Leadership	1	6	AYP N N N N N High Standards Rdg. 16 16 17 13 11 High Standards Math 47 56 51 38 33 Lrng Gains-Rdg. 34 40 39 38 38 Lrng Gains-Math 59 74 77 72 62 Gains-Rdg-25% 48 49 54 55 53 Gains-Math-25% 58 74 80 78 64
Assis Principal	Dr. Earl Burth	Bachelors of Science in Mathematics Minor in Economics from Georgia State Master of Science in Mathematics Education with certification in Educational Leadership from Nova Southeastern University Doctoral Degree in Organizational Leadership from Nova Southeastern University	1	8	'11 '10 '09 '08 '07' School Grade F F C B B AYP N N N N N High Standards Rdg. 51 45 50 54 16 High Standards Math 53 49 53 43 34 Lrng Gains-Rdg. 51 67 67 62 41 Lrng Gains-Math 46 68 68 71 59 Gains-Rdg-25% 27 34 76 76 68 Gains-Math-25% 42 49 76 76 65
Assis Principal	Ms. Ana Barreto	Bachelor of Science in Psychology from Barry University Master of Science in Psychology from Barry University Master of Science in Urban Education from Eastern University Specialist Degree in Educational Leadership from Barry University	1	3	'11 '10 '09 '08 '07' School Grade A C D C B AYP N N N N N High Standards Rdg. 29 40 17 62 58 High Standards Math 60 56 51 62 60 Lrng Gains-Rdg. 45 62 39 57 58 Lrng Gains-Math 68 67 76 67 69 Gains-Rdg-25% 49 68 54 56 66 Gains-Math-25% 57 69 80 65 79

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lisette Monzon	Bachelor of Science in English Education 6-12 from Florida State University. Master of Science in Reading K-12 from Florida International University.	3	4	11 '10 '09 '08 '07 School Grade A D C C D AYP N N Y N N High Standards Rdg. 14 16 45 37 32 High Standards Math 55 55 78 75 67 Lrng Gains-Rdg. 34 38 29 53 45 Lrng Gains-Math 65 77 76 76 66 Gains-Rdg-25% 46 45 56 54 49 Gains-Math-25% 71 82 65 70 60

Reading	Angela Hill	Bachelor of Science in English Education 6-12 from Union Institute and University. Master of Science in Educational Leadership from Liberty University.	1	1	'11 '10 '09 '08 '07 School Grade P D F AYP N N N High Standards Rdg. 17 17 14 High Standards Math 46 47 39 Lrng Gains-Rdg. 35 38 36 Lrng Gains-Math 63 72 67 Gains-Rdg-25% 44 43 49 Gains-Math-25% 65 72 71
Science	Matthew Radding	Bachelor of Science in Microbiology from University of Miami	1	1	'11 '10 '09 '08 '07 School Grade P AYP N High Standards Rdg. 16 High Standards Math 47 Lrng Gains-Rdg. 34 Lrng Gains-Math 59 Gains-Rdg-25% 48 Gains-Math-25% 58
Mathematics	Milca Exantus	Bachelor of Science in Mathematics Education from Florida International University Master of Science in Curriculum and Instruction from Florida International University	7	2	'11 '10 '09 '08 '07 School Grade P D F D D AYP N N N N N High Standards Rdg. 14 16 16 15 13 High Standards Math 55 55 46 45 36 Lrng Gains-Rdg. 34 16 41 41 44 Lrng Gains-Math 65 77 72 75 70 Gains-Rdg-25% 46 82 58 56 70 Gains-Math-25% 71 82 69 80 76
CTE	Sylvia Quinones	Bachelor of Science in Elementary Education from Florida International University	10	2	'11 '10 '09 '08 '07 School Grade A D F D D AYP N N N N N High Standards Rdg. 14 16 16 15 13 High Standards Math 55 55 46 45 36 Lrng Gains-Rdg. 34 38 41 41 44 Lrng Gains-Math 65 77 72 75 70 Gains-Rdg-25% 46 45 58 56 70 Gains-Math-25% 71 82 69 80 76

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Miami Jackson Sr. High participates in all District recruitment efforts to hire highly qualified teachers.	Principal Assistant Principals	On-going	
2	2. Mentoring and Induction for New Teachers (MINT) Program: Pairing of novice teachers with mentor teachers.	Principal Assistant Principals	June 2013	
3	3. Having teachers participate in Professional Learning Communities (PLC) and Lesson Studies within their department / academy.	Principal Assistant Principals Department Chairperson Academy / Team Leaders	June 2013	
4	4. Partner with organizations who train aspiring educators.	Principal	Ongoing	
5	Principal	Administration	On-going	
6	5. Provide professional development for teachers	Principal Assistant Principals	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
Diana Ospina, English 6-12 Yamaris Roman, ESE ESOL Endorsement	Having teachers participate in Professional Developments which help them acquire information and / or strategies on becoming highly qualified. Provide coaching and modeling.

## 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
86	10.5%(9)	32.6%(28)	29.1%(25)	24.4%(21)	37.2%(32)	47.7%(41)	17.4%(15)	1.2%(1)	11.6%(10)

## Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Yolanda Mendoza	Damian Aladro	Mathematics	Ongoing throughout the 2011-2012 school year The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.
Sylvia Quinones	Yamaris Roman	The mentor and mentee are within the same department. The mentor and mentee can collaborate in a variety of areas which include: Common planning, curriculum strategies, and the implementation of curriculum frameworks.	Ongoing throughout the 2011-2012 school year The mentor and mentee are meeting weekly to discuss strategies. The mentor and mentee can participate in professional development for their appropriate subject area.

## 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

Miami Jackson Senior High ensures students requiring additional remediation are assisted through Saturday Academy's, After-School Tutorial Programs and Summer School. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Miami Jackson Senior High provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities such as Saturday Academy, after-school, and summer school by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

Miami Jackson Senior High receives district funds to support the Educational Alternative Outreach Program. Services are coordinated with District Drop-Out Prevention programs.

#### Title II

##### Title II

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

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

Study Group implementation and protocol.

Training on the use of data and accountability talks

#### Title III

Miami Jackson Senior receives Title III funds to supplement and enhance programs for English Language Learners (ELL) and immigrant students by providing tutorial programs, parent outreach activities, professional developments on how to implement best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, and supplementary instructional materials which include hardware and software for Reading, Literacy Skills, Mathematics, and Science.

#### Title X- Homeless

Miami Jackson Senior High through the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Programs such as the Homeless Children and Youth Program assist schools with the identification, enrollment, attendance, and transportation of homeless students. Training by the Homeless Liaison for registrars on the procedures for enrolling homeless students and for school counselors ensures children are not to be stigmatized or separated, segregated or isolated on their status and are provided with all entitlements.

#### Supplemental Academic Instruction (SAI)

Miami Jackson Senior High will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

##### Violence Prevention Programs

Miami Jackson Senior high addresses violence and drug prevention services for students through curriculum implemented by classroom teachers, through social worker visits, and the use of our school counselors.

Miami Jackson Senior High's counselors focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Miami Jackson Senior High offers students the opportunity to participate in an anger management group, and in collaboration with the peer mediation program, discuss strategies and programs which promote proactive measures to offset violence.

Miami Jackson Senior High participates in the Drug-Free Youth in Town (D-FY-IT) Program to provide drug information, develop information, leadership skills, facilitate club meetings, and coordinate special activities for students and parents.

Miami Jackson Senior High participates in Teens Against Tobacco Use Program through American Lung Association (TATU).

Miami Jackson Senior High participates with the City of Miami and the Miami Youth Council in promoting safety within the community.

#### Nutrition Programs

- 1) Miami Jackson Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

Not Applicable (N/A)

#### Head Start

Not Applicable (N/A)

#### Adult Education

High school completion courses are available to all Miami Jackson Senior High students in the evening based on the senior high school recommendation. Courses can also be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

With 85% of twelfth grade students meeting graduation requirements in 2010-2011, Miami Jackson Senior High will collaborate with the Adult Education Program to help increase the graduation rate by 2%.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Miami Jackson Senior High offers an outstanding, nationally-recognized architectural drafting program, as well as featuring two National Academy Foundation Programs: International Business and Finance and Information Technology. The school houses four career academies which include the Generals (Freshman) Academy, Health and Public Services Academy, Business and Information Technology, and Family and Consumer Services. Each academy allows students to participate in an internship program within their area of interest. The academies also provide students with an array of post education options which include acquiring licenses to attending a variety of colleges and universities in which the district has articulation agreements with.

Through the Race to The Top Grant Miami Jackson is focusing on increasing their student participation in Industry Certification Exams and the enhancement of their Academies across the board, through teacher professional development enhancement of facilities and the infusion of STEM in the curriculum.

#### Job Training

Not Applicable (N/A)

#### Other

##### Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and

reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

#### School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in

Differentiated Accountability based on need.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Carlo Rios Jr. (Principal)

Earl Burth (Vice Principal)

Ana Barreto (Assistant Principal)

Elizabeth Mon (SPED Program Specialist)

Angela Hill (Reading Coach)

Lisette Benitez (Reading Coach)

Felix Diaz (Test Chairperson)

María Leone (Counselor)

Yvonne Farrington-Russell (Counselor)

Ana Ros (CAP Advisor)

Maria Leone

Yvonne Farrington-Russell

Ana Ros

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?

Principal: Provides a mission and objectives that reflect the steps of the RtI model to meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the RtI Leadership Team.

Ensures the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Core Teachers: Provides tiered instruction to students needing additional support with mastering benchmarks. Consistently disaggregates data to align lesson plans, resources, instructional delivery, assessments and interventions to address individual needs.

SPED Teachers: Provides information about instructional and behavioral accommodations for Tier 3 interventions. Collaborates with core teachers in utilizing SPED strategies and materials.

Curriculum Coaches: Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.

School Psychologist: Assist in providing psychological evaluations and consultation services for students and parents who are required to receive Tier 1, Tier 2, and Tier 3 instruction. The school psychologist will also provide assistance in analyzing data and be an integral part in providing problem solving strategies to the RtI leadership team.

Test Chairperson: Generates, maintains, and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments; as well as information regarding attendance, suspensions / expulsions trends.

Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with students serviced by the RtI model.

The RtI Leadership team will focus on addressing individual student needs. The team will do so by utilizing the RtI process. The team will collect data, analyze it, and apply effective interventions.

The first level of support is the core instructional and behavioral practices designed for all students in the general curriculum.

The second level of support is the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students who need further support.

The third level of support is the intensive intervention which provides additional academic and / or behavioral support to individual students.

The RtI Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and student achievement.

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?

The RtI Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis. Individuals from the RtI Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.

#### 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.

Florida Assessments for Instruction in Reading (FAIR)  
2011 FCAT Results  
EOC's  
District Interim Assessment  
Jamestown Navigator Placement Exams  
School Site Monthly Assessments  
Measurement Inc  
Comprehensive English Language Learning Assessment (CELLA)  
Practice Scholastic Aptitude Test (P-SAT)  
Scholastic Aptitude Test (SAT)  
American College Test (ACT)  
Post Secondary Education Readiness Test (PERT)

Behavior:  
PLASCO  
Student Case Management System  
Detentions  
Suspensions / Expulsions  
Attendance  
Referrals  
Incentives for PBS

Describe the plan to train staff on MTSS.

The District offices will offer professional development on the RtI process. The state has provided numerous resources and professional developments, and online courses which provide information on the RtI model on <http://www.florida-rti.org/>. Articles and other research-based material will be read, discussed and presented by various faculty members to strengthen knowledge and efforts of implementing the RtI model. In collaboration with the District and State, Miami Jackson Senior High's administration will participate in monthly meetings which will focus on student data gathered from current assessments and observations. Members will identify weaknesses and utilize the RtI model to provide solutions.

Describe the plan to support MTSS.

The MTSS will be supported through monitoring, professional development and the use of accountability talks to ensure that all students at Miami Jackson Senior High are reaching their highest potential.



## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal- Carlos Rios Jr.: Provides a mission, objectives, and strategies which will help meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the Literacy Leadership Team.

Vice Principal and Assistant Principals – Earl Burth, Ana Barreto, Shawntai Dalton: Ensure the fidelity of the LLT by monitoring and evaluating the following: instructional staff's implementation of literacy across the curriculum, differentiated instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Department Chairpersons- Melvia Williams, Elizabeth Mon, Sylvia Quinones, Josue Sakata, Roger Bowman: Chairpersons will assist instructional staff in data collection and analysis, facilitate professional development on differentiating instruction, and incorporating literacy activities and strategies within their departments.

Curriculum Coaches- Lisette Benitez, Angela Hill, Milca Exantus, Matthew Radding: Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.

Media Specialist- Sanford Simon: Provides an array of literacy opportunities and resources for teachers to incorporate with students. Provides varieties of text, rich print materials, and information on literacy.

Test Chairperson- Felix Diaz: Generates, maintains, and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments.

Student Services Personnel- Yvonne Farrington-Russell, Maria Leone, Ana Ros: Provides academic strategies, accommodations for SWD and ELL students for teachers to implement

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

The Literacy Leadership team will monitor academic data thus determining what students have and have not learned. The LLT will also gather and analyze data to determine professional developments for faculty based on student needs. Maintain a support system and allow staff to place input and feedback. The LLT will also provide clear indicators of progress and the validity and effectiveness of program delivery.

The Literacy Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and goals towards student achievement.

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

The Major initiatives for the 2012-2013 school year will be as follows:  
Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.  
Assist instructional staff in data collection ,analysis and appropriate use of FAIR and Interim data to guide instruction  
Facilitate professional development on differentiating instruction.  
Enhance the use of best practices across all core subject areas including but not limited to Reading , Language Arts, Writing, Social Studies and Mathematics  
Implement Differentiated Instruction for all disciplines by utilizing data to drive instruction and group students according to data.  
Incorporating intervention activities across the curriculum.  
Implement higher order thinking skills.  
Implement rigorous activities through use of higher order questioning, Webb's Depth of Knowledge and High School Task Cards.  
The use of Socratic circles  
Accountability talks  
Ensuring that students are familiar with their data and their areas of strengths and those areas in need of further development.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/19/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*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.

Every teacher at Miami Jackson Senior High is given an instructional calendar which depicts the secondary reading benchmark per grade level. All teachers this year were provided a toolkit that consists of their pacing guides, frameworks, instructional focus calendars and Teachers are also provided with Reading strategies to implement within their classroom and are given support by the school's Literacy Coaches. The Literacy Coaches provide professional development on how to implement these strategies and how bell ringers can assist in teaching Reading, regardless of subject area. Teachers are provided with classroom libraries which are leveled for the variety of readers present at Miami Jackson Senior High school. School wide literacy goals are created and followed up by literacy coaches.

### \*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?

Miami Jackson Senior High develops its curriculum so that students observe how one discipline affects the other and how all disciplines can be utilized in real world settings. Students participate in extra-curricular activities which include completing community service hours, clubs, and / or participating in auxiliaries.

All ninth grade students are enrolled in a Freshman Transition course to help prepare them for career development and postsecondary endeavors. Students research career offerings and the necessary education requirements needed for graduation.

Through our Small Learning Community Grant, Miami Jackson collaborates with College Summit who works in partnership with schools to develop a sustainable model for raising college enrollment rates community-wide. A small group of academically average students who will enter the 12th grade in the fall; will attend the College Summit Program during the summer to be trained as peer leaders. In the fall these students will serve as in class mentors to senior students through their Language Arts class. The teachers, CAP and counselors are also trained as part of the program. In addition, the program works with students to help them with the necessary testing for college entrance throughout the school year.

Dual Enrollment courses are being offered to eleventh and twelfth grade students in the areas of Business, English, and Sports, and Mathematics. Advanced Placement courses are also offered to eleventh and twelfth grade students in the areas of Science and Social Studies.

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

All students entering Miami Jackson Senior High select one of four career academies: Generals Academy, Academy of Business and Information Technology, Academy of Consumer and Family Services or Academy of Health and Public Services. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired.

The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at postsecondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of Business, English, Mathematics, and Sports Administration.

Secondary School Reform is funded by the Miami-Dade County Public Schools. This program affords the school the opportunity to have an eight period day, thus offering additional courses and electives for students in the choice of career academies. Secondary School Reform also allows students the opportunity to complete any course recovery needed for graduation completion.

Schedules are developed based on the analysis of 2012 FCAT data results, EOC, FAIR, and Interims. This data is then used to determine student academic needs and career based academies.

## 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](#)

With Secondary School Reform, the Articulation, Transition, and Orientation board rule in place, Miami Jackson Senior High is able to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-Site Student Services professionals, such as the Career Advisor (CAP), will help students plan life after high school, and for success in post-secondary academic institutions. Miami Jackson Senior High School had an 84% graduation rate in 2010-2011 with a standard diploma. The number of students graduating increased to 92% in the 2011-2012 school year..

SAT/ACT courses are offered as part of the regular curriculum for both reading and mathematics and Miami Jackson is an ACT testing site. The counselors also review the College Board's College Bound Seniors – High School Reports each year to monitor trends and make adjustments to the curriculum offerings. Students are also offered the Post Secondary Readiness Test (PERT).

All ninth grade students are enrolled in a Freshman Transition course to help prepare them for high school expectations, career development and postsecondary endeavors. Students research career offerings and the necessary education requirements needed to complete high school. Students also are given strategies which focus on educational achievement, personal / social development, career, community awareness, and health and wellness which support student success.

Through our Small Learning Community Grant, Miami Jackson collaborates with College Summit who works in partnership with schools to develop a sustainable model for raising college enrollment rates community-wide. A small group of academically average students who will enter the 12th grade in the fall; will attend the College Summit Program during the summer to be trained as peer leaders. In the fall these students will serve as in class mentors to senior students through their Language Arts class. The teachers and counselors are also trained as part of the program. In addition, the program works with students to help them with the necessary testing for college entrance throughout the school year.

Students are afforded opportunities within the school year to visit companies and businesses to experience their potential career in action. Students within the National Academy Foundation courses all participate in a career internship during their eleventh grade year. Other students may enter the CEO Internship Program to experience the workplace of their choice.

Each year numerous colleges visit the campus and meet with students to provide information about entrance to their institution, scholarships and specific areas of study. In addition guest speakers visit the school on a regular basis to assist students with career inquires. A Career Fair is also held to familiarize students with individuals in the community who work within their area of potential interest for college bound students and entry level career opportunities for other students.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 14% of students achieved level 3.  Miami Jackson Senior High's goal for the 2012-2013 school year is to increase level 3 student proficiency by nine percentage points to 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (87).	23% (142)

#### 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. Teachers need to better align resources to data in order to drive instruction to meet student needs.	1a.1. Data will be analyzed using appropriate screening, diagnostic, progress monitoring and outcome measures for Reading to examine trends, set goals, and targets for the year and to plan for instruction.  Scheduled data chats will be conducted throughout the school year per class period as well as individually and results regularly posted in the classroom.  Relevant and current data (FAIR Patterns and Profiles, Interim data and STAR) will be utilized to create adjustable groups that are aligned to students' reading deficiencies and benchmark needs	1a.1. Reading Coaches Administrators	1a.1. Monitor teacher data chats includes: FAIR, Baseline, Interim, and Monthly assessments, analyze student grouping template, and evaluate resources used during differentiated instruction.	1a.1. Data from FAIR, Baseline, Interim, and Monthly assessments, lesson plans
	1a.2. The use of higher order questioning to increase rigor during instructional lessons is limited	1a.2. Include higher order questions in lesson plans (derived from Webb's DOK, Task Cards, etc.) and translate these into instruction during whole and small group DI sessions.  Employ questioning techniques to enhance probing, develop	1a.2. Reading Coach Administrators Principal, Assistant Principal, and Literacy Coaches	1a.2. Consistently monitor for higher order thinking questioning and response techniques and wait time via walkthroughs, lesson plans, and coaching logs	1a.2. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments

2		<p>appropriate wait time, and re-directing to increase rigor of instruction.</p> <p>Increase and monitor activities to promote student accountability talk and active learning strategies such as Think, Pair, Share, Higher Order Thinking Strategies, Socratic discussions and literature circles.</p> <p>Develop observational classrooms that demonstrate higher order questioning, best practices, and high levels of rigor.</p>			
3	<p>1a.3. Explicit teaching of lesson objectives is inconsistent during daily instruction.</p>	<p>1a.3. Implement and monitor the ETO Instructional Frameworks that follows the gradual release model of explicit instruction and the effective use of small group instruction to target students' needs.</p> <p>Delivery of instruction will incorporate all components of Explicit instruction (teacher think-aloud, multiple guided practice sessions with corrective feedback, and individual practice) based on lesson plans and the CBC.</p> <p>Model explicit teaching of lesson objective during common planning.</p>	<p>1a.3. Reading Coach Administrators</p>	<p>1a.3. Consistently monitor for explicit instruction via walkthroughs, lesson plans, coaching logs and common planning</p>	<p>1a.3. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>
4	<p>1a.4 Students' exposure to authentic writing experiences (response to reading, reflection, etc) is limited as evidenced by student work samples and lesson plans</p>	<p>1a.4 Incorporate writing activities to promote student analysis and evaluation of both literary and informational text as well as student reflection through reading response journals, literature circles, and interactive reading logs.</p> <p>Incorporate the use of rubrics to evaluate student writing products</p>	<p>1a.4 Reading Coach Administrators</p>	<p>1a.4 Consistently monitor student writing via walkthroughs, lesson plans, coaching logs, common planning and student work folders.</p>	<p>1a.4 Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents, Student work folders</p>
	<p>1a.5. Students lack the ability to use multiple vocabulary strategies to clarify words in context. (context clues, analyze word structure, phrase &amp; relationships)</p>	<p>1a.5. Promote school wide-vocabulary development through the "Word of the Week" initiative.</p> <p>Conduct vocabulary professional development in use of the Frayer Model, concept maps, and interactive word walls/theme charts for staff to increase evidence based vocabulary strategy</p>	<p>1a.5. Reading Coaches Administrator</p>	<p>1a.5. Analyze data results to monitor student achievement and adjust intervention groups based on students' growth.</p>	<p>1a.5. Data from FAIR/Interim Assessments, Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents</p>

5	<p>instruction.</p> <p>Monitor the use of daily interactive word walls/theme charts and graphic organizers to promote vocabulary development in all content areas.</p> <p>Incorporate school-wide vocabulary strategies and monitor vocabulary instruction across content areas and during interventions.</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:

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

Problem-Solving Process to Increase Student Achievement

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

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:	<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 6% of students achieved proficiency levels 4 and 5.</p> <p>Miami Jackson Senior High's goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 4percentage points to 10%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (38)q	10% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1.  Teachers need to better align resources to data in order to drive instruction to meet student needs.	2a.1.  Data will be analyzed using appropriate screening, diagnostic, progress monitoring and	2a.1.  Reading Coaches Administrators	2a.1.  Monitor teacher data chats includes: Baseline, Interim, and Monthly assessments, analyze	2a.1.  Data from Baseline, Interim, and Monthly assessments,

1		<p>outcome measures of both Reading and Writing to examine trends, set goals, and targets for the year and to plan for instruction.</p> <p>Scheduled data chats will be conducted throughout the school year per class period as well as individually and results regularly posted in the classroom.</p> <p>Relevant and current data (Interim data and STAR) will be utilized to create flexible groups that are aligned to students' reading deficiencies, writing, and benchmark needs.</p>		<p>student grouping template, and evaluate resources used during differentiated instruction.</p>	<p>lesson plans</p>
2	<p>2a.2. The use of higher order questioning to increase rigor during instructional lessons is limited</p>	<p>2a.2. Include higher order questions in lesson plans (derived from Webb's DOK, Task Cards, etc.) and translate these into instruction during whole and small group DI sessions.</p> <p>Employ questioning techniques to enhance probing, develop appropriate wait time, and re-directing to increase rigor of instruction.</p> <p>Increase and monitor activities to promote student accountability talk and active learning strategies such as Think, Pair, Share, Higher Order Thinking Strategies, Socratic discussions and literature circles</p> <p>Develop observational classrooms that demonstrate higher order questioning, best practices, and high levels of rigor</p>	<p>2a.2. Reading Coach Administrators</p>	<p>2a.2. Consistently monitor for higher order thinking questioning and response techniques via walkthroughs, lesson plans, and coaching logs</p>	<p>2a.2. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>
3	<p>2a.3. Explicit teaching of lesson objectives is inconsistent during daily instruction.</p>	<p>2a.3. Implement and monitor the ETO Instructional Frameworks that follow the gradual release model of explicit instruction and the effective use of small group instruction to target students' needs.</p> <p>Delivery of instruction will incorporate all components of Explicit instruction (teacher think-aloud, multiple guided practice sessions with corrective feedback, and individual practice) based on lesson plans</p>	<p>2a.3. Reading Coach Administrators</p>	<p>2a.3. Consistently monitor for explicit instruction via walkthroughs, lesson plans, coaching logs and common planning</p>	<p>2a.3. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>

		and the CBC.  Model explicit teaching of lesson objective during common planning.			
4	2a.4 Students' exposure to authentic writing experiences (response to reading, reflection, etc) is limited as evidenced by student work samples and lesson plans.	2a.4  Incorporate writing activities to promote student analysis and evaluation of both literary and informational text as well as student reflection through reading response journals, literature circles, and interactive reading logs.  Incorporate the use of rubrics to evaluate student writing products.	2a.4  Reading Coach Administrators	2a.4  Consistently monitor student writing via walkthroughs, lesson plans, coaching logs, common planning and student work folders.	2a.4  Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents, Student work folders
5	2a.5. Students lack the ability to use multiple vocabulary strategies to clarify words in context. (context clues, analyze word structure, phrase & relationships)	2a.5. Promote school wide-vocabulary development through the "Word of the Week" initiative.  Conduct vocabulary professional development in use of the Frayer Model, concept maps, and interactive word walls/theme charts for staff to increase evidence based vocabulary strategy instruction.  Monitor the use of daily interactive word walls/theme charts and graphic organizers to promote vocabulary development in all content areas through use of vocabulary word walks, frayer models and mnemonic strategies.  Incorporate school-wide vocabulary strategies and monitor vocabulary instruction across content areas and during interventions.	2a.5. Reading Coaches Administrator	2a.5. Analyze data results to monitor student achievement and adjust intervention groups based on students' growth.	2a.5. Data from FAIR/Interim Assessments, Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents

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

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



Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 53% of students made learning gains.  Miami Jackson Senior High's goal for the 2013-2013 school year is to increase learning gains by 10 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (282)	63% (336)

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>3a. FCAT 3.0: Percentage of students making Learning Gains in reading. 3a.1.</p> <p>Teachers need to better align resources to data in order to drive instruction to meet student needs.</p> <p>Reading Goal #3a:</p> <p>The results of the 2011-2013 FCAT 2.0 Reading Test indicate that 53% of students made learning gains.</p> <p>Miami Jackson Senior High's goal for the 2013-2013 school year is to increase learning gains by 10 percentage points to 63%.</p> <p>2012 Current Level of Performance: * 2013 Expected Level of</p>	<p>3a.1.</p> <p>Data will be analyzed using appropriate screening, diagnostic, progress monitoring and outcome measures of both Reading and Writing to examine trends, set goals, and targets for the year and to plan for instruction.</p> <p>Scheduled data chats will be conducted throughout the school year per class period as well as individually and will regularly post the information in the classroom.</p> <p>Relevant and current data (Interim data and STAR) will be utilized to create flexible groups that are aligned to students' reading deficiencies, writing, and benchmark needs.</p>	<p>3a.1.</p> <p>Reading Coaches Administrators</p>	<p>3a.1.</p> <p>Monitor teacher data chats includes: Baseline, Interim, and Monthly assessments, analyze student grouping template, and evaluate resources used during differentiated instruction.</p>	<p>3a.1.</p> <p>Data from Baseline, Interim, and Monthly assessments, lesson plans</p>

	Performance: *				
2	<p>3a.2. The use of higher order questioning to increase rigor during instructional lessons is limited.</p>	<p>3a.2. Include higher order questions in lesson plans (derived from Webb's DOK, Task Cards, etc.) and translate these into instruction during whole and small group DI sessions.</p> <p>Employ questioning techniques to enhance probing, develop appropriate wait time, and re-directing to increase rigor of instruction</p> <p>Increase and monitor activities to promote student accountability talk and active learning strategies such as Think, Pair, Share, Higher Order Thinking Strategies, Socratic discussions and literature circles.</p> <p>Develop observational classrooms that demonstrate higher order questioning, best practices, and high levels of rigor.</p>	<p>3a.2. Reading Coach Administrators</p>	<p>3a.3. Consistently monitor for higher order thinking questioning and response techniques via walkthroughs, lesson plans, and coaching logs</p>	<p>3a.3. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>
3	<p>3a.3. Explicit teaching of lesson objectives is inconsistent during daily instruction.</p>	<p>3a.3. Implement and monitor the ETO Instructional Frameworks that follow the gradual release model of explicit instruction and the effective use of small group instruction to target students' needs.</p> <p>Delivery of instruction will incorporate all components of Explicit instruction (teacher think-aloud, multiple guided practice sessions with corrective feedback, and individual practice) based on lesson plans and the CBC.</p> <p>Model explicit teaching of lesson objective during common planning.</p>	<p>3a.3. Reading Coach Administrators</p>	<p>3a.3. Consistently monitor for explicit instruction via walkthroughs, lesson plans, coaching logs and common planning</p>	<p>3a.3. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>
4	<p>3a.4 Students' exposure to authentic writing experiences (response to reading, reflection, etc) is limited as evidenced by student work samples and lesson plans.</p>	<p>3a.4 Incorporate writing activities to promote student analysis and evaluation of both literary and informational text as well as student reflection through reading response journals, literature circles, and interactive reading logs.</p> <p>Incorporate the use of rubrics to evaluate student writing products.</p>	<p>3a.4 Reading Coach Administrators</p>	<p>3a.4 Consistently monitor student writing via walkthroughs, lesson plans, coaching logs, common planning and student work folders</p>	<p>3a.4 Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents, Student work folders</p>

5	<p>3a.5. Students lack the ability to use multiple vocabulary strategies to clarify words in context. (context clues, analyze word structure, phrase &amp; relationships)</p>	<p>3a.5. Promote school wide-vocabulary development through the "Word of the Week" initiative.</p> <p>Conduct vocabulary professional development in use of the Frayer Model, concept maps, and interactive word walls/theme charts for staff to increase evidence based vocabulary strategy instruction.</p> <p>Monitor the use of daily interactive word walls/theme charts and graphic organizers to promote vocabulary development in all content areas.</p> <p>Incorporate school-wide vocabulary strategies and monitor vocabulary instruction across content areas and during interventions.</p>	<p>3a.5. Reading Coaches Administrator</p>	<p>3a.5. Analyze data results to monitor student achievement and adjust intervention groups based on students' growth.</p>	<p>3a.5. Data from FAIR/Interim Assessments, Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents</p>
6	<p>3a.6. The lowest deficiencies as noted in the 2011 administration of the FCAT Reading Test 2.0 for 9th &amp; 10th grade students were Reporting Category 2: Reading Application &amp; Reporting Category 4: Informational Text/Research Process.</p> <p>Students lack the ability to use multiple vocabulary strategies to clarify words in context. (context clues, analyze word structure, phrase &amp; relationships)</p>	<p>3a.6. Utilize assessment data to provide interventions and enrichment groups within the first two weeks of the 2011-2012 school year based on students' needs and monitor consistently.</p> <p>Increase evidence based vocabulary instructions and the effective use of interactive theme charts/word walls and use of graphic organizers in all content areas.</p> <p>Monitor vocabulary instruction across content areas and during interventions.</p>	<p>3a.6. Principal, Assistant Principal, Literacy Coaches</p>	<p>3a.6. Analyze data results to monitor student achievement and adjust interventions groups based on students growth.</p> <p>Utilize the coaching continuum to address the review of data, provide instructional support, ensure follow-up by administrators.</p> <p>Implement a school-wide focus on vocabulary across the content to provide students with opportunities to utilize rich vocabulary strategies in all across the content.</p>	<p>3a.6. FAIR data AP1-3, FORF, ETO, District and school-site assessment data</p>
7	<p>3a.7. Students lacked the ability to read fluently and comprehend grade level text. This has hindered significant growth.</p>	<p>3a.7. Engage students in rich oral-language experiences through modeling read-aloud and think-aloud strategies. Also, Increase the use of Timed Repeated Readings.</p> <p>Increase use of active reading strategies e.g. choral reading, cloze reading, in Reading, English, and intervention classes.</p>	<p>3a.7. Principal, Assistant Principal, Literacy Coaches</p>	<p>3a.7. Literacy coaches will provide ongoing support, monitoring, and observations through the coaching continuum. Also, monitor students' reading process by use of two column notes, power-notes, and selective underlining.</p>	<p>3a.7. FAIR data AP1-3, FORF, ETO, District and school-site assessment data</p>

8	3a.8. Teachers need assistance in implementing differentiated instruction and compiling resources to use during the 90 minute block.	3a.8. Literacy coaches will provide ongoing support to teachers; assist with identifying resources, and model instructional routines for differentiated instruction based on FAIR patterns and profiles in reading classes.	3a.8. Literacy Coaches and Department Chairperson	3a.8. Student centered activities and evidence of the application of differentiated instructions. Discussion and share out of best practice during common planning  Utilize the coaching continuum to address the review of data, provide instructional support, ensure follow-up by administrators.	3a.8. FAIR data AP1-3, FORF, Mini assessments, and on-going progress monitoring
---	--	---	---	--	---

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains.  Miami Jackson Senior High's goal for the 2012-2013 school year is to increase lowest 25% learning gains by 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (90)	73% (97).

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
	4a.1. Teachers need to better align resources to data in order to drive instruction to meet student needs.	4a.1. Data will be analyzed using appropriate screening, diagnostic, progress monitoring and	4a.1. Reading Coaches Administrators	4a.1. Monitor teacher data chats includes: FAIR, Baseline, Interim, and Monthly assessments,	4a.1. Monitor teacher data chats includes: FAIR, Baseline, Interim,

1		<p>outcome measures of both Reading and Writing to examine trends, set goals, and targets for the year and to plan for instruction.</p> <p>Scheduled data chats will be conducted throughout the school year per class period as well as individually and will regularly post the information in the classroom.</p> <p>Relevant and current data (FAIR Patterns and Profiles, Interim data and STAR) will be utilized to create flexible groups that are aligned to students' reading deficiencies, writing, and benchmark needs.</p>		<p>analyze student grouping template, and evaluate resources used during differentiated instruction.</p>	<p>and Monthly assessments, analyze student grouping template, and evaluate resources used during differentiated instruction.</p>
2	<p>4a.2. The use of higher order questioning to increase rigor during instructional lessons is limited.</p>	<p>4a.2. Include higher order questions in lesson plans (derived from Webb's DOK, Task Cards, etc.) and translate these into instruction during whole and small group DI sessions.</p> <p>Employ questioning techniques to enhance probing, develop appropriate wait time, and re-directing to increase rigor of instruction</p> <p>Increase and monitor activities to promote student accountability talk and active learning strategies such as Think, Pair, Share, Higher Order Thinking Strategies, Socratic discussions and literature circles.</p> <p>Develop observational classrooms that demonstrate higher order questioning, best practices, and high levels of rigor.</p>	<p>4a.2. Reading Coaches Administrators</p>	<p>4a.2. Consistently monitor for higher order thinking questioning and response techniques via walkthroughs, lesson plans, and coaching logs</p>	<p>4a.2. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>
3	<p>4a.3. Explicit teaching of lesson objectives is inconsistent during daily instruction.</p>	<p>4a.3. Implement and monitor the ETO Instructional Frameworks that follow the gradual release model of explicit instruction and the effective use of small group instruction to target students' needs.</p> <p>Delivery of instruction will incorporate all components of Explicit instruction (teacher think-aloud, multiple guided practice sessions with corrective feedback,</p>	<p>4a.3. Reading Coaches Administrators</p>	<p>4a.3. Consistently monitor for explicit instruction via walkthroughs, lesson plans, coaching logs and common planning</p>	<p>4a.3. Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study Documents, Data from FAIR/Interim Assessments</p>

		and individual practice) based on lesson plans and the CBC.  Model explicit teaching of lesson objective during common planning			
4	4a.4 Students need to be provided with intervention and enrichment opportunities in order to demonstrate progress in reading deficiencies.	4a.4 Utilize assessment data throughout the year to develop and revamp intervention and enrichment groups.  Determine and set meeting times for teachers and interventionists to review and analyze the intervention and enrichment curriculum, discuss OPM Interim data, and other issues, challenges pertaining to student progress.  Analyze and maintain a solid and effective tracking system to monitor student progress, and provide regularly scheduled check-ups to ensure student needs are met.	4a.4. Reading Coaches Administrators	4a.4 Analyze data results to monitor student achievement and adjust intervention groups based on students' growth.	4a.4 Data from FAIR/OPM/Interim Assessments
5	4a.5. Students lack the ability to use multiple vocabulary strategies to clarify words in context. (context clues, analyze word structure, phrase & relationships)	4a.5. Promote school wide-vocabulary development through the "Word of the Week" initiative.  Conduct vocabulary professional development in use of the Frayer Model, concept maps, and interactive word walls/theme charts for staff to increase evidence based vocabulary strategy instruction.  Monitor the use of daily interactive word walls/theme charts and graphic organizers to promote vocabulary development in all content areas.  Incorporate school-wide vocabulary strategies and monitor vocabulary instruction across content areas and during interventions.	4a.5. Reading Coaches Administrator	4a.5. Analyze data results to monitor student achievement and adjust intervention groups based on students' growth.	4a.5. Data from FAIR/Interim Assessments, Lesson plans, Administrative logs of walkthroughs, Coaching Logs, Lesson Study documents

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

Reading Goal #

Our goal from 2011-2017 is to reduce the percent of non proficient students by 50%

by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	18%	25%	32%	39%	46%	

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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2011-2011 FCAT 2.0 Reading Test indicate that 19% of students in the Black Subgroup achieved proficiency. Miami Jackson Senior High's goal is to increase student proficiency by 14 percentage points to 33%</p> <p>Additionally, 21% of students in the Hispanic Subgroup achieved Proficiency. Our goal is to increase student proficiency by 13percentage points to 34%</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: N/A Black: 19% (37) Hispanic: 21% (88) Asian: N/A American Indian: N/A</p>	<p>White: N/A Black: 33% (64) Hispanic: 34% (142) Asian: N/A American Indian: N/A</p>

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Students lack decoding skills that impede understanding vocabulary in connected text	5B.1. Employ evidence-based strategies in decoding (such as prefixes, suffixes, and root words) using Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) and fluency through timed repeated readings in the reading intervention courses and analysis of data from the Word Analysis (WA) assessment in FAIR.  Implement effective use of Reading Horizons and REWARDS intervention programs that address deficiencies in decoding skills.	5B.1. Principal, Assistant Principal, Literacy Coaches	5B.1. Administer FORF and analyze results from the data as monitoring tool; examine morphological practices using strategies with affixes, roots, and base words  Utilize the coaching continuum to address the review of data, provide instructional support, ensure follow-up by administrators	5B.1. FORF passages and Academic Word Inventory from the FAIR Toolkit asking words activity (to assist students with affixes, base, and root words)
2	5B.2. Students lack the ability to make the connections to literacy learning.	5B.2. Increase the use of Discovery Learning to build background knowledge and increase real-life connections.	5B.2. Principal, Assistant Principals, Literacy Coaches, and RtI Leadership Team	5B.2. Literacy coaches will provide active coaching to teachers in the use of Discovery Learning and monitor daily use to ensure students are making the connections while activating and building background knowledge.  Assistant Principal will monitor teachers' lesson	5B.2. Discovery Learning reports, FAIR data AP1-3, FORF, ETO, District, and school-site assessment data

			plans and Literacy Coaches logs to ensure Discovery Learning is being utilized daily	
--	--	--	--	--

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (6)	21% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1.  Students lack decoding skills that impede understanding vocabulary in connected text	5C.1  strategies in decoding (such as prefixes, suffixes, and root words) using Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) and fluency through timed repeated readings in the reading intervention courses and analysis of data from the Word Analysis (WA) assessment in FAIR	5C.1.  Principal, Assistant Principal, Literacy Coaches	5C.1.  Administer FORF and analyze results from the data as monitoring tool; examine morphological practices using strategies with affixes, roots, and base words  Utilize the coaching continuum to address the review of data, provide instructional support, ensure follow-up by administrators	5C.1.  FORF passages and Academic Word Inventory from the FAIR Toolkit asking words activity (to assist students with affixes, base, and root words)

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (7)	28% (19)

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
	5D.1.  Students lack decoding skills that impede understanding vocabulary in connected text	5D.1.  strategies in decoding (such as prefixes, suffixes, and root words) using Systematic	5D.1.  Principal, Assistant Principal, Literacy Coaches	5D.1.  Administer FORF and analyze results from the data as monitoring tool; examine morphological practices using strategies	5D.1.  FORF passages and Academic Word Inventory from the FAIR Toolkit asking



1	Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) and fluency through timed repeated readings in the reading intervention courses and analysis of data from the Word Analysis (WA) assessment in FAIR	with affixes, roots, and base words  Utilize the coaching continuum to address the review of data, provide instructional support, ensure follow-up by administrators	words activity (to assist students with affixes, base, and root words)
---	---	--	--

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:	Reading Goal #5E:  The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 20% of students in the Economically Disadvantaged Subgroup achieved proficiency.  Miami Jackson Senior High's goal is to increase student proficiency by 13 percentage points to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (118)	33%. (194)

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	5E.1. As noted on the administration of the 2011 FCAT 2.0 Reading Test, the Student with Economically Disadvantaged subgroup did not make Annual Yearly Progress.  Students' attendance and participation in tutorials and intervention sessions has been an obstacle.	5E.1. Monitor student attendance daily. Implement intervention within the first two weeks of the school year. Use data to Tier students and progress monitor every 20 days.	5E.1. Principal, Assistant Principals, Literacy Coaches, and RtI Leadership Team	5E.1. RTI Leadership Team monthly meetings to monitor students' progress and monitor data results to adjust students' enrichment groups as needed.  Assistant principals will consistently monitor student attendance and participation in tutorials and intervention sessions.	5E.1. FAIR data AP1-3, FORF, ETO, District, and school-site assessment data
2	5E.2. Students' lack of motivation has affected their academic performance.	5E.2. Implement incentives and rewards to motivate students' participation.  Create an incentive motivation plan to recognize students who are achieving academically.	5E.2. Principal, Assistant Principals, Literacy Coaches, and RtI Leadership Team	5E.2. Literacy coaches will establish incentives and rewards for students who increased on FAIR AP1 – AP3 Assessments.	5E.2. FAIR data AP1-3, FORF, ETO, District, and school-site assessment data
3	5E.3. Students' lack the ability to make the connections to literacy learning.	5E.3. Increase the use of Discovery Learning to Build background knowledge	5E.3. Principal, Assistant Principals, Literacy Coaches, and RtI Leadership Team	5E.3. Literacy Coaches will monitor daily use of Discovery to ensure students are making the connections to the learning while activating	5E3. FAIR data AP1-3, FORF, ETO, District, and school-site assessment data

and building background knowledge.

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
Using Data to Drive Instruction	Reading: All Grades	ETO Representatives	All Core Content Area Teachers	August 2012 District Sponsored Professional Developments	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Active Learning Strategies	Reading: All Grades	ETO Representatives	All Core Content Area Teachers	August 2012 District Sponsored Professional Developments	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Why Rigor? 2.0 and the Common Core	Reading: All Grades	ETO Representatives	All Core Content Area Teachers	August 2012 District Sponsored Professional Developments	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Effective Vocabulary Strategies	Reading: 9th and 10th Grade	Literacy Coaches ETO Representatives. District Personnel	Reading: 9th – 12th Grade	November 2012 Common Planning Meetings	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Bell to Bell Instruction	Reading: All Grades	ETO Representatives	All Core Content Area Teachers	August 2012 District Sponsored Professional Developments	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches HLAP Specialist
Writing Across the Curriculum	Reading: All Grades	Literacy Coaches ETO Representatives.	All Core Content Area Teachers	October 2012 Early Release Department Meetings	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Socratic/Literature Circles	Reading & Language Arts: All Grades	Literacy Coaches ETO Representatives.	Reading: 9th – 12th Grade	December 2012 Common Planning Meetings	Observations and classroom walkthroughs will be conducted	Principal, Assistant Principals, Literacy Coaches
Intervention Academy	Reading: 9th & 10th Grades	Literacy Coaches ETO Representatives	Reading Interventionists, Literacy Coaches	August 2012 District Sponsored Professional Developments	Observations and classroom walkthroughs will be conducted, data will be monitored	Principal, Assistant Principals, Literacy Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Accelerated Reader to enhance independent reading and student motivation toward reading	Student incentives and rewards for meeting Accelerated Reader goals	SIG	\$2,000.00
			Subtotal: \$2,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Utilize response clickers to enhance student engagement during instruction	Technology Clickers	SIG	\$3,000.00
			Subtotal: \$3,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Assist teachers in curriculum planning, explicit instruction, and review best practices for each of the English / Reading programs. Literacy Coaches will support the literacy program by providing modeling sessions, opportunities to participate in lesson studies, and provide additional strategies to enhance and support the instructional program.	New Generation Sunshine State Standards and	SIG	\$2,000.00
			Subtotal: \$2,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize incentives to motivate students towards increased reading proficiency.	Student incentives for meeting reading goals based on FAIR/Interim/FCAT data	SIG	\$3,000.00
			Subtotal: \$3,000.00
<b>Grand Total: \$10,000.00</b>			

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Increase percentage of students scoring proficient in listening and speaking by 15%.			
2012 Current Percent of Students Proficient in listening/speaking:					
34% (63)					
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. Limited opportunities for students to practice listening and speaking with native like English speakers	1.1. Provide push-in interventionist support in Developmental ESOL Courses. Interventionists will focus on oral language development.	1.1. Reading Coach, ESOL Coach, Administration	1.1. Direct coaching support for interventionists; quarterly Listening/Speaking assignments and assessments.	1.1. Monitoring of ESOL Interventions through classroom walkthroughs.
	1.2. Limited opportunities for students to receive feedback on listening/speaking level, ongoing practice and	1.2. Provide weekly opportunities for listening and speaking activities that utilize listening centers (with	1.2. Reading Coach, ESOL Coach, Administration	1.2. Direct coaching support for interventionists; quarterly Listening/Speaking assignments and	1.2. OPM data from quarterly Listening/Speaking assessments.

2	progress monitoring assessments of listening and speaking skills.	headphones), literacy circles, Socratic seminars, CELLA connections.  Provide quarterly Listening/Speaking OPM assessment and conduct data chats with students.		assessments	
---	---	---	--	-------------	--

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:	Increase percentage of students scoring proficient in Reading by 15%.
--	---

2012 Current Percent of Students Proficient in reading:

11%  
(21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited use of Achieve 3000	2.1. Administration will provide adequate access to computers and headphones in ESOL classes by designating a computer lab for ESOL.  ELLs will complete two Achieve3000 activities on a weekly basis.	2.1. Developmental ESOL teacher, Administration, Reading Coach	2.1. Achieve3000 Monthly Usage and Progress Reports	2.1. FAIR CELLA
2	2. 2.2. Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4)	2.2. Utilize common planning to create scaffolded activities to include increased frontloading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk.  Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans.	2.2. Reading coach, ESOL Coach, Administration	2.2. Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations provided.	2.2. Classroom observation walk through tool; Coaching logs.

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

3. Students scoring proficient in writing. CELLA Goal #3:	Increase percentage of students scoring proficient in Writing by 15%.
--	---

2012 Current Percent of Students Proficient in writing:

14%  
(26)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Limited use of writing components of Achieve3000	3.1. Evaluate and provide feedback for one email (thought question) and one writing assignment per student every two weeks.	3.1. Reading coach, ESOL Coach, Administration	3.1. Achieve3000 reports with a focus on thought question and writing assignment completion.	3.1. FCAT Writing Assessments
2	3.2. Limited use of daily writing practice (e.g. journals, quick write, bell ringer, exit slip, home learning)	3.2. Provide professional development of use of appropriate writing activities.  Provide active coaching on effective infusion of writing in daily lessons.	3.2. ESOL Teachers, Reading Coach, ESOL Coach, Administration	3.2. Lesson plan evaluation; Monitoring of common planning; Classroom observations of implementation; Student work folder evaluation.	3.2. Rubrics, Classroom Walkthrough Protocol; Work Folder Evaluation

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4)	English Now! Curriculum for ELL Level 1 Students in Creative Writing	Textbook; Title III	\$1,640.00
			Subtotal: \$1,640.00
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: \$1,640.00

# Florida Alternate Assessment High School Mathematics Goals

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

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

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

## 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:	Based on the 2012 Algebra EOC 31% of the students scored at achievement level 3, demonstrating proficiency in Algebra.  Given Instruction using the Next Generation Sunshine State Standards, 32% will be proficient on the 2013 Algebra EOC scoring at achievement level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (93)	32% (96)

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. Inconsistent use of manipulatives, academic vocabulary and technology components within the lesson	1.1. During common planning, incorporate the consistent use of manipulatives and technology that include remediation and enrichment activities.  Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning.  Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary.	1.1. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	1.1. Walkthroughs, observation, common planning, data chats	1.1. Common planning agendas, technology usage reports, word walls, lesson plans, data from topic assessments, interim assessments and benchmark assessments
	1.2. Teachers are not engaging in the problem solving process to implement effective	1.2. Engage teachers in the conversation about the "how" to teach "what" is taught during common	1.2. Principal, Vice Principal, Assistant Principals, Math Coaches, and	1.2. Walkthroughs, observations, data chats, common planning	1.2. Benchmark Bingo form, lesson plans, data chat forms indicating data

2	instruction in similar course contents.	planning and develop a problem-solving process to be utilized during instruction to engage students in the critical thinking aspect of the concept. Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	teachers		from various assessments
3	1.3 Corrective and explicit feedback is limited in student folders and notebooks	1.3 Implement rubrics that enable teachers to provide corrective feedback that specifically addresses the skills and concepts utilizing student samples during common planning.	1.3 Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	1.3 Walkthroughs, observations, common planning	1.3 Notebooks and student work samples, data

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:	Based on the 2013 Algebra EOC 7% of the students achieved levels 4 and 5.  Given instruction using the Next Generation Sunshine State Standards, 8% will achieve levels 4 and 5 on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (20)	8% (24)

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. Inconsistent use of academic vocabulary and technology components within the lesson.	2.1 Provide modeling in order to increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks	2.1. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.1. Walkthroughs, observation, common planning, data chats, student note taking,	2.1. Common planning agendas, technology usage reports, data from topic assessments, interim assessments and benchmark assessments, and word walls
2	2.2 Opportunities for vocabulary development are overlooked during instruction and student	2.2 Develop vocabulary strategies and anticipate learning opportunities to be incorporated during	2.2 Principal, Vice Principal, Assistant Principals, Math Coaches, and	2.2 Walkthroughs, observations, data chats, common planning	2.2 Data from topic assessments, interim assessments and



	engagement is not consistently monitored throughout the lesson.	instruction. Engage in collaborative lessons that consist of scaffold questioning.	teachers		benchmark assessments and notebook checks
3	2.3 Teachers are not differentiating instruction consistently as evident in the planning or data review process.	2.3 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	2.3 Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.3 Walkthroughs, observations, data chats, common planning	2.3 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
4	2.4 Corrective and explicit feedback is limited in student folders and notebooks	2.4 Implement rubrics that enable teachers to provide corrective feedback that specifically addresses the skills and concepts utilizing student samples during common planning.	2.4 Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.4 Walkthroughs, observations, common planning	2.4 Notebooks and student work samples, data

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
	38%	43%	48%	53%	58%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Based on the 2012 Algebra EOC 30% of student subgroups by ethnicity demonstrated proficiency.  Given instruction using the Next Generation Sunshine State Standards, 36% of student subgroups by ethnicity will be proficient on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 33% (33) Hispanic: 42% (83) Asian: N/A American Indian: N/A	White: N/A Black: 37% (37) Hispanic: 46% (91) Asian: N/A American Indian: N/A
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The Carnegie Cognitive Tutor program is implemented at a slow pace and with little fidelity.	3B.1. Increase student completion rate on Carnegie Learning Online through effective monitoring of the data to establish groups based on the most current data and on students' identified needs.	3B.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3B.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3B.2. Inconsistent use of academic vocabulary components within the lesson.	3B.2. During common planning, incorporate the use of vocabulary activities that include remediation and enrichment activities.  Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	3B.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.2. Classroom walkthrough, observation, notebook checks, data chats,	3B.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments
3	3B.3. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson	3B.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	3B.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.3. Walkthroughs, observations, data chats, common planning	3B.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	3B.4 Differentiated instruction is not consistently evident in the planning or data review process.	3B.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	3B.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.4 Walkthroughs, observations, data chats, common planning	3B.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
5	3B.5 Corrective and explicit feedback is limited in student folders and notebooks	3B.5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model	3B.5 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.5 Walkthroughs, observations, common planning	3B.5 Notebooks and student work samples, data

	teacher as examples of effective and descriptive feedback during common planning.	
--	---	--

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:	Based on the 2012 Algebra EOC 26% of the English Language Learners demonstrated proficiency in Algebra.  Given instruction using the Next Generation Sunshine State Standards, 33% of English Language Learners will be proficient on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (14)	33% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. Students lack the linguistic ability and academic vocabulary to engage with lessons at an appropriate level.	3C.1. During common planning, incorporate the use of vocabulary activities that include remediation and enrichment activities.  Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	3C.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3C.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3C.2. Inconsistent use of academic vocabulary and technology components within the lesson.	3C.2. During common planning, incorporate the use of vocabulary strategies that include remediation and enrichment activities. Provide modeling focused on the strategies during common planning.  Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	3C.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.2. Classroom walkthrough, observation, notebook checks, data chats,	3C.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments
3	3C.3. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not	3C.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during	3C.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.3. Walkthroughs, observations, data chats, common planning	3C.3. Data from topic assessments, interim assessments and benchmark

	consistently monitored throughout the lesson	instruction. Engage in collaborative lessons that consist of scaffolded questioning.			assessments and notebook checks
4	3C.4 Differentiated instruction is not consistently evident in the planning or data review process.	3C.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	3C.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.4 Walkthroughs, observations, data chats, common planning	3C.5 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
5	3C.5 Corrective and explicit feedback is limited in student folders and notebooks	3C.5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3C.5 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.5 Walkthroughs, observations, common planning	3C.5 Notebooks and student work samples, data

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:	Based on the 2012 Algebra EOC 12% of Students with Disabilities demonstrated proficiency in Algebra.  Given instruction using the Next Generation Sunshine State Standards, 19% will be proficient on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (5)	19% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3D.1. Students lack vocabulary skills to effectively engage with lessons at an appropriate level	3D.1. During common planning, incorporate the use of vocabulary activities that include remediation and	3D.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3D.1. Benchmark assessments, Carnegie post tests, charts, data

1		enrichment activities.  Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks			chats
2	3D.2. Inconsistent use of manipulatives and technology components within the lesson.	3D.2. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning.	3D.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.2. Classroom walkthrough, observation, notebook checks, data chats,	3D.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments
3	3D.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	3D.3. During common planning, incorporate explicit questioning and scaffolding.	3D.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.3. Walkthroughs, observations, data chats, common planning	3D.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	remediate based on 3D.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	3D.4. Use of data to differentiate instruction and specific benchmarks that address the deficiencies and target specific content that students are in need of.	3D.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.4 Walkthroughs, observations, data chats, common planning	3D.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
5	3D.5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3D. %.  During common planning create project based rubrics that enhance authentic assesments. Ensure that we provide relevant corrective feedback based on the rubric.	3D.5 Principal, Vice Principal, Assistant Principals, Math Coach and teacher	3D.5 Walkthroughs, observations, common planning	3D.5 Notebooks and student work samples, data

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:	Based on the 2012 Algebra EOC 39% of Economically Disadvantaged students demonstrated proficiency.  Given instruction using the Next Generation Sunshine State Standards, 46% of Economically Disadvantaged students will demonstrate proficiency on the 2013 Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (111)	46% (131)

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. Students lack technology in the home to assist with home learning and follow-up activities.	3E.1. Increase use of time in computer labs to expose students to appropriate technology and assist with preparation for computer-based testing.	3E.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E1. Classroom walkthroughs, observation, computer lab schedules	3E.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3E2. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson.	3E2. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning	3E.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.2. Classroom walkthrough, observation, notebook checks, data chats,	3E.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments
3	3.E3 Inconsistent use of manipulative academic vocabulary and technology components within the lesson.	3E.3. .During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning. Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	3E.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.3. Walkthroughs, observations, data chats, common planning	3E.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	3E.4 Differentiated instruction is not consistently evident in the planning or data review process.	3E.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and	3E.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments	3E.4 Walkthroughs, observations, data chats, common planning

		the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.			
5	3E.5 Corrective and explicit feedback is limited in student folders and notebooks	3E5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3E.5 Principal, Vice Principal, Assistant Principals, Math Coach and teacher	3E.5 Notebooks and student work samples, data	3E.5 Walkthroughs, observations, common planning

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:	Based on the 2013 Geometry EOC 32% of the students scored at achievement level 3 demonstrating proficiency. In Geometry.  Given instruction using the Next Generation Sunshine State Standards, 36% will be proficient on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (83)	36% (92)

### 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. Inconsistent use of manipulatives, academic vocabulary and technology components within the lesson.	1.1. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and	1.1. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	1.1. Walkthroughs, observation, common planning, data chats	1.1. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments

1		opportunities for utilization during common planning. Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.			
2	1.2. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson.	1.2. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	1.2. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	1.2. Walkthroughs, observations, data chats, common planning	1.2. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
3	1.3. Teachers are not engaging in the problem solving process to implement effective instruction in similar course contents and differentiated instruction is not consistently evident in the planning or data review process	1.3. Engage teachers in the conversation about the "how" to teach "what" is taught during common planning and develop a problem-solving process to be utilized during instruction to engage students in the critical thinking aspect of the concept. Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	1.3. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	1.3. Walkthroughs, observations, data chats, common planning	1.3. Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
4	1.4 Corrective and explicit feedback is limited in student folders and notebooks	1.4 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive	1.4 Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	1.4 Walkthroughs, observations, common planning	1.4 Notebooks and student work samples, data



	feedback during common planning.			
--	----------------------------------	--	--	--

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:	Based on the 2013 Geometry EOC 15% of the students scored at achievement levels 4 & 5 demonstrating proficiency. In Geometry.  Given instruction using the Next Generation Sunshine State Standards, 16% will be proficient on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (38)	16% (92)

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. Inconsistent use of manipulatives, academic vocabulary and technology components within the lesson.	2.1. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning. Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	2.1. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.1. Walkthroughs, observation, common planning, data chats, student note taking,	2.1. Common planning agendas, technology usage reports, data from topic assessments, interim assessments and benchmark assessments, and word walls
2	2.2. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson.	2.2. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning	2.2. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.2. Walkthroughs, observations, data chats, common planning	2.2. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
	2.3 Teachers are not engaging in the problem solving process to implement effective instruction in similar course contents and differentiated instruction is not consistently evident in the planning or data	2.3. Engage teachers in the conversation about the "how" to teach "what" is taught during common planning and develop a problem-solving process to be utilized during instruction to engage students in the critical	2.3. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.3. Walkthroughs, observations, data chats, common planning	2.3. Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments

3	review process.	thinking aspect of the concept. Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.			
4	2.4. Corrective and explicit feedback is limited in student folders and notebooks	2.4. Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning	2.4. Principal, Vice Principal, Assistant Principals, Math Coaches, and teachers	2.4. Walkthroughs, observations, common planning	2.4. Notebooks and student work samples, data

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	N/A				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The pacing of the Carnegie Cognitive Tutor is slow with little fidelity.	3B.1. Increase student completion rate on Carnegie Learning Online through effective monitoring of the data to establish groups based on the most current data and on students' identified needs.	3B.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3B.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3B.2. Inconsistent use of manipulative academic vocabulary and technology components within the lesson.	3B.2. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning. Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	3B.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.2. Classroom walkthrough, observation, notebook checks, data chats.	3B.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments
3	3B.3. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson.	3B.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	3B.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.3. Walkthroughs, observations, data chats, common planning	3B.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	3B.4 Differentiated instruction is not consistently evident in the planning or data review process.	3B.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat	3B.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.4 Walkthroughs, observations, data chats, common planning	3B.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments

		forms to address benchmark deficiencies.			
5	3B.5 Corrective and explicit feedback is limited in student folders and notebooks	3B.5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3B.5 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3B.5 Walkthroughs, observations, common planning	3B.5 Notebooks and student work samples, data

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. The pacing of the Carnegie Cognitive Tutor is slow with little fidelity	3C1. Increase student completion rate on Carnegie Learning Online through effective monitoring of the data to establish groups based on the most current data and on students' identified needs	3C.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3C.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3C.2. Inconsistent use of manipulative academic vocabulary and technology components within the lesson.	3C2. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning. Increase the	3C.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.2. Classroom walkthrough, observation, notebook checks, data chats,	3C.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments

		development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.			
3	3C3. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson.	3C.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	3C.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.3. Walkthroughs, observations, data chats, common planning	3C.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	3C.4 Differentiated instruction is not consistently evident in the planning or data review process	3C.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	3C.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3C.4 Walkthroughs, observations, data chats, common planning	3C.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
5	3C.5 Corrective and explicit feedback is limited in student folders and notebooks	3C.5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3C.5 Principal, Vice Principal, Assistant Principals, Math Coach and teacher	3C.5 Walkthroughs, observations, common planning	3C.5 Notebooks and student work samples, data

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

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. The pacing of the Carnegie Cognitive Tutor is slow with little fidelity	3D.1. Increase student completion rate on Carnegie Learning Online through effective monitoring of the data to establish groups based on the most current data and on	3D.1. .Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3D.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3D.2. Inconsistent use of manipulative academic vocabulary and technology components within the lesson.	3D. 2. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning. Increase the development of vocabulary acquisition by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.	3D .2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.2. Classroom walkthrough, observation, notebook checks, data chats,	3D.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments
3	3D. 3. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson	3D.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	3D.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.3. Walkthroughs, observations, data chats, common planning	3D.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	3D.4 Differentiated instruction is not consistently evident in the planning or data review process.	3D.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address	3D.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3D.4 Walkthroughs, observations, data chats, common planning	3D.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments

		benchmark deficiencies.			
5	3D.5 Corrective and explicit feedback is limited in student folders and notebooks	3D. 5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3D.5 Principal, Vice Principal, Assistant Principals, Math Coach and teacher	3D.5 Walkthroughs, observations, common planning	3D.5 Notebooks and student work samples, data

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
1	3E.1. The pacing of the Carnegie Cognitive Tutor is slow with little fidelity	3E.1. Increase student completion rate on Carnegie Learning Online through effective monitoring of the data to establish groups based on the most current data and on students' identified needs.	3E.1. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.1. Classroom walkthroughs, observation, pull Carnegie reports, post completion rate incentive charts	3E.1. Benchmark assessments, Carnegie post tests, charts, data chats
2	3E.2. Inconsistent use of manipulative academic vocabulary and technology components within the lesson.	3E.2. During common planning, incorporate the use of manipulatives and technology that include remediation and enrichment activities. Provide modeling focused on the appropriate individual response devices and opportunities for utilization during common planning. Increase the development of vocabulary acquisition	3E.2. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.2. Classroom walkthrough, observation, notebook checks, data chats,	3E.2. Common planning agendas, technology usage reports, word walls, data from topic assessments, interim assessments and benchmark assessments

		by explicitly teaching and referencing vocabulary during instruction and monitor the use of academic vocabulary in discourse and notebooks.			
3	3E.3. Explicit questioning and learning opportunities are overlooked during instruction and student engagement is not consistently monitored throughout the lesson.	3E.3. Develop explicit questioning and anticipate learning opportunities to be incorporated during instruction. Engage in collaborative lessons that consist of scaffold questioning.	3E.3. Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.3. Walkthroughs, observations, data chats, common planning	3E.3. Data from topic assessments, interim assessments and benchmark assessments and notebook checks
4	3E.4 Differentiated instruction is not consistently evident in the planning or data review process.	3E.4 Use differentiated instructional strategies including varying the content, process or product to respond to the variance among learners in the classroom supported by data. Indicate in the lesson plan the groupings and the specific content focus to be addressed during intervention, remediation, and enrichment sessions and utilize Benchmark Bingo and data chat forms to address benchmark deficiencies.	3E.4 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.4 Walkthroughs, observations, data chats, common planning	3E.4 Benchmark Bingo form, lesson plans, data chat forms indicating data from various assessments
5	3E.5 Corrective and explicit feedback is limited in student folders and notebooks	3E.5 Implement rubrics in project-based or authentic assessments developed during common planning. Provide corrective feedback that specifically addresses the skills and concepts assessed on particular assignments identified during common planning. Use student work samples from model teacher as examples of effective and descriptive feedback during common planning.	3E.5 Principal, Vice Principal, Assistant Principal, Math Coach and teacher	3E.5 Walkthroughs, observations, common planning	3E.5 Notebooks and student work samples, data

*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
Participate in a book study	Geometry	Math Coach	Geometry Team	December 2012	Book Study Documentation	Math Coach/Vice Principal
Grant writing workshop	Algebra	Exantus	Algebra I Team	March 2013	Grant will be submitted	Vice Principal
Rigor and Relevance framework	Algebra and Geometry	Exantus	Algebra I and Geometry Team	January 2013	Classroom walkthroughs, lesson plans	Vice Principal

Mathematics Budget:

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

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

## Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	Based on 2012 data 28% scored an achievement level of 3. Our goal is to increase that by 5% to 33 % scoring level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (65)	33% (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
	1.1. Fidelity of implementation of the Gradual Release Model (GRM) and Explicit Instruction	1.1. Teach (explicitly) the gradual release model to teachers, give examples, and model the process with	1.1. Administration and Science Coach	1.1. Classroom walkthroughs, data chats, administrative observations, common planning and lesson	1.1. Interim Assessments, Monthly Assessment, lesson plans and

1		teachers who need extra support.  Develop explicit questioning and plan learning opportunities to be incorporated during the "we do"/guided instruction component of the Gradual Release Model.		plans	Biology EOC
2	1.2. Teachers' limited proficiency in Common Core reading strategies and implementation.	1.2. Incorporate Common Core reading comprehension and writing strategies into instruction.	1.2. Science Coach and administration	1.2. Classroom walkthroughs, data chats, administrative observations, common planning and lesson plans	1.2. Interim Assessments, Monthly Assessment, lesson plans and Biology EOC
3	1.3. Teachers' limited knowledge and understanding of rigor and accountability talk delivery	1.3. Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms  Conduct a book study on the development of rigor in the classroom focusing on Rigor is NOT a Four-letter Word by B. Blackburn	1.3 Science Coach and Administration	1.3 Classroom Walkthroughs, data chats, administrative observations, common planning, lesson plans.	1.3 Interim Assessments, Monthly Assessments, lesson plans, 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:	Based on 2012 data 6% of students scored a level 4 or 5. Our goal is to increase that by 2% to 8% this school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (15)	8% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teacher sponsorship availability.	2.1. Incorporate the Science Fair, and any other science competition such as Fairchild Challenge	2.1. Science Coach and administration	2.1. Classroom walkthroughs, data chats, administrative observations, common planning and lesson plans	2.1. Interim Assessments, Monthly Assessment, lesson plans and Biology EOC
2	2.2. New Advanced Placement (AP) teachers knowledge of College Board resources	2.2. Incorporate the AP College Board recommended Science Labs aligned with the College Board Released Essay Questions as listed in the ETO pacing list of the recommended AP	2.2. Science AP teachers, Science Coach and administration	2.2. Classroom walkthroughs, data chats, administrative observations, common planning and lesson plans	2.2. Interim Assessments, Monthly Assessment, lesson plans and Biology EOC

		Science labs and essays..			
3	2.3. Teachers' limited knowledge and understanding of rigor and accountability talk delivery	2.3. Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms  Conduct a book study on the development of rigor in the classroom focusing on Rigor is NOT a Four-letter Word by B. Blackburn	2.3. Science Coach and administration	2.3 Classroom walkthroughs, data chats, administrative observations, common planning and lesson plans	2.3 Interim Assessments, Monthly Assessment, lesson plans and 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
Descriptive and Corrective Feedback and strategies to guide students to complete lab reports	All science teachers	Science coach	Science teachers	Through Common Planning	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
District Science Fair and Fairchild Gardens orientations	N/A	District and Fairchild Gardens staff	Competition sponsors	TBA	Evidence of school Science Fair projects and students' competitions attendance rosters.	Administrators and Science Coach
College Board PD for the AP Science Courses	N/A	College Board staff	AP Science teachers	TBA	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
Infusion of Common Core reading strategies into Biology	Biology teachers	Science coach supported by ETO CSS	Biology Teachers	First Early Release day	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
Rigor and Accountability Talk PD	All science teachers	Science coach	Science teachers	Through Common Planning	Lesson plans and classrooms walkthroughs	Administrators and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Double Dose Biology students into the Research 3 science class during the 2013-2013 school year.	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment.	SIG	\$2,000.00
After school tutoring available to students on a weekly basis staffed by content area teachers.	Funding to pay of additional hours of instruction.	SIG	\$2,400.00

			Subtotal: \$4,400.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Promote the effective use of higher order questions, rigorous activities, and accountability talk in the science classrooms.	Clickers (either for SMART Board of Promethean)	SIG	\$5,000.00
			Subtotal: \$5,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate Common Core reading comprehension and writing strategies into instruction.	Hourly after school funding for teachers to attend PD	SIG	\$1,000.00
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$10,400.00</b>

*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.		Miami Jackson Senior High's goal for the 2011-2012 school year is to increase the percentage of students achieving at or above proficiency from 89% to 91%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
89% (279)		91% (254)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1 Limited use of data to differentiate instruction in writing classes.	1a.1 Incorporate the strategic use of data and goal setting to drive instruction through use of data chat forms that include goal setting criteria, and provide writing interventions based on students needs identified through Write Score assessments.	1a.1 Reading Coach Administration	1a.1 The reading coach will work with teachers to utilize the data efficiently to assure that the needs of all students are met through DI in the writing classes.	1a.1. Write Score District and School-site assessment data.  Summative 2013 FCAT Assessment  Classroom observations
	1a.2. Teachers' ability to complete the entire	1a.2 Create writing portfolios for all students	1a.2. Reading Coach Administration	1a.2. Monitor use of the portfolios. Provide	1a.2. Write Score District and

2	writing process from planning through publishing needs further development.	providing work that demonstrates writing from beginning to end, showing different modes of writing pieces and papers with relevant descriptive feedback in order to provide opportunities to make revisions towards mastery of targeted writing skills.		corrective feedback on select assignments	School-site assessment data. Summative 2013 FCAT Assessment Classroom observations
3	1a.3. Students lack the ability to infuse elaboration and extension into writing pieces.	1a.3. Provide teachers with Professional Development in the area of extending students writing to the elaborated stage by focusing on the four levels of support Bare, Extended, Layered, and Elaboration.	1a.3. Reading Coach Administration	1a.3. Monitor elaboration and extension in student work through common planning to provide corrective feedback. Additionally coaching support through modeling	1a.3. Write Score District and School-site assessment data. Summative 2013 FCAT Assessment Classroom observations
4	1a.4 Limited use of rubrics to increase student's understanding of the writing process.	1a.4 Consistently utilize rubrics, calibration, and exemplar papers to increase the quality of students writing in the Creative Writing classes.  Develop use of rubrics through active coaching, common planning, and the lesson study process.	1a.4. Reading Coach Administration	1a.4. Monitor the use of rubrics to increase the quality of students' writing in the writing classes through the coaching logs, lesson plans, student work folders and attending common planning.	1a.4. Write Score District and School-site assessment data. Summative 2013 FCAT Assessment Classroom observations
5	1a.5 Limited use of anchor papers to provide a model for effective student writing.	1a.5 Utilize anchor papers and rubrics that will provide students with the understanding of how they are assessed and to be used by teachers as models for instruction with students in the classroom.	1a.5 Reading Coach Administration	1a.5 Monitor the use of active coaching and anchor paper and rubrics to increase the quality of students' writing in the writing classes through the coaching logs, lesson plans, and attending common planning.	1a.5 Write Score District and School-site assessment data. Summative 2013 FCAT Assessment Classroom observations
6	1a.6 Students lack the ability to write an argument to support claim in an analysis of topics and text.	1a.6 Implement various topics via mentor text that will allow students to critically think, promote student accountability talk, as well as respond in writing with valid reasoning and relevant and sufficient evidence.  Increase explicit instruction in writing classes to include think and write alouds and calibration.	1a.6 Reading Coach Administration	1a.6 Monitor through student's work folders and utilize common planning for collaboration and providing students with corrective and effective feedback.	1a.6 Write Score District and School-site assessment data. Summative 2013 FCAT Assessment Classroom observations

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rubrics and Exemplar Papers	10th Grade English	Literacy Coach ETO Representative	10th Grade English and Writing Teachers	Common Planning Times for September 2012 – December 2012	Review progress from each assignment administered. Review assignments for written commentary and feedback.	Administration, Literacy Coaches
Write Score Training	10th Grade Creative Writing/English Teachers	Literacy Coach ETO Representative	10th Grade English and Writing Teachers	Common Planning Times September 2012	Review progress from each Write Score assessment administered.	Administration, Literacy Coaches
Writing Process	10th Grade Creative Writing/English Teachers	Literacy Coach ETO Representative	10th Grade English and Writing Teachers	Common Planning Times for September 2012 – December 2012	Review progress from each assignment administered. Review assignments for written commentary and feedback.	Administration, Literacy Coaches

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate the use of Writing Portfolios to track student writing progress	Writing Portfolios	SIG	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Model writing best practices during a "writing camp" for 10th grade students		SIG	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,300.00</b>

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (22)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers need further professional development to enhance instruction for preparation for EOC testing.	1.1. Provide teachers with professional development in alignment with the pacing guide in order to effectively prepare students for the EOC.	1.1. Principal Assistant Principal Reading Coach	1.1. Walkthroughs, observations, data chats, lesson plans	1.1. Baseline and Interim Assessments

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (22)

### Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to
--	--	-----------	-----------------



	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers need further professional development to enhance instruction for preparation for EOC testing.	2.1. Provide teachers with professional development in alignment with the pacing guide in order to effectively prepare students for the EOC	2.1. Principal Assistant Principal Reading Coach	2.1. Walkthroughs, observations, data chats, lesson plans	2.1. Baseline and Interim Assessments

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
U.S. History New Textbook Adoption Training	11th Grade U.S. History	ETO	11th Grade U.S. History Teachers	September 2012	Walkthroughs, observations, data chats, lesson plans	Administrators
Using EOC/Interim Data to Drive Instruction	11th Grade U.S. History	ETO	11th Grade U.S. History Teachers	September 2012	Walkthroughs, observations, data chats, lesson plans	Administrators

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Miami Jackson Senior High's goal for the 2012-2013 school year is to increase attendances to 95% by minimizing unexcused absences.  In addition, our goal is to decrease the number of students with excessive absences and tardiness by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.84%	94.84%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
573	544
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
375	356

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 Incentives for good student attendance was limited.	1.1 Provide incentives for students exhibiting good attendance patterns through PBS.	1.1 Administrative Team	1.1 Monitor generated reports by grade levels.  Monitor COGNOS reports on student suspensions.	1.1 COGNOS suspensions reports
2	1.2. Parents had limited knowledge of the expectations and regulations associated to student's attendance and tardiness	1.2 PBS and Attendance Team, in collaboration with core members from Diplomas Now, will contact parents and advise them of activities and programs which offer resources support for students who are demonstrating attendance issues and truancy patterns.	1.2. Administrative Team, Community Involvement Specialists, Diplomas Now Representatives PBS Coach	1.2. Monitor parent communication logs, truancy packets and sign in sheets.	1.2. Parent Sign in Sheets and Contact logs
3	1.3. Parents had limited knowledge of the expectations and regulations associated to student's attendance and tardiness.	1.3. Utilize Plasco to monitor attendance patterns.	1.3. Administrative Team, Community Involvement Specialists, Diplomas Now Representatives PBS Coach	1.3. Monitor Plasco reports.	1.3. Plasco reports

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

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

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

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
Plasco	All Grade Levels	SIG	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PBS	PBS Core members and their roles	SIG	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Incentives	Incentives to increase student motivation towards positive behavior	SIG	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$7,000.00</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:	Miami Jackson Senior High's goal for the 2011-2012 school year is to decrease the total number of suspensions by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
589	329

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
366	614
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
256	230
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
184	166

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. Incentives for students exhibiting positive behavior were limited.	1.1 Provide incentives for students exhibiting positive behaviors and complying with the Student Code of Conduct through PBS	1.1 Administrative Team PBS Coach	1.1 Monitor generated reports by grade levels.  Monitor COGNOS reports on student suspensions.  Plasco reports.	1.1 COGNOS suspensions reports Plasco reports
2	1.2. Parents continue to have limited knowledge of the Code of Student Conduct regulations.	1.2 The PBS Team will contact parents and advise them of alternate consequences and provide information on intervention strategies being implemented to help reduce total number of suspensions.  Conduct parent-student orientation prior to the start of the school year.	1.2. Administrative Team Diploma Now members	1.2. Monitor parent communication logs and sign in sheets	1.2. Parent Sign in Sheets and Contact logs

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

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

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

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		Miami Jackson Senior High's goal for the 2012-2013 school year is to decrease the dropout rate by 0.15 percentage points and to increase the graduation rate by 2 percentage points.			
Dropout Prevention Goal #1:					
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
41%.		39%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
74.5%		76.5%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1.1. At risk students were not enrolling in credit recovery programs and completing graduation requirements.	1.1. Have students participate in data chats with counselors and place them on contract which details information on credit recovery course opportunities through Florida Virtual, the adult education program, and the Secondary School Reform eight period day schedule.	1.1. Principal, Assistant Principals, Counselors, Graduation Coach, Cap Advisor	1.1. Administrators will review student folders, generated reports, and portfolios.	1.1. Grade Reports
2	1.2. Students need increased familiarity with the requirements needed for graduation.	1.2. Counselors will conduct student conferences based on academic needs.	1.2. Principal, Assistant Principals, Counselors, Graduation Coach, Cap Advisor	1.2. Create schedule for counselors and review conference sign in sheets	1.2. Counselors will conduct student conferences based on academic needs.

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 Progression Plan for School Counselors	Student Services	Student Services District Personnel	Student Services	August 2012, December 2012, June 2013	Grade Verification Reports Data Chats	Principal Assistant Principals

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
Counselors will conduct student conferences based on academic needs.	High School Accountability Requirements	SIG	\$1,000.00
Subtotal: \$1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$1,000.00</b>			

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-2012 school year, 10% of parents attended school sponsored events.  Miami Jackson Senior High's goal is to increase parent participation to 17%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10%	17%

### 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. Parent participation in school sponsored activities has been limited.	1.1. Orientations emphasizing the transition into high school and the responsibilities and expectations associated to high school students will be conducted.	1.1. Principal, Assistant Principals, Community Involvement Specialists	1.1. Collect surveys and data from orientations	1.1. Sign-in Sheets
2	1.2. Parent participation in school sponsored activities has been an obstacle	1.2. Create a format and schedule for parents to communicate with teachers, counselors, and other selected personnel.	1.2. Principal, Assistant Principal	1.2. Administrators will review sign in sheets and contact information logs	1.2. Contact Logs, Sign in Sheets, Review appointments sheets
3	1.3. Parent participation in school sponsored activities has been an obstacle	1.3. Parent Academy sessions emphasizing the role of the parent with students in high school and how the school offers parents variety of support and options. Provide orientations and "highlight" sessions which showcase student work and student achievements.	1.3. Principal, Assistant Principal	1.3. Administrators will review sign in sheets and contact information logs	1.3. Contact Logs, Sign in Sheets, Review appointments sheets, Surveys

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Parent Communication	Student Services, Clerical	District Student Services Personnel	Student Services, Clerical	August 2012 – June 2013	Collect written feedback from conferences	Principal, Assistant Principals
Parent Academy	All grades	CIS	School wide	August 2012 – June 2013	Collect written feedback from conferences	Principal, Assistant Principals

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
Create a format and schedule for parents to communicate with teachers, counselors, and other selected personnel.	Effective Communication Skills	SIG	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Integrate STEM into CTE courses as it relates to the Race to the Top Grant.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Lack of CTE and STEM curriculum integration	1.1. Provide professional development to CTE	1.1. Arlinda Smith and Gloria Bailey	1.1. Monitor the implementation of STEM	1.1. Common planning logs ,



1	teachers on STEM Attend the STEM curriculum integration sponsored by FLDOE.	in all CTE classrooms	administrative classroom walkthroughs and coaching 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
Curriculum Integration of STEM	CTE Classes	CTE Coach	CTE Teachers	September 2012 – June 2013	Administrative walkthroughs	Administrator

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:	Miami Jackson Senior High School's goal is to have 70% of CTE students achieve a passing score and complete course related requirements in order to increase industry certification in the following CTE areas: Business, Culinary Arts, Information Technology and Health.
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. Students need to develop a purpose for learning objectives introduced through the use of the common board configuration.</p> <p>Students need instructional routine in effectively using Explicit and Systematic Instruction.</p>	<p>1.1. Develop consistency in instructional routine by utilizing the common board configuration, refer to the essential question and common board throughout the period and revisit at the end of class.</p> <p>Provide active coaching in the development of the instructional routine.</p> <p>Establish a consistent instructional routine in CTE classes using the "Gradual Release Model", Explicit and Systematic Instruction.</p> <p>Provide active coaching and modeling in the development of the instructional routine of Explicit and Systematic Instruction.</p>	1.1. CTE Administrator CTE/RTTT Coach	1.1. Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log	1.1. Classroom walkthrough logs. Coach logs
2	1.2. Students need to develop higher order thinking skills in order to increase levels of proficiency.	<p>1.2. Develop and implement higher order questions and rigorous activities to be included in class instruction using the DOK chart during common planning.</p> <p>Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.</p>	1.2. CTE Administrator CTE/RTTT Coach	1.2. Administrative walkthroughs, common planning, monitoring lesson plans, lesson study, Coach Log	1.2. Common planning logs. Classroom walkthrough logs. Coach logs
3	1.3. Teachers need to maximize teaching power through the use of technology.	<p>1.3. Provide additional training on the use of promethean boards and Implement usage with fidelity.</p> <p>Provide additional training on the use of Discovery Learning</p>	1.3. CTE Administrator CTE/RTTT Coach	1.3. Administrative walkthroughs, common planning, lesson plans, Coach Log	1.3. Lesson plans, students' work folders
4	1.4. Lack of physical evidence real-world applications	1.4. Increase rigor and real-world applications through Project Based Learning and competition enrollment from CTE Student Organization (CTSOs).	1.4. CTE Administrator CTE/RTTT Coach	1.4. Monitor CTE teacher's involvement in Professional Learning Communities related to Project Based Learning and District/State (CTSOs) competitions.	1.4. Common planning logs. Classroom walkthrough logs. CTSO registrations. Coaching logs
5	1.5. A timeline needs to be in place to facilitate compliance of industry certification exams	1.5. CTE programs will follow a curriculum pacing guide to include pacing activities for industry	1.5. CTE Administrator CTE/RTTT Coach	1.5. Administrative walkthroughs, common planning, review of test data	1.5. Classroom walkthrough logs ICE Pretest Review

		certification, state curriculum standards and program sequencing of courses.			
6	1.6. Lack of CTE and STEM curriculum integration	1.6. Provide PD for CTE teachers on STEM Curriculum and integration as it relates to CTE. Attend Curriculum Integration workshop sponsored by FLDOE	1.6. CTE Administrator CTE/RTTT Coach	1.6. Monitor the implementation of STEM in the CTE classrooms curriculum integration through administrative walkthroughs, lesson plans, Lesson Study, and Common Planning times.	1.6. Common planning logs. Classroom walkthrough logs.  Completed Lesson Study Cycle. Coaching logs
7	1.7. Decrease CTE teacher displacement in CTE computer labs during statewide testing.	1.7. Assign a computer lab or lab on wheels with the installation of the required software to meet the needs of the CTE class displaced. Create an ICE testing timeline which ends before statewide testing begins in March.  Also create an enrichment plan for tutorial.	1.7. CTE Administrator CTE/RTTT Coach	1.7. Monitor that there is consistent instructional routine utilizing the CTE computer lab and/or the lab on wheels through regular classroom visitations. Monitor testing schedule for CTE.	1.7. Classroom walkthrough logs.  Interim assessment data  ICE printed reports
8	1.8. Lack of CTE student program completers	1.8. Develop and implement a CTE course sequence chart that identifies each CTE programs courses sequentially. Provide course sequence chart to the Student Services department	1.8. CTE Administrator CTE/RTTT Coach	1.8. Consistently monitor CTE class enrollment and CTE student schedules.	1.8. Schedule Change Requests  Occupation Completion Points awarded
9	1.9. Increase CTSO involvement	1.9. Encourage all CTE teachers to sponsor at least one CTSO that is co-curricular to their class	1.9. CTE Administrator CTE/RTTT Coach Lead Teacher Activities Director	1.9. Monitor CTE teachers and students enrolment in various national CTSOs.	1.9. Student/Teacher roster Registration in appropriate organizations Monthly meeting Minutes and agendas
10	1.10. Need of additional professional Industry Certifications for CTE teachers within their subject areas.	1.10. Provide PD and other opportunities for CTE teachers to attain multiple professional Industry Certifications within their content area.	1.10. District CTE Office CTE Administrator CTE/RTTT Coach	1.10. Monitor CTE teacher's enrollment in PDs and professional ICES offerings throughout the State and District. Encourage CTE teachers to pursue additional professional Industry Certification within their subject areas.	1.10. PD registration log.  Additional Professional Industry Certification Exam awarded.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE Content Updates Tech Ed and Ind Ed	9-12	Thomas Cummings	Automotive and Drafting Instructors	08/14/2013	Administrative Walkthroughs	Thomas Cummings & Ralph Bryan District CTE Instructional Supervisor & Educational Specialist
ETO Summer Teacher Academy for CTE	6-13	Arlinda Smith	Automotive Instructor	07/30 – 08/03/2013	ETO Walkthrough	Arlinda Smith, CTE CSS for ETO
Components of a Quality CTE Program Marketing and Diversified Education	9-13	Henri Cepero	Marketing Instructor	08/14/2013	Administrative Walkthroughs	Henri Cepero District CTE Instructional Supervisor
CTSO-HOSA Strategies for Success	9-13	Ronda Mims	Health Instructor	08/14/2013	Administrative Walkthroughs	Ronda Mims District CTE Instructional Supervisor
FACTE Conference	6-13	FLDOE	CTE/RTTT Coach & Keith McClure	07/23 – 07/26/2013	ETO and State Visit	Arlinda Smith, CTE CSS for ETO Gloria Bailey, CTE Specialist FLDOE
Culinary Arts Instructional Strategies	9-12	Gloria Humes	Culinary Instructor	08/14/2013	Administrative Walkthroughs	Gloria Humes District CTE Educational Specialist
Business and IT Training	9-13	Robert Quinn Sonia Samaroo	Business and Information Technology Instructor	08/14/2013	Administrative Walkthroughs	Robert Quinn & Sonia Samaroo District CTE Educational Specialist

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Develop and implement HOTS	Lesson Study	Race to the Top Grant	\$7,767.00
			Subtotal: \$7,767.00
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
FACTE	Conference	Race to the Top Grant	\$3,883.00
NCAC	Conference	Race to the Top Grant	\$3,883.00
			Subtotal: \$7,766.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
CTE Enrichment/Intervention	Tutorial	Race to the top Grant	\$7,767.00
			Subtotal: \$7,767.00
			Grand Total: \$23,300.00

End of CTE Goal(s)

## Additional Goal(s)

### Career Technical Education (CTE) Goal:

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. Career Technical Education (CTE) Goal Career Technical Education (CTE) Goal #1:	Miami Jackson Senior High's goal is to have 70% of CTE students achieve a passing score and complete course related requirements in order to increase industry certification in the following CTE areas: -Culinary Arts -Business Technology -Nursing
2012 Current level:	2013 Expected level:
53% (74)	70% (97)

#### 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>1.1. Students need to develop a purpose for learning objectives introduced.</p> <p>Students need instructional routine in effectively using Explicit and Systematic Instruction.</p> <p>1.2. Students need to develop higher order thinking skills in order to increase levels of proficiency.</p> <p>1.3. Teachers need to maximize teaching power through the use of technology.</p> <p>1.4. A timeline needs to be in place to facilitate compliance of industry certification exams.</p> <p>1.5. There is a need for introduction to and support of Project Based Learning competition.</p>	<p>1.1. Develop consistency in instructional routine by utilizing the common board configuration, refer to the essential question and common board throughout the period and revisit at the end of class.</p> <p>Provide active coaching in the development of the instructional routine.</p> <p>Establish a consistent instructional routine in CTE classes using the "I do, we do, you do", Explicit and Systematic Instruction.</p> <p>Provide active coaching and modeling in the development of the instructional routine of Explicit and Systematic Instruction.</p> <p>1.2. Develop and implement higher order questions and rigorous activities to be included during class instruction using the DOK chart during common planning.</p> <p>Provide active modeling</p>	<p>1.1. Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers</p> <p>1.2. Principal, Assistant Principals, CTE Coach</p> <p>1.3. Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers</p> <p>1.4. Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers</p> <p>1.5. Principal, Assistant Principals, SLC Coordinator, CTE Coach, CTE Teachers</p>	<p>1.1. Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log</p> <p>1.2. Administrative walkthroughs, common planning, monitoring lesson plans, Coach Log</p> <p>1.3. Administrative walkthroughs, common planning, lesson plans, Lesson Study</p> <p>1.4. Administrative walkthroughs, common planning, review of test data</p> <p>1.5. Monitor implementation of guidelines and timeline for teacher training</p>	<p>1.1. Baseline, Interim, Practice/readiness tests</p> <p>1.2. Formative assessments, Students' work folders</p> <p>1.3. Lesson plans, students' work folders</p> <p>1.4. Baseline, Interim, Practice/readiness tests</p> <p>1.5. Student competition projects</p>

1		<p>and coaching in the use of higher order questioning and response techniques throughout the curriculum.</p> <p>1.3. Provide additional training on the use of promethean boards and Implement usage with fidelity.</p> <p>Provide additional training on the use of Discovery Learning.</p> <p>1.4. CTE programs will follow a curriculum pacing guide to include pacing activities for industry certification, state curriculum standards and program sequencing of courses.</p> <p>1.5. Develop lesson plans to include instructional elements for Career Technical Ed Student Organizations (CTSO) competitions.</p> <p>Increase rigor and real-world applications through CTSO.</p> <p>Attend district/state training which include competition guidelines.</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
No Data Submitted						

Budget:

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

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Career Technical Education (CTE) Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Accelerated Reader to enhance independent reading and student motivation toward reading	Student incentives and rewards for meeting Accelerated Reader goals	SIG	\$2,000.00
CELLA	Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4)	English Now! Curriculum for ELL Level 1 Students in Creative Writing	Textbook; Title III	\$1,640.00
Science	Double Dose Biology students into the Research 3 science class during the 2013-2013 school year.	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment.	SIG	\$2,000.00
Science	After school tutoring available to students on a weekly basis staffed by content area teachers.	Funding to pay of additional hours of instruction.	SIG	\$2,400.00
Writing	Incorporate the use of Writing Portfolios to track student writing progress	Writing Portfolios	SIG	\$300.00
CTE	Develop and implement HOTS	Lesson Study	Race to the Top Grant	\$7,767.00
				Subtotal: \$16,107.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize response clickers to enhance student engagement during instruction	Technology Clickers	SIG	\$3,000.00
Science	Promote the effective use of higher order questions, rigorous activities, and accountability talk in the science classrooms.	Clickers (either for SMART Board of Promethean)	SIG	\$5,000.00
Attendance	Plasco	All Grade Levels	SIG	\$5,000.00
				Subtotal: \$13,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assist teachers in curriculum planning, explicit instruction, and review best practices for each of the English / Reading programs. Literacy Coaches will support the literacy program by providing modeling sessions, opportunities to participate in lesson studies, and provide additional strategies to enhance and support the instructional program.	New Generation Sunshine State Standards and	SIG	\$2,000.00
Science	Incorporate Common Core reading comprehension and writing strategies into instruction.	Hourly after school funding for teachers to attend PD	SIG	\$1,000.00
Attendance	PBS	PBS Core members and their roles	SIG	\$1,000.00



Dropout Prevention	Counselors will conduct student conferences based on academic needs.	High School Accountability Requirements	SIG	\$1,000.00
Parent Involvement	Create a format and schedule for parents to communicate with teachers, counselors, and other selected personnel.	Effective Communication Skills	SIG	\$2,000.00
CTE	FACTE	Conference	Race to the Top Grant	\$3,883.00
CTE	NCAC	Conference	Race to the Top Grant	\$3,883.00
				Subtotal: \$14,766.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize incentives to motivate students towards increased reading proficiency.	Student incentives for meeting reading goals based on FAIR/Interim/FCAT data	SIG	\$3,000.00
Writing	Model writing best practices during a "writing camp" for 10th grade students		SIG	\$1,000.00
Attendance	PBS Incentives	Incentives to increase student motivation towards positive behavior	SIG	\$1,000.00
CTE	CTE Enrichment/Intervention	Tutorial	Race to the top Grant	\$7,767.00
				Subtotal: \$12,767.00
				Grand Total: \$56,640.00

## 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.

No Attachment (Uploaded on 10/22/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC will be used to purchase books for the Media center in order to enhance Literacy in our school and to provide incentives for students attending afterschool and Saturday School.	\$4,000.00

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

The SAC will meet on a monthly basis to discuss issues relevant to the school and the community. They will address the school improvement plan and initiatives that will further enhance Miami Jackson's involvement with it's Dade Partners and the surrounding

community, topics will include but are not limited to prior minutes, bylaws, school safety and discipline, distribution of funds and implementation of goals.

# 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 MIAMI JACKSON SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	14%	55%	78%	18%	165	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	34%	65%			99	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	71% (YES)			117	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					381	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI JACKSON SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	16%	55%	83%	13%	167	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	38%	77%			115	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	82% (YES)			127	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					409	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested