FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI CAROL CITY SENIOR HIGH

District Name: Dade

Principal: Ja Marv Dunn

SAC Chair: David Wood

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ja Marv Dunn	Bachelors, Business Management Masters of Science, Elementary Education Specialist, Educational Leadership Elem Ed, Ed Leadership	2	12	07-08 Miami Norland Senior High School 08-09 Miami Norland Senior High School 09-10 Miami Norland Senior High School 10-11 Miami Southridge Senior High School 11-12 Miami Carol City Senior High School '12 '11 '10 '09 '08 School Grades C D D F High Standards-Rdg 29 17 20 16 High Standards-Math 60 47 50 42 Lrng Gains-Rdg 45 35 38 40 Lrng Gains-Math 68 73 72 63 Gains-R-25 49 44 43 51 Gains-M-25 57 65 72 75
		BS—Florida Agricultural and Mechanical University			2006 through 2007 – MAST Academy 2008 – Miami Beach Senior High School 2009 through 2011 – Carol City Senior High School '11 '10 '09 '08 '07 '06 School Grade C, D, D, B, A, A AYP No, No, No, No, Yes, Yes High Standards Rdg. 19%, 18%, 16%,

Position	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years	Prior Performance Record
Assis Principal	Clyde Stephens	M.Ed—Nova Southeastern University Physical Ed, PE K-8, Ed Leadership	3	15	46%, 88%, 84% High Standards Math 51%, 58%, 54%, 74%, 97%, 97% Lrng Gains-Rdg. 41%,37%, 12%, 60%, 80%, 76% Lrng Gains-Math 60%,72%, 74%, 80%, 87%, 88% Gains-Rdg 25%- 55%, 76%, 52%, 57%, 66%, 71% Gains-Math 25%- 69%, 76%, 81%, 73%, 91%
Assis Principal	Adalys Rodriguez	Bachelor of Science Master of Science Educational Specialist Elementary Ed, ESOL, Primary Ed, Ed Leadership	2	7	Prior Schools 08-09 North Miami Beach Senior 09-11 Miami Northwestern Senior High School 11-12 Miami Carol City Senior High School '12 '11 '10 '09 '08 School Grades B D C C High Standards-Rdg 19 19 35 34 High Standards-Math 54 55 70 65 Lrng Gains-Rdg 39 37 45 49 Lrng Gains-Math 65 73 76 77 Gains-R-25 48 46 41 49 Gains-M-25 71 74 74 76
Assis Principal	Mimose Morgan-Rose	Education (1-6); M.S. Degree in Reading (K-12); Ed. Specialist in Educational Leadership (all levels); Media Specialist Certification (PreK-12); & ESOL Endorsement	1	1	Prior Schools 07-12 North Miami Senior High School '12 '11 '10 '09 '08 School Grade C D F F AYP Y P N N High Standards Rdg 26 21 24 20 High Standards Math 53 55 56 45 Lrng Gains-Rdg. 43 38 45 39 Lrng Gains-Math 71 70 73 62 Gains-Rdg-25% 54 51 54 47 Gains-Math-25% 74 71 77 66 Gains-Rdg-25% 46%,48%,49%,48%, 52% Gains-Math-25% 74%, 56%, 65%, 59%, 50%
Assis Principal	Andy Harrison	Associate-Arts Bachelor-Elem. Ed. Master-Ed Leadership. Certifications/Endorsements: Elem. Ed, ESOL, MG Mathematics, Ed. Leadership Biology, Ed Leadership	1	7	Prior Schools 06- 12 Brownsville Middle School '12 ' 11 '10 '09 '08 School Grades D C C C AYP N N N N High Standards – Reading 35 42 32 35 High Standards – Math 35 70 57 54 Lrng Gains – Reading 52 58 37 51 Lrng Gains - Math 52 82 50 67

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	Nikeyta Jackson	B.A. English M.S. Rehabilitation Counseling and Case Management Cert. Reading Endorsement English (6-12)	1	2	Prior Schools 08-11 Miami Norland Senior High School 11-12 Miami Carol City Senior High School '12 '11 '10 '09 '08 School Grades C D D F High Standards-Rdg 17 17 20 16 High Standards-Math 46 47 50 42 Lrng Gains-Rdg 35 38 40 37 Lrng Gains-Math 63 72 73 67 Gains-R-25 44 43 51 44 Gains-M-25 65 72 75 72
Reading	Starsheema Greene-White	B.S. Professional Ad. M.S. Exceptional Ed.	5	1	Prior Schools 07-12 Miami Carol City Senior High School '12 '11 '10 '09 '08 School Grades C D D B High Standards-Rdg 19 18 16 46

Subject	Name	Degrees/ Certifications	Years at Current School	Years as an Instructor	Performance Record
		Cert. ESE K-12 Reading K-12			High Standards-Math 51 58 54 74 Lrng Gains-Rdg 41 37 75 60 Lrng Gains-Math 60 72 12 80 Gains-R-25 55 45 52 57
Reading	Odette Powell	B.S. Social Work M.S. Special Ed. Cert. Social Work Special Ed Reading/ESOL Endorsement	1	4	Prior Schools 11-12 Charles Drew Middle School '12 '11 School Grades D High Standards-Rdg 35 High Standards-Math 35 Lrng Gains-Rdg 41 Lrng Gains-Math 62 Gains-R-25 74 Gains-M-25 61
Math	Frideline Bruno	BS Math Education MS Math Education Cert. Mathematics 6-12	2	2	Prior Schools 08-11 Miami Central Senior High School 11-12 Miami Carol City Senior High School '12 '11 '10 '09 '08 School Grades D C D F High Standards-Rdg 16 16 17 13 High Standards-Math 47 56 51 38 Lrng Gains-Rdg 34 40 39 38 Lrng Gains-Math 59 74 77 72 Gains-R-25 48 49 54 55 Gains-M-25 58 74 80 78
Math	Felicia Robinson	BS. Mathematics MS. Math Education Cert. Mathematics	1	1	Prior Schools 11-12 – Miami Northwestern Senior High School '12 '11 School Grades C High Standards-Rdg 19 High Standards-Math 54 Lrng Gains-Rdg 39 Lrng Gains-Math 65 Gains-R-25 48 Gains-M-25 71
Science	Serge Jean-Charles	BS. Biochemistry and Molecular Biology Cert. Biology 9-12 Integrated Curriculum	1	1	Prior Schools 08-12 Miami Norland Senior High School '12 '11 '10 '09 '08 School Grades C D D F High Standards-Rdg 17 17 20 16 High Standards-Math 46 47 50 42 Lrng Gains-Rdg 35 38 40 38 Lrng Gains-Math 63 72 73 69 Gains-R-25 44 43 51 48 Gains-M-25 65 72 75 74

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.Recruitment Fair/ Teacher Referral	Ja Marv R Dunn, Principal	On Going	
2	2. Teacher Mentorship Program	Adalys Rodriguez, Vice Principal	On Going	
3	3.Professional Development	Mimose Morgan-Rose, Assistant Principal	On Going	
4	4.Best Practices Workshops	Mimose Morgan-Rose, Assistant Principal	On Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
24%(4)of the instructional staff and paraprofessionals that are teaching out-of-field. 0% of the instructional staff received less than an effective rating.	Professional Development Opportunities(Classroom Instruction, Data Disaggregation, Data-Driven Decision-Making,Best Practices), Subject-Area Prepartation Assistance, Endorsement Workshop(s), Feedback/Observation of Curriculum Leaders and/or Academic Coaches, School Mentorshiop Program. Timely dissemination of information regardin certification requirements.

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
117	13.7%(16)	13.7%(16)	40.2%(47)	32.5%(38)	45.3%(53)	100.0% (117)	17.9%(21)	0.9%(1)	12.8%(15)

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
Nikeyta Jackson	Ebony Hinton	Mentor is the Instructional Coach over English II.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Nikeyta Jackson	Kiara Orange	Mentor is the Instructional Coach over English II.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Nikeyta Jackson	Chardoe Jinks	Mentor is the Instructional Coach over English II.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Felicia Robinson	Melissa Guidry	Mentor is the Instructional Coach over Integrated Algebra I.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
			To provide support to

Felicia Robinson	David Artin	Mentor is the Instructional Coach over Integrated Algebra I.	mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Kathy Alexander

Odette Powell | Chappelle Esther | CTE lead teacher with new instructors

Reading Instructional Coach | To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth. |
| Kathy Alexander

Odette Powell | Reggie Jackson | CTE lead teacher with new instructors

Reading Instructional Coach | To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth. |
Nikeyta Jackson	Joel Izquierdo	Mentor is the Instructional Coach over ESOL.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Nikeyta Jackson	Kendra Moultrie	Mentor is the Instructional Coach over English II.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Nikeyta Jackson	Greylynne DeWinter	Mentor is the Instructional Coach over English II.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Felicia Robinson	Jose Ramos	Mentor is the Instructional Coach over 9th grade Intensive Math.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Frideline Bruno	Claudia Garcia	Mentor is the Instructional Coach over Geometry.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Frideline Bruno	Carlton Neil	Mentor is the Math Instructional Coach over College Summit and College Readiness.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Starsheema Green-White	Natalie Eguizabal	Mentor is the Instructional Coach over ESOL.	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.
Starsheema Green-White	Jamie White	Mentor is the Instructional Coach over SPED	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.

Odette Powell	Alfonso Garcia	Mentor is the Instructional Coach over Social Studies	To provide support to mentee on a weekly basis, as well as assist the mentee in locating Professional Development opportunities that will assist in the mentees' professional growth.

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 Carol City Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are also provided to students. Instructional 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, foster and/or delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The Drop Out Prevention Program incorporates teacher student mentoring, enhanced job skills training, intensive basic skills to fulfill graduation requirements, and parent involvement to increase the number of students graduating with a high school diploma.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The district uses funds to provide the following:
• tutorial programs
• parent outreach activities
• reading and supplemental instructional materials

Title X- Homeless

The Miami-Dade County Public School District provides a Homeless Assistance Program to ensure a successful educational experience for homeless children. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Project Upstart provides tutoring and counseling services at homeless shelters, sensitivity and awareness campaigns and academic enrichment summer camps for homeless students. The district homeless liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless and provides training for school registrars and counselors under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Miami Carol City Senior High School offers a non-violence and anti-drug program, which includes field trips, community service and counseling. There is a counselor who receives district-based training on Safe and Drug-Free Schools. The counselor focuses on counseling students to solve problems related to violence, drug/alcohol use and other crises. Additionally, Miami Carol City is using the Positive Behavior School Model where incentives are used as a reward system for appropriate behavior. Positive behavior is emphasized among the faculty and student body.

Nutrition Programs

1) Miami Carol City 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, and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in
the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

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

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

Job Training

Community based partnerships will provide students with a job skills program which allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students also participate in an executive internship program.

Other

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

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

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

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

Identify the school-based MTSS leadership team.

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

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

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

2.The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders

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?

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold meetings no less than once a month. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

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

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

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

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

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

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

1. The MTSS leadership team will implement a school wide survey to assess faculty knowledge on the RtI process.
2. RtI coordinator will provide initial training to selected staff on the RtI principles and procedures.
3. The MTSS leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and

data analysis.
4. The MTSS leadership team will monitor the fidelity of the delivery of instruction and intervention.
5. The MTSS leadership team will provide levels of support and interventions to students based on data.
6. The MTSS leadership team will consider data the end of year Tier 1 problem solving.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• EOC
• Student grades
• School site specific assessments

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic RtI principles and procedures; and

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

Describe the plan to support MTSS.

A plan will be created to ensure MTSS is supported by:
• Providing administrative support
• Selecting the right personnel to monitor the system
Create a system that will provide feedback and communicate with all stakeholders

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Our school-based literacy leadership team is founded on the principles of leadership, excellence, and unity. The literacy leadership team at Miami Carol City Senior High School strives to promote literacy across curriculum and to meet the academic achievement levels of our students. As a team, we take pride in shaping our school's climate and fostering an environment conducive to learning. Collaboration of our members is encouraged in developing and implementing our school-wide reading plan. Throughout implementation of our action plan, we are continually monitoring and analyzing data to determine its effectiveness.

Ja Marv Dunn, Principal
Adalys Rodriguez, Vice Principal
Andy Harrison, Assistant Principal
Mimose Morgan-Rose, Assistant Principal
Clyde Stephens, Assistant Principal
Starsheema Green-White, Reading Coach
Nikeyta Jackson, Reading Coach
Odette Powell, Reading Coach
Serge Jean-Charles, Science Coach
Frideline Bruno, Math Coach
Felicia Robinson, Math Coach
Joey James, PBS Coach
Vernatta Lee, Test Chairperson
Kathy Alexander, SLC Coordinator
Maria Alfonso, SPED
David Wood, Media Specialist
Miasha Copeland, Activities Director

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

The LLT meets every other week. As an educational leader, the principal aligns the school's culture and vision with the state's focus on literacy achievement. The principal guides the LLT in gathering, analyzing and interpreting school data, establishing goals based on the data, developing strategies to achieve the literacy goals, and measuring the success of the school literacy plan.

Reading coaches support the implementation of the school literacy plan by providing teachers with school-wide literacy/instructional strategies in both reading and writing, helping teachers analyze data for instructional decision-making, assisting teachers in differentiating instruction, suggesting appropriate resources, providing technical support to teachers, and observing, providing feedback and modeling effective lessons.

The LLT supports the implementation of the established school-wide BIG GOALS in each content area. The goals are supported by establishing measures of success, supporting teachers in implementing literacy strategies, ensuring that literacy remain a priority, monitoring and reviewing the implementation of the school literacy plan.

The School-Wide Literacy Plan encourages teachers to support Accelerated Reader by implementing independent reading goals for all students in each literacy class and supporting non-content area instructors in implementing at least one content specific reading activity per week. Additionally, each content area class will engage students in at least one writing activity that correlates with the School-Wide writing plan. The Instructional Coaches for each content area will support identified teachers and non-content area teachers in implementing specific literacy and instructional systems to reach the School-Wide goal.

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

The major initiatives will involve reviewing progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective best practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, the LLT will oversee

the implementation of the Accelerated Reader Program with all students, the Reading Book Fair, the opening of a Poetry Café- spoken word , preparation for literacy night, creative writing magazine, School-Wide word of the week, literacy week, and the implementation of literacy blogs.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers participate in professional development activities that emphasize differentiated instruction and provide guidance on the interpretation of FCAT and Interim Assessment Data. Individual students' test scores are distributed to the teachers. Every department adopts a reading benchmark and teachers incorporate the benchmark in their lesson plans and instruction following the school wide Reading Focus Calendar.
• Instructional Reading Coaches will collaborate with instructional Math and Science Coaches to provide a series of professional development sessions to incorporate reading and writing strategies across the curriculum.
• Each instructional coach will carefully guide teachers in the implementation of reading and writing strategies that their respective department is assigned.
• Each department will develop a departmentalized activity that is aligned with their content and the assigned reading and writing strategy.
• Each department will promote independent reading and Accelerated Reading goals.

*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 Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy and Small Learning Community (SLC) Model
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and core teachers plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and opportunities

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?

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy and Small Learning Community (SLC) Model
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and core teachers plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and opportunities

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

Students who indicate an interest in postsecondary education, but have test scores that reveal a need for additional preparation, will be offered a postsecondary readiness curriculum. Teachers will work collaboratively to implement End-Of-Course exams for the high schools' postsecondary readiness courses.

All ninth grade students are enrolled in an academy upon their entry at Miami Carol City Senior High School. Each ninth grade academy course will provide instruction and research on career development and postsecondary endeavors. Students will research career offerings and the necessary education requirements. They are also given exposure to all the career academies at the school.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/ or school.

Miami Carol City Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds.

The Sunshine State Standards are focused on creating a greater emphasis on math preparedness. We will continue to encourage students to take AP or Dual Enrollment (DE) classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for a Bright Futures Scholarship Program.

Throughout the school year, numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Miami Carol City alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.

Miami-Dade College representatives visit the school campus continuously to assist students with applications and testing information. In addition, the University of Miami and Florida International University present two financial aid workshops. An annual college fair is offered where parents, students and community members have an opportunity to participate in the college admissions process.

Miami Carol City has a high percentage of graduates in Florida's public postsecondary institutions and state community and/or state universities. This is due in part by the awareness our College Assistance Program (CAP). Once a month the school CAP counselor creates and distributes a newsletter with college visitation information, scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

Miami Carol City Senior High School also has collegiate programs that infuse best practices and life skills to increase the probability of student success in a post secondary environment. College Summit is one such organization that gives our students the opportunity to set goals and realize a path to obtain that goal. The UF Alliance is also an organization offerred at Miami Carol City that gives our students the opportunity to visit a college campus and participate in collegiate activities.

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 2012 FCAT Reading Test indicate that 15% (143) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 10 percentage points to 25%(232).
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(143)	25% (232)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's lack the ability to comprehend grade level text as evidenced by proficiency scores on the 2011-2012 FCAT Reading assessment.	Teachers may implement strategies such as graphic organizers to assist in analyzing text structure and features to increase student comprehension. Teachers may activate prior knowledge and build critical thinking skills through discovery, modeling and Think-Alouds to demonstrate how to analyze/synthesize information within and across multiple texts. In addition to the AR program commit to the independent reading program administered through the language Arts classes emphasizing the reading/writing connection and exposure to grade level text. Teachers may implement strategies such as Student Engagement strategies, Active Word Walls and prescribed ETO Intervention strategies and other " Best Practices".	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Use common planning and the lesson study process to address this barrier. Classroom Walkthroughs	Interim Assessment - FAIR Assessment - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Baseline Testing -Increase higher order questions and student accountability talk through literature circles and Socratic seminars FCAT Reading Assessment Independent Reading Logs
	Students have	Teachers may implement	Administrators	The process used to	Interim

	2	experienced difficultly with interpreting, analyzing, and evaluating fictional and non-fictional literary pieces as evidenced on the 2012 FCAT. Students earned an average of 5 points in the Reporting Category of Literary Analysis on the 2012 FCAT.	strategies such as graphic organizers to assist in analyzing text structure and features, interpreting, analyzing, and evaluating fictional and non-fictional literary pieces to increase student comprehension. Teachers may activate prior knowledge and build critical thinking skills through discovery, modeling and Think-Alouds to demonstrate how to analyze/synthesize information within and across multiple texts. Teachers may implement strategies such as Cornell Notes, Text coding, Reciprocal Teaching, Student Engagement strategies, Active Word Walls and prescribed ETO Intervention Strategies.	Literacy Leadership Team MTSS/RtI Leadership Team	determine the effectiveness of the strategies is data driven instruction: -Disaggregation of performance data and data analysis. -8 Step Instructional Process -Classroom Walkthrough -Review of Lesson Plans -Data Chats-	Assessment - FAIR Testing - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Baseline Testing
	3	Students have limited ability in comprehending higher-order questions. Teachers have a difficult time creating and referencing higher order questions in lesson plans	Provide active coaching for selected teachers in the implementation of school-wide strategies to promote critical thinking and higher-order questioning across content areas. Implement and monitor the school-wide strategies to promote critical thinking and higher-order questioning across content areas. Ensure that active coaching cycles are conducted with explicit focus on rigor. Promote school-wide strategies in accessing visuals as reminders of the need to ask higher order questions.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate students' work samples, informal assessments, and classroom discussions to determine student's knowledge and understanding of higher-order questioning. Classroom walkthroughs and reading coaches log as evidence of teacher support.	Informal Assessments Student's work samples Administrator Walk Throughs FAIR Data Interim Assessments Coaching Cycles documentation Lesson Study

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:	The results of the 2012 Florida Alternative Assessment Reading Test indicate that 7% (1) of students achieved Level 4, 5, or 6 proficiency. Our goal for the 2012-2013 school year is to increase Level 4, 5, and 6 student proficiency to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	12% (2)

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	Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time.	Increase student engagement through the consistent use of CRISS Strategies, Discovery Learning, Technology Applications, and "best practices" such as Think, Write, Pair, Share, and Gallery Walks.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations.	Student product Summative 2013 Florida Alternative Assessment
	2	Students limited cognitive ability to complete grade level and age appropriate tasks.	The effective implementation and modeling of the chaining process based on student needs as evidenced through assessments, both formal and informal.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations.	Student product Summative 2013 Florida Alternative Assessment
	3	The alignment of instruction and resources between general education and special education teachers.	Identify specific common planning sessions to encourage collaboration between departments.

Incorporate the use of assistive technological resources in lesson plans through Common Planning. | Administrators Literacy Leadership Team MTSS/RtI Leadership Team | Teacher observation Administrative response | Lesson Plans Common Planning Agendas Summative 2013 Florida Alternative Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a: | The results of the 2012 FCAT Reading Test indicate that 6% (60) of students achieved Level 4 or 5 proficiency.

Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 4 percentage points to 10% (93). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 6% (60) | 10% (93) |

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	Teachers limited knowledge of how to create and implement higher order questions and activities aligned to Webb's DOK levels 3 and 4.	Teachers may implement strategies such as Cornell Notes, Text coding, Reciprocal Teaching, Student Engagement strategies, Active Word Walls and prescribed ETO Intervention Strategies.

Teachers may use graphic organizers such as R.A.F.T. and Cornell Notes to analyze text structures and features to increase student comprehension and create authentic writing products using the R.A.F.T. student will | Administrators Literacy Leadership Team MTSS/RtI Leadership Team | Strategy effectiveness will be monitored through student responses using accountable talk stems, Reciprocal Teaching, and Reflective Logs.

Explicit corrective feedback in student work products

Socratic Circles Literature Circles Rubrics | District Interim Assessment Summative: 2013 FCAT Assessment |

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			create written products using a variety of formats. When using Cornell Notes students will build critical thinking skills through the summarization of text.			
	2	Students have a difficult time correlating the target lesson to real life scenarios, hence, decreasing the attention students give to the instructional lesson. Teachers have limited understanding of connecting the standards to the core text and making the information relevant to the students.	Continue the use of Discovery Learning to activate and build prior knowledge to make connections to the learning objectives through common planning and the lesson study process.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Consistently monitor the use of Discovery Learning to activate or build prior knowledge and make connections to the learning objectives by monitoring lesson plans, common planning, lesson study cycles, and Discovery Learning Usage Reports	Informal Assessments Student's work samples District Interim Assessment Summative: 2013 FCAT Assessment
	3	Students have a limited ability to synthesize what is read while integrating comprehension strategies such as visualizing re-reading, making predictions, and summarizing text.	Increase and monitor activities to promote student discourse and active learning strategies, such as Think, Pair, Share, Socratic Circles, use of response board and technology clickers. In addition to the AR program commit to the independent reading program administered through the language Arts classes emphasizing the reading/writing connection and exposure to grade level text	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Consistently monitor lesson plans and student work for evidence of Socratic discussions and Think, Pair Share. Independent Reading Logs.	Informal Assessments Student's work samples. District Interim Assessment Summative: 2013 FCAT Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternative Assessment Reading Test indicate that 43% (6) of students achieved at or above a level 7 proficiency. Our goal for the 2012-2013 school year is to increase level 7 or higher student proficiency by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (6)	46% (6)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The alignment of instruction and resources between general education and special education teachers.	Identify specific common planning sessions to encourage collaboration between departments. Incorporate the use of assistive technological resources in lesson plans	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Teacher observation Administrative response	Lesson Plans Common Planning Agendas Summative 2013 Florida Alternative Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		through Common Planning.			
2	Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time.	Increase student engagement through the consistent use of CRISS Strategies, Discovery Learning, Technology Applications, and "best practices" such as Think, Write, Pair, Share, and Gallery Walks.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations.	Student Product Summative 2013 Florida Alternative Assessment
3	Teachers limited knowledge of how to create and implement higher order questions and activities aligned to WEBBS DOK levels 3 and 4.	Provide professional development through common planning and model how to create higher order activities and questions.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Review of lesson plans and provide lesson planning support and guidance.	Student product Summative 2013 Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 52% (423) of students made Learning Gains Our goal for the 2012-2013 school year is to increase Learning Gains by 10
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (423)	62% (504)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have experienced difficulty fluently reading grade level text.	Develop and monitor BIG Goals before and after progress monitoring assessments. Consistently disaggregate data to identify student needs, FAIR patterns and profiles and Interim Data and use the data to align instructional materials to individual student needs.	MTSS/RtI Leadership Team Administrators Literacy Leadership Team	Goal setting and active coaching in the strategic use of data to drive instruction, matching instructional materials to students' deficiencies and effectively provide interventions for student deficiencies by attending common planning, lesson study logs, classroom walkthroughs, lesson plans and data chat protocols.	Ongoing progress monitoring tools: FAIR Assessment AP1, AP2, AP3, Text Reading Efficiency, FAIR toolkit with the use of scaffold passages District Interim Assessment Summative: 2013 FCAT Assessment
2	Implementation of a procedure in which teachers use the common board agenda as an instructional tool to increase student accountability and engagement in the learning process.	Encourage Instructional Coaches to begin modeling sessions with the common board agenda procedure and to refer to the essential question at pre-established monitoring points to build student comprehension and clarify student misconceptions.	MTSS/RtI Leadership Team Administrators Literacy Leadership Team	Classroom observations/walk through Student responses that enhance the essential question	Classroom observations/walk through Exit Slip
3	Teachers limited knowledge of how to align resources with student needs as indicated by the DATA.	Provide professional development on DATA disaggregation and time for teachers to collaborate in order to align resources.	MTSS/RtI Leadership Team Administrators Literacy Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations. Provide teachers with professional development	Lesson Plans Progress Monitoring Summative: 2013 FCAT Assessment

			in the use of Discovery Learning, Gizmos, Carnegie Learning.	

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:	The results of the 2012 Florida Alternative Assessment Reading Test indicate that 55% (7) of students achieved at or above a level 7 proficiency. Our goal for the 2012-2013 school year is to increase level 7 or higher student proficiency by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (7)	65% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Special Education teachers have a difficult time planning to share ideas on technological resources that may assist our students.	Incorporate the use of assistive technological resources in lesson plans through Common Planning.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations. Provide teachers with professional development in the use of Discovery Learning, Gizmos, Carnegie Learning.	Lesson Plans Progress Monitoring Florida Alternative Assessment 2013
2	Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time.	Increase student engagement through the consistent use of CRISS Strategies, Discovery Learning, Technology Applications, and "best practices" such as Think, Write, Pair, Share, and Gallery Walks	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations.	Student product Student responses Florida Alternative Assessment 2013
3	As activities are sequenced, students may not be present to complete an entire activity.	Provide hands-on learning for activities across the curriculum	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Evaluate teacher use of the strategy through both formal and informal observations.	Student product Student responses

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 62% (133) of students made Learning Gains out of the lowest 25% Our goal for the 2012-2013 school year is to increase Learning Gains for the lowest 25% by 5 percentage points to 67% (144).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (133)	67% (144)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited ability in decoding words and fluently reading text.	Develop goals and monitor the consistent use of data to drive instruction, matching instructional materials to students' deficiencies based on the FAIR patterns and profiles, and interim data and effectively provide interventions for students' deficiencies.	MTSS/RtI Leadership Team Administrator Literacy Leadership Team	Goal setting and active coaching in the strategic use of data to drive instruction, matching instructional materials to students' deficiencies and effectively provide interventions for student deficiencies by attending common planning, lesson study logs, classroom walkthrough, lesson plans and data chat protocols.	Ongoing progress monitoring tools: FAIR Assessment AP1, AP2, AP3, Text Reading Efficiency , FAIR toolkit with the use of scaffold passages District Interim Assessment Summative: 2013 FCAT Assessment.
2	Evidence of feedback that explicitly redirects student errors as it relates to home learning and classroom assignments needs to be increased and monitored.	Develop protocols and monitor common planning to provide explicit corrective feedback on select assignments to assist students with moving toward mastery. Discuss and analyze student work samples and explicit corrective feedback in common planning.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Common Planning logs, Lesson plans, data chats, student work, and student discussions.	Informal Assessments: Student's work samples District Interim Assessment Summative: 2013 FCAT Assessment.
3	Common Planning and Lesson Study cycles are not completed with fidelity.	Provide active coaching with consistent administrative guidance, common planning and the Lesson Study process to effectively implement the ETO's initiatives and strategies.	Administration Literacy Leadership Team	Lesson Study Sheets Common Planning Logs Professional Development agenda's.	Informal Assessments: Student's work samples District Interim Assessment Summative: 2013 FCAT Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : According to the 2011-2012 Reading Baseline data, 29% of our students were proficient in Reading. Our goal from 2012-2017 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
	29%	35%	42%	48%	55%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	According to the 2012 FCAT, 21% of our Black students, and 29% of our Hispanic students meet proficiency progress in reading. Our goal is to increase the number of Black students to 34% and the Hispanic students to 43% in meeting satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:0%(0) Black: 21% (162) Hispanic: 29% (44) Asian:	White: 0%(0) Black: 34% (262) Hispanic: 43% (65) Asian:

0% (0)
American Indian:
0% (0)

0% (0)
American Indian:
0% (0)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of instructional activities that promote rigor at Webb's DOK level 3 or higher, student engagement activities, and the participation in extended learning opportunities has been an obstacle.	Utilizing data to identify tier 2 and 3 students, place in appropriate interventions within the first two weeks of the 2012-2013 school year, and monitor student progress on a monthly basis.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR District, and School-site assessment data Summative: 2013 FCAT Assessment
2	Teachers need training on data disaggregation and aligning data to student needs. Teachers need explicit bell to bell modeling of the instructional frameworks.	Implement and monitor the ETO Instructional Frameworks that follow the model of explicit instruction. The effective use of small group instruction that can be developed through common planning, active coaching, lesson study process, and "Best Practices".	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Data Chats will be conducted to ensure student data is used to align resources for differentiated instruction. Coaching cycles will be conducted to monitor and encourage teacher progress. Lesson Studies will be conducted to encourage a collaborative learning environment amongst teachers and instructional coaches.	Formative: FAIR District, and School-site assessment data Summative: 2013 FCAT Assessment Evidence Differentiated Groups

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:	According to the 2012 FCAT, 8% (2) of the ELL population meet proficiency. Our expected level of proficiency for ELL students is 17% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (2)	17% (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	New instructor was hired late in the Summer therefore missed Summer Professional development. Ongoing PD and support will be needed.	Promote the effective use of the common board agendas in the ELL classrooms	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Monitor that there is a consistent instructional routine by utilizing the common board agendas to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board agenda throughout the period and revisit at the end of the class, by	Classroom walkthrough Student work samples

				administration, through regular classroom walkthroughs.	
2	New instructor were hired late in the Summer therefore missed Summer Professional development. Ongoing PD and support will be needed.	Provide active coaching cycles in which the Instructional framework, best practices, and DATA disaggregation is used to build teacher capacity.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Consistently monitor the use of rigorous activities, higher order questioning and response techniques, by administrative walkthroughs, monitoring lesson plans, common planning, student work, and lesson study cycles.	Classroom walkthrough Student work samples

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:	According to the 2012 FCAT, 9% (9) of the Students with Disabilities population did meet proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 16% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(9)	25% (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	Students have limited ability in comprehending Higher-order questions.	Implement and monitor Higher-order questioning strategies. Utilize higher-order questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content. Develop observational classrooms that demonstrate high levels of rigor.	Administrators Literacy Leadership Team MTSS/RtI Leadership Team	Classroom Walkthrough Administrative observation	Increased student achievement on district Interim Assessments.
2	Lack of opportunities to attend common planning and minimal application of explicit and rigorous instruction in select classes.	Implement and monitor Coaching Cycles in SPED classes. Ensure that each SPED teacher participates in professional development that focuses on rigorous and relevant best practices to promote critical thinking skills. Provide opportunities for PMH to participate in common planning.	Administrators Literacy Leadership TeamMTSS/RtI Leadership Team	Reading Coaches Administration Program Specialist SPED Department Head	Increased student achievement on district Interim Assessments.
3	Minimal participation of paraprofessional in professional development and lack of application of strategies to support teacher instruction and student support.	Increase number of professional developments that paraprofessionals attend. Develop and monitor paraprofessional	Administration Literacy Leadership TeamMTSS/RtI Leadership Team	Reading Coaches Administration Program Specialist SPED Department Head	Increased student achievement on district Interim Assessments.

	schedules.			

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:	On the 2012 FCAT 22% of the economically disadvantaged students made adequate yearly progress. On the 2013 FCAT it is our goal to increase the percent of students in this subgroup that make progress by 14 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (171)	36% (279)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, Economically Disadvantaged subgroups did not make AYP. Appropriate and timely placement of students in interventions has been an obstacle.	Identify Tier 2 and 3 students, place in appropriate interventions within the first FAIR Assessment window of the 2012-2013 school year, monitor student progress using data monthly and consistently adjust student groups based on individual student progress.	MTSS/RtI Leadership Team Literacy Leadership Team Administration	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. City Year/Interventionist Logs and Data Chats	Fair, District, and School-site assessment data Summative: 2013 FCAT Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOTS/Rigor	9-12	Reading Coaches	SPED Teachers (PMH)	November 2012	Classroom Walkthroughs	Administrations and Curriculum Coaches
Student accountability talk and active learning strategies (Literature Circles,Socratic Circles, and Think-Pair-Share	9-12 Reading Language Arts	ETO Staff Reading Coaches	9-12 Reading and Language Arts teachers	(Teacher Planning Days, Early Release Days, Common Planning) September- Ongoing	Classroom Walkthroughs	Administrations and Curriculum Coaches
FAIR	9-12 Reading Language Arts	ETO Staff Reading Coaches	9-12 Reading and Language Arts teachers	(Teacher Planning Days, Early Release Days, Common Planning) September- Ongoing	Classroom Walkthroughs	Administrations and Curriculum Coaches
Lesson Study	9-12 Reading Language Arts	ETO Staff Reading Coaches	9-12 Reading and Language Arts teachers	(Teacher Planning Days, Early Release Days, Common Planning)	Classroom Walkthroughs	Administrations and Curriculum Coaches

				September- Ongoing		
ETO Instructional Frameworks	9-12 Reading Language Arts	ETO Staff Reading Coaches	9-12 Reading and Language Arts teachers	(Teacher Planning Days, Early Release Days, Common Planning) September- Ongoing	Classroom Walkthroughs	Administrations and Curriculum Coaches
Explicit Instruction	9-12	Reading Coaches	SPED Teachers (Special Diploma)	November 2012	Classroom Walkthroughs	Administrations and Curriculum Coaches
DI	9-12	Reading Coaches	SPED Teachers (Special Diploma)	November 2012	Classroom Walkthroughs	Administrations and Curriculum Coaches
Accelerated Reading	9-12 Reading Language Arts	ETO Staff Reading Coaches	9-12 Reading and Language Arts teachers	(Teacher Planning Days, Early Release Days, Common Planning) September- Ongoing	Classroom Walkthroughs	Administrations and Curriculum Coaches
Differentiated Instruction /Using Data to Drive Instruction	9-12 Reading Language Arts	ETO Staff Reading Coaches	9-12 Reading and Language Arts teachers	(Teacher Planning Days, Early Release Days, Common Planning) September- Ongoing	Classroom Walkthroughs	Administrations and Curriculum Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities for students in need of remediation	After school and Saturday tutoring	Title I	$10,000.00
Increase student engagement	White boards	SIG Funds	$1,000.00
			Subtotal: $11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of computer based reading programs.	Purchasing additional Accelerated Reading Quizzes	SIG Funds	$10,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Reading teachers with opportunities to meet and discuss trends, disaggregate data and create pacing guides based on student needs.	Substitutes coverage for Reading Teachers for half day of PD	Title 1	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
Upgrading the Media Center Resources	Novels	EESAC	$2,500.00
Reading Camp	Supplies	EESAC	$685.00
			Subtotal: $3,935.00
			Grand Total: $25,435.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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:	According to the 2012 CELLA, 49% (27) of the ELL population met proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
49% (27)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities to practice authentic listening and speaking English.	Student accountability talk	Administrator MTSS/RtI Leadership Team Literacy Leadership Team	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR District, and School-site assessment data Summative: 2013 CELLA
2	Lack of opportunities to practice authentic listening and speaking English.	Utilize CELLA connection speaking and listening.	Administrator MTSS/RtI Leadership Team Literacy Leadership Team	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR District, and School-site assessment data Summative: 2013 CELLA

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:	According to the 2012 CELLA, 18% (10) of the ELL population met proficiency in Reading.
2012 Current Percent of Students Proficient in reading:	
18% (10)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities to read independently in English	Utilize AR in the Media Center.	Administrator MTSS/RtI Leadership Team Literacy Leadership Team	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR District, and School-site assessment data Summative: 2013 FCAT Assessment
	Lack of explicit instruction in reading	Utilize Edge grammar and writing practice	Administrator MTSS/RtI	RtI Leadership Team will meet monthly to	Formative: FAIR District, and

2	skills	books in interventionist lead small group.	Leadership Team Literacy Leadership Team	monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	School-site assessment data Summative: 2013 FCAT Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	According to the 2012 CELLA, 18% (10) of the ELL population met proficiency in Writing.
2012 Current Percent of Students Proficient in writing:	
18% (10)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities to practice authentic writing skills.	Utilize EDGE grammar and writing practice books in interventionist lead small group.	Administrator MTSS/RtI Leadership Team Literacy Leadership Team	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR District, and School-site assessment data Summative: 2013 FCAT Assessment
2	Lack of opportunities to practice authentic writing skills	Use peer editing and revision process	Administrator MTSS/RtI Leadership Team Literacy Leadership Team	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR District, and School-site assessment data Summative: 2013 FCAT Assessment

CELLA Budget:

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

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2012 Florida Alternative Assessment Mathematics Test indicates that 14% (2) of students achieved at a 4, 5, or 6 level. Our goal for the 2012-2013 school year is to increase level 4, 5, or 6 level students proficiency by 5% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (2)	19% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students show an indifference toward the District Interim Assessment.	Increase student ownership through the display data charts, graphs within mathematics classroom/hallway to promote the use of data, and promote classroom to classroom competitions that result in PBS.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement	Baseline, Unit, &Interim Assessments Data chat sheets 2013 Florida Alternative Assessment
2	Student's reluctance to reach the higher level of thinking during mathematics instruction	Increase students engagement and motivation through higher complexity questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Lesson plans, common planning logs, walkthroughs, and observations	Interim Assessments Data chat sheets 2013 Florida Alternative Assessment
3	Accountability classrooms fall behind with pacing guide	Promote the use of pacing guide timelines during common planning to establish intervention, maintenance and enrichment groups to be targeted by Interventionist through a Push-in-model.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement	Sign-in sheets and intervention lessons Interim Assessments Data chat sheets 2013 Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2012 Florida Alternative Assessment Mathematics Test indicates that 43% (6) of students achieved a level 7. Our goal for the 2012-2013 school year is to increase level 7 students proficiency by 3% (6).

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	43% (6)		46% (6)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student interventions for Florida Alternative Assessment.	Ongoing intervention after school and Saturday School with a Florida Alternative Assessment focus.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Saturday School attendance, rosters and student.	2013 Florida Alternative Assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 Florida Alternative Assessment Mathematics Test indicates that 48% (6) of our students made Learning Gains. Our goal for the 2012-2013 school year is to increase the amount of students making Learning Gains by 10% (8).

2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (6)	58% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students fail to increase their understanding through error analysis and reflection.	Increase descriptive feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific strand and utilizing incentives, positive reinforcement and appropriate feedback.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement, student folders	Interim Assessments 2013 Florida Alternative Assessment
2	Students irresponsive nature during class instruction.	Maximize the use of interactive Boards in order to increase the dynamics of instruction and differentiate instruction.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement	Interim Assessments 2013 Florida Alternative Assessment
3	Students are passive during Mathematics instruction	Maximize the use of GIZMO and Discovery Learning in order to increase the dynamics of instruction and student participation.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement, student folders	Interim Assessments 2013 Florida Alternative Assessment

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal #
	5A : According to the 2011-2012 Mathematics Baseline data, 25% of our students were proficient in Reading. Our goal from 2012-2017 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
	25%	32%	39%	45%	52%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	According to the 2012 Algebra EOC, 0% of white, 29% of black, and 47% of our Hispanic students meet satisfactory progress in mathematics. Our goal is to increase the number of students meeting satisfactory progress by 2 % in the black subgroup and 4 % in the Hispanic subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black: 29% (101) Hispanic: 47% (34) Asian: 0% (0) American Indian:0% (0)::	White: 0% (0) Black: 31% (228) Hispanic: 51% (37) Asian: 0% (0) American Indian: 0% (0):

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	Lack of structure in note-taking skills in reference to process steps.	Develop clear expectations on note taking strategies and maintenance/monitoring of student learning journal(notebook) Teachers include the use of structural graphic organizers, venn diagrams, foldables, webs, Tcharts during instruction.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work samples	Lesson Plans Student samples (notebooks) Classroom Observations 2013 EOC's for Algebra and Geometry
2	Students lack reading skills to perform at higher levels.	Utilize Literacy learning strategies to aid in math instruction.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work samples	Lesson Plans Student samples (notebooks) Classroom Observations 2013 EOC's for Algebra and Geometry

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	According to the 2012 Algebra EOC, 14% of our ELL students made satisfactory progress in Mathematics. Our goal is to increase the number making satisfactory progress in Algebra 1 by 25%

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	14% (2)	39% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4).	Utilize common planning to create scaffolded activities to include increased usage of content vocabulary through manipulatives, usage, and association necessary for vocabulary development. Opportunities for students to demonstrate command of the content language. Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are evident in daily lesson plans	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	Lesson Plans Student samples (notebooks) Classroom Observations 2013 EOC's for Algebra and Geometry

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The result of the 2012 Algebra I EOC Assessment indicates that 12% (8) of our Students with Disabilities made satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the amount of students making satisfactory progress by 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (8)	23% (14)

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	SPED teachers had limited opportunities to interact and share best practices.	Implement Common Planning for SPED teachers to utilize the SPED Chair/Program Specialist in order to conduct the Lesson Study process, discuss best practices and brainstorm solutions to challenges and obstacles.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Master Schedule review Common Planning and lesson Study documentation	Informal Assessments 2013 EOC's for Algebra and Geometry
2	Lack of evidence of effective collaborative teaching by General Education and SPED teachers.	Ongoing training on collaborative teaching models to increase student achievement.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs, and Observations Evidence of use of collaborative teaching models	Informal Assessments 2013 EOC's for Algebra and Geometry
	Lack of evidence of use of manipulative during	Identify appropriate secondary manipulative	Administrator Literacy Leadership	Evidence of use of manipulative in the	Informal Assessments

3	instruction	for classroom instruction. Provide PD on effective use of manipulative to increase student engagement and achievement.	Team MTSS/RtI Leadership Team	classroom	2013 EOC's for Algebra and Geometry

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 Algebra I EOC Assessment indicate that 33% (121) of our Economically Disadvantaged students made satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the amount of students that are making satisfactory progress by 6% (143).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(121)	39% (143)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary and understanding of the abstract language of Mathematics.	Teachers may include direct and systematic vocabulary instruction to develop meaning of mathematics vocabulary and term/concepts.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Classroom walkthrough and observations	Graded student assignments and notebooks Monthly assessments Interim Assessments 2013 EOC's for Algebra and Geometry
2	Students have an inadequate mathematics literacy.	Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Lesson plans, classroom walkthroughs and observations	Graded student assignments and notebooks Monthly assessments Interim Assessments 2013 EOC's for Algebra and Geometry
3	Students have difficulty understanding the abstract concepts and vocabulary in mathematics.	Provide students with the opportunity to use manipulative and technology in the completion of performance-based activities.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Lesson plans, classroom walkthroughs and observations	Interim Assessments Student folder 2013 EOC's for Algebra and Geometry

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The result of the 2012 Algebra I EOC Assessment indicates that 24% (101) of our students scored a level 3. Our goal for the 2012-2013 school year is to increase the amount of students making a level 3 by 5% (123).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (101)	29% (123)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data: Assessment data is not analyzed in a timely manner to improve student performance.	Establish a timeframe for teachers to implement intervention, maintenance, and enrichment groups following data chats with the students. Continue to incorporate data chats into common planning.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work sample	Sign-in sheets and intervention lessons Interim Assessments Data chat sheets 2013 Algebra EOC
2	Student's apathy toward the District Interim Assessments result in less than adequate results.	Establish a reward system where students who are both at "proficiency" and/or have shown a measureable increase on baseline and Interim Assessments are recognized. Infuse the Positive Behavior Support system in order to ensure student motivation.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work sample	Interim Assessments Data chat sheets 2013 Algebra EOC
3	Insufficient use of technology to increase the dynamics of instruction.	Provide professional development on how to effectively infuse infusing technology within lesson Use common planning to develop lessons that incorporate technology. (Gizmos, Carnegie)	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work sample	Lesson Plans Student work folders 2013 Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The result of the 2012 Algebra I EOC Assessment indicates that 2% (7) of our students scored a level 4 or 5. Our goal for the 2012-2013 school year is to increase the amount of students making a level 4 or 5 by 2% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:

2% (7)		4% (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	Insufficient student opportunities to develop abstract thinking through inquiry based learning.	Utilize enrichment-oriented, project-based instruction which addresses higher-order thinking development.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work sample	Student samples, unit Assessments Lesson Plans 2013 Algebra EOC
2	Insufficient use of technology to increase the dynamics of instruction.	Provide professional development on how to effectively infuse infusing technology within lesson

Use common planning to develop lessons that incorporate technology. (Gizmos, Carnegie) | Administrator Literacy Leadership Team MTSS/RtI Leadership Team | Walkthroughs and observations Student work sample | Student samples, unit Assessments Lesson Plans 2013 Algebra EOC |
| 3 | Insufficient use of data to differentiate instruction to meet individual student need. | Implement Differentiated Instruction (DI) to address students' needs | Administrator Literacy Leadership Team MTSS/RtI Leadership Team | Walkthroughs and observations Student work sample | Lesson Plans Student samples Classroom Observations 2013 Algebra EOC |

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1: | The results of the 2012 Geometry EOC Assessment indicate that 26% (109) of our students scored in the middle third.

Our goal for the 2012-2013 school year is to increase the amount of students making a level 3 by 5% (129). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (109) | 31% (129) |

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	Data: Assessment data is not analyzed in a timely manner to improve student performance.	Establish a timeframe for teachers to implement intervention, maintenance, and enrichment groups following data chats with the students. Continue to incorporate data chats into common planning.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work sample	Sign-in sheets and intervention lessons Interim Assessments Data chat sheets 2013 Geometry EOC
	Student's apathy toward the District	Establish a reward system where students	Administrator Literacy	Walkthroughs and observations	Interim Assessments

2	Interim Assessments result in less than adequate results.	who are both at "proficiency" and/or have shown a measureable increase on baseline and Interim Assessments are recognized. Infuse the Positive Behavior Support system in order to ensure student motivation.	Leadership Team MTSS/RtI Leadership Team	Student work samples	Data chat sheets 2013 Geometry EOC
3	Insufficient use of technology to increase the dynamics of instruction.	Provide professional development on how to effectively infuse infusing technology within lesson Use common planning to develop lessons that incorporate technology. (Gizmos, Carnegie)	Administrator Instructional Coach MTSS/RtI Leadership Team	Walkthroughs and observations Student work samples	Student samples, unit Assessments Lesson Plans 2013 Geometry 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 Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Assessment indicate that 6% (23) of our students scored in the Upper Third. Our goal for the 2012-2013 school year is to increase the amount of students scoring at or above achievement levels 4 or 5 by 2% on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(23)	8% (32)

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	Insufficient student opportunities to develop abstract thinking through inquiry based learning.	Utilize enrichment-oriented, project-based instruction which addresses higher-order thinking development.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work samples	Student samples, unit Assessments Lesson Plans 2013 Geometry EOC
2	Insufficient use of technology to increase the dynamics of instruction.	Provide professional development on how to effectively infuse infusing technology within lesson Use common planning to develop lessons that incorporate technology. (Gizmos, Carnegie)	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work samples	Student samples, unit Assessments Lesson Plans 2013 Geometry EOC
3	Insufficient use of data to differentiate instruction to meet individual student need.	Implement Differentiated Instruction (DI) to address students' needs.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work samples	Lesson Plans Student samples Classroom Observations 2013 Geometry EOC

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
Cognitive Tutor for Algebra & Geometry	9 – 10 Math	Carnegie Learning Rep or Math Coaches	9 – 10 Grade Math Teachers	September - October 2012	Integrating Technology in Mathematics	Administration & Math Coaches
Unwrapping Data to Drive Student Instruction	9 – 10 Mathematics	Math Coaches	Algebra 1, Geometry, Intensive Courses	October 2012	Common Planning, Data Chats	Administration & Math Coaches
Math XL	Mathematics	Math Coach, Curriculum Support Specialist, Pearson	Math Teachers - PLCs	Common Planning (September-ongoing)	PLC Collaboration, Classroom, and walk-through	Administration & Math Coaches
GIZMOS in the Math Classroom	9-10 and 11-12 Retake Course Teachers	Select RtI Leadership Team Members	Math Department (Inclusive of SPED Teachers)	Common Planning (September-ongoing)	Student and Teacher Artifacts, Student Assessment Data, and Completed Surveys.	Administration & Math Coaches
Lesson Study in Practice	Algebra I, Geometry, and Algebra II	Select RtI Leadership Team Members	Math Department (Inclusive of SPED Teachers)	Common Planning (September-ongoing)	Student and Teacher Artifacts, Student Assessment Data, and Completed Surveys.	Administration & Math Coaches
Current Data Analysis and Creation of Intervention Plans	Mathematics	Math Department Chair, Math Coach, and Assistant Principal	Mathematics Department	Department Meeting	Interim Assessments throughout the year and analysis of new data	Administration & Math Coaches
Higher Order Thinking and Questioning Skills	School-wide	Literacy Coaches, Curriculum Support Specialist, Administrators	All Teachers - PLCs	Common Planning (September-ongoing)	PLC Collaboration, Classroom, and walk-through	Literacy Leadership Team, Literacy Coaches, and Administrators
Active Learning Strategies	9 – 10 Mathematics	Math Coaches	Algebra 1, Geometry, Intensive Courses	October 2012	Common Planning, Data Chats	Administration & Math Coaches
Differentiated Instruction	School-wide	Literacy Coaches, Curriculum Support Specialist, Administrators	All Teachers - PLCs	Common Planning (September-ongoing)	PLC Collaboration, Classroom, and walk-through	Literacy Leadership Team, Literacy Coaches, and Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities for students in need of remediation	After School and Saturday School Tutoring	Title I	$13,340.00
			Subtotal: $13,340.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of computer based math programs	Carnegie Learning GIZMOS	SIG funds	$5,000.00
			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Data Analysis and Math Content Training	Stipends	Title I, SIG funds	$2,210.00
Conferences unique to Mathematics	Professional Developments	Title I, SIG funds	$3,000.00
			Subtotal: $5,210.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
SIP Initiatives	Substitutes	Title I	$900.00
Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
Math Camp	Supplies	EEAC	$685.00
			Subtotal: $2,335.00
			Grand Total: $25,885.00

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:	The result of the 2012 Florida Alternative Assessment Science Assessment indicates that 22% (2) of students achieved at a 4, 5, or 6 level. Our goal for the 2012-2013 school year is to increase level 4, 5, or 6 level students proficiency to 43% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	43% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of engagement and motivation to apply scientific concepts through scientific Investigations.	Increase students engagement and motivation through higher complexity questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Lesson plans, common planning logs, walkthroughs, and observations	Interim Assessments Data chat sheets 2013 Florida Alternative Assessment High School Science
2	Limited access to technology labs.	Maximize the use of GIZMO, Discovery Learning, FCAT Explorer, and FOCUS in order to increase the dynamics of instruction and student participation.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement, student folders	Interim Assessments 2013 Florida Alternative Assessment High School Science
3	Students are passive during scientific concept and investigation.	Maximize the use of essential labs and white boarding.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student engagement, student folders	Interim Assessments 2013 Florida Alternative Assessment High

					School Science

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:	The result of the 2012 Florida Alternative Assessment Science Assessment indicates that 44% (4) of students achieved at or above level 7.. Our goal for the 2012-2013 school year is to increase level 7 students proficiency to 54% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	54% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student interventions for Florida Alternative Assessment	Ongoing intervention after school and Saturday School with a Florida Alternative Assessment focus	Administrator Literacy Leadership Team	Saturday School attendance, rosters and student.	2013 Florida Alternative Assessment

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC Assessment indicate that 31 %(128) of our students scored in the middle third. Our goal for the 2012-2013 school year is to increase the amount of students scoring at the middle third to 35 %(145).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(128)	35%(145)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student conflicts in their schedules	Double Dose Double dose biology students into the Research 3 Science Class.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Support and monitor the implementation of the Research 3 science class for the Biology students to prepare them for the Biology EOC	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 Biology EOC Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Students lack of engagement and motivation to apply scientific concepts through scientific Investigations. Students need to develop higher order thinking skills in order to increase levels of Scientific thinking. Students not completing lab reports to be graded Insufficient lab materials for essential labs, Biology, Research, Physical Science and Chemistry.	Essential Labs and Lab Reports Implement all the Essential labs for Biology, Research 3 Physical Science and Chemistry Implement the completed Lab Reports Implement explicit corrective feedback in Lab Reports	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Consistently support and monitor the implementation of all the Essential labs with completed Lab report and descriptive and corrective feedback through classroom walkthroughs, monitoring lesson plans, common planning, and lesson study cycles.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 Biology EOC Assessment Florida Achieves FOCUS
3	Teachers' limited knowledge and understanding of rigor, HOTS and accountability talk delivery.	Higher Order Thinking (HOTS) Promote the effective use of Higher order questions and rigorous activities in the classrooms.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Consistently monitor the use of rigorous activities, higher order questioning and response techniques , by administrative walkthroughs, monitoring lesson plans, common planning , student work.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 Biology EOC Assessment Florida Achieves FOCUS
4	Teachers' limited proficiency in Common Core reading strategies and implementation.	Incorporate Common Core reading comprehension and writing strategies into instruction.	Administrator Literacy Leadership TeamMTSS/RtI Leadership Team	Consistently monitor the Common Core reading comprehension and writing strategies. Administrative walkthroughs, monitoring lesson plans, common planning , student work samples.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 Biology EOC Assessment Florida Achieves FOCUS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC Assessment indicate that 11% (44) of our students scored in the upper third. Our goal for the 2012-2013 school year is to ensure that 12% (51) of our students score in the upper thirds on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (44)	12% (51)

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
Teacher sponsorship availability.	Identify students scoring 4 or 5 on the Reading and Mathematics portions of the FCAT and encourage the	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Ongoing classroom assessments focusing on students' knowledge in specific grade level targeted content clusters.	Formative: Projects submitted to Science Fair and other competitions

1			students to participate in SECME, Science Fair Projects, and Fairchild Garden Extended Learning Experiences.		Projects will be reviewed periodically using rubrics in order to assure that targeted students are making progress and that adjustments are made as necessary. Ongoing review of completed essential lab reports. Review of completed Science Fair Project Boards, SECME Projects, and Fairchild Competition entries.	Summative: 2013 Biology EOC Assessment
2	Limited access to computer labs	Technology: Promote the use of FCAT Explorer/FOCUS in the Biology and Research 3 classes and continue promoting the effective use of Gizmos and Discovery Learning in the science classrooms.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitor the effective implementation of technology in the Science classrooms through administrative walkthroughs, lesson plans, common planning, Lesson Study and Usage Reports. Ongoing classroom assessments focusing on students' knowledge in specific grade level targeted content clusters.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 Biology EOC Assessment Florida Achieves FOCUS
3	New teachers knowledge of College Board resources	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 Science labs and essays.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitor the implementation of the College Board recommended Science Labs and Essay Released Questions in the AP Sciences courses.	Summative: 2013 AP Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
College Board PD for the AP Science Courses	Selected Science Teacher	College Board staff	AP Science teachers	TBA	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
SPARKS,						

EDUSOFT,GIZMO, SMARTBOARD and other Educational Technology application PD	All who science teachers in need of this training	Science Coach or Software license company	Science Teachers	TBA	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
Infusion of Common Core reading strategies into Biology	9 and 10 grade Biology students	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 students	Science coach	Science teachers	Through Common Planning	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
Descriptive and Corrective Feedback and strategies to guide students to complete lab reports	All science students	Science coach	Science teachers	Through Common Planning	Lesson plans and classrooms walkthroughs	Administrators and Science Coach
District Science Fair, SECME, and Fairchild Gardens orientations	Selected Science students	District and Fairchild Gardens staff	Competition sponsors	August2012-May 2013	Evidence of school Science Fair projects and students' competitions attendance rosters.	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 2012-2013 school year.	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment.	Lab Fees	$4,000.00
Extended Learning	After School and Saturday School Tutoring	Title I , SIG	$15,500.00
Provide incentives for students that meet proficiency on the Biology EOC	Biology EOC Student Incentives	EESAC/Title 1	$5,000.00
		Subtotal: $24,500.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms	Clickers	Title I	$3,000.00
		Subtotal: $3,000.00	

Professional Development			
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 funds	$8,000.00
Lesson Study	Substitute	Title I	$1,500.00
		Subtotal: $9,500.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Biology Camp	Supplies	EESAC	$685.00
		Subtotal: $685.00	
		Grand Total: $37,685.00	

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Assessment indicate that 76% (333) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(333)	78%(344)

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	Limited evidence of anchor papers in the writing classes" and "Limited evidence of the effective incorporation of the FCAT writing rubric."	Provide professional development as a strategy to increase the use of anchor papers and writing rubrics in the Creative Writing classes.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitor the use of active coaching, anchor paper, graphic organizers, and rubrics to increase the quality of students' writing in the creative writing classes through the lesson plans, and attending common planning.	Monthly writing assessment FCAT Writing Assessment Student Writing Assignments Differentiated Instruction Assignments
2	"Limited use of data to drive instruction in the creative writing classes."	Provide professional development in disaggregating data sources to assist teachers in re-grouping students and aligning instructional materials. Provide active coaching support to ensure effective implementation of data driven instruction during differentiated instruction rotations.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Schedule data chats with each Creative Writing Teacher ensure that teachers fully understand what the data represents. Review teacher data binders to ensure that teachers are monitoring and using student data to positively impact instruction. Monitor the consistent and effective use of purpose driven instruction through classroom visitations and student work folders.	Formative: Student scores on monthly writing assessments. Summative: 2013 FCAT Writing Assessment Write Score Interim Writing Assessments
3	"Inefficient use of common planning for the writing department."	Use the common planning instructional framework to monitor New Teachers' use of collaborative planning time.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitor Common Planning to ensure effectiveness. Monitor lesson plans and student projects to determine the effectiveness of associated rubrics.	Formative: Student scores on monthly writing assessments. Summative: 2013 FCAT Writing Assessment Write Score Interim Writing

		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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternative Assessment Writing indicate that 43% (3) of students scored a level 4 or higher. Our goal for the 2012-2013 school year is to increase students scoring at a level 4 or higher by 14 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3)	57% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need professional development. (proper use of anchor papers to assist with writing instruction and FCAT writing rubric)	Utilize anchor paper, graphic organizers and rubrics to increase the quality of students' writing.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitor the use of active coaching, anchor paper, graphic organizers, and rubrics to increase the quality of students' writing in the creative writing classes through the lesson plans, and attending common planning.	Monthly writing assessment FCAT Writing Assessment Student Writing Assignments Differentiated Instruction Assignments
2	An area of weakness as determined by the final Instructional Review during the 2012-2013 school year is the limited use of data to "drive" instruction in Creative Writing Classes.	Provide professional development in disaggregating data sources to assist teachers in grouping students and aligning instructional materials. Provide active coaching support to ensure effective implementation of data driven instruction during differentiated instruction rotations. Monitor the consistent and effective use of purpose driven instruction through classroom visitations and student work folders.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Schedule data chats with each Creative Writing Teacher ensure that teachers fully understand what the data represents. Review teacher data binders to ensure that teachers are monitoring and using student data to positively impact instruction.	Formative: Student scores on monthly writing assessments. Summative: 2013 FCAT Writing Assessment Write Score Interim Writing Assessments
3	An area of deficiency as determined by the final Instructional Review during the 2011-2012 school year is the inefficient use of Common Planning.	Provide mini professional development sessions that focus on the creation of rubrics aligned to the benchmark focus Implement the consistent use of rubrics to assess student work and comprehension of the benchmark.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Monitor Common Planning to ensure effectiveness. Monitor lesson plans and student projects to determine the effectiveness of associated rubrics.	Formative: Student scores on monthly writing assessments. Summative: 2013 FCAT Writing Assessment Write Score Interim Writing Assessments

		Monitor the use of rubrics through focused classroom walk-throughs, observations, and student work folders.				

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
FCAT Writing Rubric	10th Creative Writing Teachers and, 9th /10th grade Language Arts Teachers	Writing Coach	All ninth and tenth grade Language Arts teachers and Creative Writing Teachers	Early Release Day(s)	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Administrators Instructional Coach
Explicit Corrective Feedback	10th Creative Writing Teachers and, 9th /10th grade Language Arts Teachers	Literacy Coach	All ninth and tenth grade Language Arts teachers	Common Planning Sessions	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Administrators Instructional Coach
New Scoring Method/ Holistic Scoring	10th Creative Writing Teachers and, 9th /10th grade Language Arts Teachers	Literacy Coach	All ninth and tenth grade Language Arts teachers and Creative Writing Teachers	August – September 2012	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Administrators Instructional Coach
FCAT Anchor Papers	10th Creative Writing Teachers and, 9th /10th grade Language Arts Teachers	Literacy Coach	All ninth and tenth grade Language Arts teachers and Creative Writing Teachers	August – September 2012	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Administrators Instructional Coach
The Writing Process	10th Creative Writing Teachers and, 9th /10th grade Language Arts Teachers	Writing Coach	All ninth and tenth grade Language Arts teachers and Creative Writing	Teachers Early Release Day (s)	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Administrators Instructional Coach
Writing Across the Curriculum	9-12 All Subject Areas	Instructional Coaches	All Core Classes	October-Ongoing	Administrator Walk-through/Observations, Reading Coach Cycles (Ongoing Support)	Administrators Instructional Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for students that meet proficiency on the FCAT Writing Test	FCAT Writing Test Student Incentives	EESAC/Title 1	$3,000.00
Extended Learning	After School and Saturday School Tutoring	Title I , SIG funds	$5,000.00
Write Score	Additional student writing assessment	Title I , SIG	$15,000.00
			Subtotal: $23,000.00
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
SIP Initiatives	Substitutes	Title I	$1,000.00
Writing Across the curriculum	Creating Magazines	Title I	$1,500.00
Increasing Independent Reading	Novels	Title I	$3,000.00
Student Engagement	White Boards	Title I	$500.00
			Subtotal: $6,000.00
			Grand Total: $29,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	No previous data collected due to U.S. History being piloted previous year. Our goal for the first year 2012-2013 school is year is have 10% (35) of students meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	10% (35)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited ability in comprehending Higher-order questions.	Implement and monitor Higher-order questioning strategies in utilizing higher-order questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content.\n\nDevelop observational classrooms that demonstrate high levels of rigor.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Administrative observation	Increased student achievement on district Interim Assessments. 2013 US History Field EOC
	Minimal application of literacy strategies implemented in Social Studies classes.	Implement and monitor Coaching Cycles in U.S. History classes.\n\nEnsure that each U.S. History teacher participates in a lesson	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Administrative observation Lesson Study Reflection Documentation	Increased student achievement on district Interim Assessments.\n\nObservation of

| 2 | | study focusing on rigorous and relevant best practices to promote critical thinking. | | | | students engaging in critical thinking strategies and student accountability talk.

2013 US History Field EOC |

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	No previous data collected due to U.S. History being piloted previous year. Our goal for the first year 2012-2013 school is year is have 10% (35) of students meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(35)

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	Limited rigorous assignments	Increase rigorous instruction and activities using HOTS to promote critical thinking.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Administrative observation	Increased student achievement on district Interim Assessments 2013 US History Field EOC
2	Minimal enrichment opportunities.	Increase interactive higher order lessons and participation in clubs and competitions	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Administrative observation	Increased student achievement on district Interim Assessments 2013 US History Field 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
Effective implementation of Discovery Learning	11	Instructional coach	US History Teachers	September 2012	Administrative walkthroughs	Administrators Instructional Coach
US History Item Specifications and District	11	Instructional coach	US History Teachers	September 2012	Administrative walkthroughs	Administrators Instructional Coach

Resources

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning	After School and Saturday School Tutoring	Title I/SIG funds	$10,000.00
		Subtotal: $10,000.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms.	Clickers	Title I	$1,000.00
		Subtotal: $1,000.00	

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
SIP Initiatives	Substitutes	Title I	$1,000.00
Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
		Subtotal: $1,750.00	
		Grand Total: $12,750.00	

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our attendance goal for this year is to increase the average daily attendance rate to 92.37% from 91.37% by minimizing the number of absences due to truancy and to create a climate in our school where parents, students, faculty and staff members feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.37%(1654)	92.37% (1672)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
906	861
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1004	954

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students on outdoor suspension and truant had an impact on student attendance.	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services.	Administrator PBS Coach	Weekly update to administration by the grade book manager and to the entire faculty during faculty meetings.	Attendance rosters and attendance logs
2	Daily attendance monitoring to address students who obtain 3-5 consecutive absences.	Identify students who miss 2-3 consecutive classes. Contact home to inform parents of absences.	Administrator Community Involvement Specialist	Counselors will follow-up with absent students and assess the need for support services.	Attendance rosters and Cognos
3	Daily attendance corrections are not submitted by all teachers with fidelity	Monitor the accuracy of the inputting of daily attendance corrections by teachers and clerical staff.	Administrator	Monitor the daily attendance percentage and ensure that attendance is submitted daily by teachers with accuracy.	A log that tracks the percent of teachers that accurately submitted their attendance accurately and with punctuality by teacher percentages

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
Gradebook Management	9-12	Gradebook Manager	The entire faculty	August 16	Monitor the faculty and pinpoint those faculty members that have difficulty with submitting accurate attendance and then providing them with assistance.	Administrator over Gradebook Manager

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
Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms.	Clickers	Title I	$1,000.00
			Subtotal: $1,000.00

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
SIP Initiatives	Substitutes	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $2,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to reduce the total number of suspensions from 326 to 293.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
326	293
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
245	221
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
490	441
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
313	282

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited us of PBS PLASCO scanners	Utilize the Student Code of Conduct by providing incentives for compliance through the use of the Positive Behavior School Model and the monthly SPOT Success Recognition program.	Administrator PBS Coach	Monitor SPOT Success report, Monitor COGNOS report on student suspension rates.	Maintain records of SPOT Success Students and Recognize Positive Behavior (PBS) records

	Problem/Barrier	Strategy	Person/Position Responsible	Process Used to Determine Effectiveness	Evaluation Tool
2	There are not enough opportunities in school to recognize positive behavior	Utilize the Student Code of Conduct by providing incentives for compliance through the use of the Positive Behavior School Model and the monthly SPOT Success Recognition program	Administrator PBS Coach	Monitor SPOT Success report, Monitor COGNOS report on student suspension rates.	Maintain records of SPOT Success Students and Recognize Positive Behavior (PBS) records
3	Parents are unaware of the Student Code of Conduct and they do not understand the reasons why their student was suspended.	Parents will be provided with training on the Student Code of Conduct via orientation meetings and other parental involved community events. Counselors, Community Involvement Specialist and discipline designees will contact parents of students who are placed in indoor suspension.	Administrator PBS Coach Counselors	Monitor Parent Contact Log for evidence of parental communication of suspended students.	Parent Contact Log, Community Involvement Specialist Contact Log, Attendance Log from Orientations and other events where conduct is discussed.
4	Use of alternative to suspension programs are not utilized with fidelity.	Enhance existing school based programs designed to provide alternatives for infractions. Current programs include 5000 Role Models of Excellence, Youth Crime Watch, Women of Tomorrow, and Ladies of Distinction. There is also a PASS program wherein parents have the opportunity to come in and speak with an administrator, counselor and teachers on Saturdays to discuss their student's infractions and promote positive behavior as well receive graduation and other pertinent school information.	Administrator PBS Coach Counselors	Monitor Parent Contact Log for evidence of parental communication of suspended students.	Parent Contact Log, Community Involvement Specialist Contact Log, Attendance Log from Orientations and other events where conduct is discussed.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	9-12	School wide	School wide	September 2012 - November 2013	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. SPOT Success reports. Review communication logs and parent participation logs regarding student conduct.	Administrative Team

PBS	9-12	School wide	School wide	August 2012	Walkthroughs and PLASCO scanner reports	PBS Coach
The Student Code of Conduct	9-12	School wide	School wide	September 2012 - November 2013	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. SPOT Success reports. Review communication logs and parent participation logs regarding student conduct.	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Suspension Reduction Strategies	Session Materials	Title I	$600.00
			Subtotal: $600.00
			Grand Total: $600.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the dropout rate by graduating 88 percentage of our students.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.21%(22)	1.15% (21)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
62.9%(304).%	64.9%(314)%

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
Graduation Requirements	9-12	Guidance Counselor	School wide	August/September 2012	Monitor parent sign-in logs and contact parents who do not attend meetings	Guidance Counselor

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
Dropout Prevention Strategies and Interventions Workshop	Session Materials and Consumable Session Facilitation Materials	Title I	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, we intend to make contact with at least 23% of all parents by the end of the school year. During the 2012-2013 school year it is our goal to increase the number of parents contacted. We intend to make contact with at least 35% of our parents by the end of the school year
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
23%	35%

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	Parents are not aware of school events in addition to lack of participation in school wide activities by parents of Economically Disadvantaged Schools due to increased economic hardships and other responsibilities.	Utilize a variety of resources, (i.e. Connect Ed, flyers, school marquee schools website) to increase the number of opportunities for parental involvement. PTSA and Resource Center provided during parent conferences for academic and or behavioral matters	Administrator PTSA Activities Director	Review CONNECT Ed telephone log, parent participation with scheduled events and meetings.	Sign-In sheets from Parent Events
2	Parents have limited time to attend school events because of work schedule.	Schedule EESAC and PTSA meetings on the same day to increase parent involvement.	Administrator PTSA Activities Director	Review CONNECT Ed telephone log	Sign in sheets from parent events

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct training on bullying	9-12	Student Services	Students and parents	October 2012	Review sign-in sheets/logs to determine the number of parents that attended.	School administration, School Involvement Specialist, and Counselor
Graduation Requirements	9-12	Student Services	Students and parents	November 2012	Review sign Review sign-in sheets/logs to determine the number of parents that attended.	School Administration, School Involvement Specialist, and Counselor
Parent/Student Portal	9-12	Student Services	Students and parents	November 2012	Review sign Review sign-in sheets/logs to determine the number of parents that attended.	School Administration, School Involvement Specialist, and Counselor

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
Increasing Parental Involvement Strategies and Interventions	Session Materials	Title I	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will create an implementation plan to incorporate STEM principles into instruction regularly
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	Teachers are not aware STEM principles.	Provide PD for all core and CTE teachers on STEM Curriculum and integration. Attend Curriculum Integration workshop sponsored by FLDOE.	Administrator Literacy Leadership Team MTSS/RtI Leadership Team	Walkthroughs and observations Student work sample	Interim Assessments Data chat sheets

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 workshop	9-12	ETO/FLDOE	all core and CTE teachers	Early Release Days and/or Teacher's Planning Days	Walkthroughs, observations and Student work sample	Administrator Instructional Coach RtI Leadership Team

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy Provide extended learning opportunities for that are in need of completing project	After School Activities	EESAC	$1,500.00
		Subtotal: $1,500.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
The Instructional Coach, Sponsor and Administrator will determine individual technology needs	Varies	Title I/SIG funds	$3,000.00
		Subtotal: $3,000.00	
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
SIP initiatives	Substitutes	SIG funds	$1,000.00
		Subtotal: $1,000.00	
		Grand Total: $5,500.00	

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:	70% of Industry Certification Exam (ICE) participants will be successful in their perspective certification exam.
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
	New instructors were hired late in the Summer therefore missed Summer Professional development. Ongoing PD and support will be	Common Board Configuration (CBC) Promote the effective use of the CBC in the CTE classrooms	Literacy Leadership Team Administrator	Monitor that there is a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question,	Administrative Walkthrough

1	needed.			daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class, by administration, through regular classroom walkthroughs.	
2	New instructors were hired late in the Summer therefore missed Summer Professional development. Ongoing PD and support will be needed.	High Order Thinking (HOTS) Promote the effective use of high order questions and rigorous activities in the CTE classrooms.	Literacy Leadership Team Administrator	Utilize strategies to develop and implement higher order questions and rigorous activities during classroom instruction and all other instructional activities. Promote the development of higher order questions and rigorous essential questions during Common Planning. Promote the display of the developed higher order questions in lesson plans, the common board configuration and student work. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.	Administrative Walkthrough Common Planning Lesson Plans Coach Logs
3	Funding needs for competition registrations and transportation to the events	Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organizations (CTSO).	Reading Coach CTE Lead Teacher Administrator	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE Projects.	Administrative walkthrough Lesson Plans CTSO Minutes from meetings and agendas CTSO Registration
4	New instructors were hired late in the Summer therefore missed Summer Professional development. Ongoing PD and support will be needed.	Explicit and Systematic Instruction Promote the effective use of Explicit and Systematic Instruction.	Literacy Leadership Team Administrator	Monitor the implementation of Explicit and Systematic Instruction through regular administrative walkthroughs, lesson plans, common planning, and lesson study.	Administrative walkthrough Lesson Plans Common Planning Lesson Study
5	Ongoing support from the reading coach to facilitate the effective implementation of the reading plan.	Promote school wide literacy through the effective use of CTE bell-ringers, vocabulary and writing throughout the CTE department.	Literacy Leadership Team Administrator	Monitor the effective use of the reading plan.	Reading data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Explicit and Systematic Instruction	9-12	Coach, CTE department Chair, ETO CSS	CTE department	8/17/2012, Common planning and 9/17/2012	Monitor the implementation of Explicit and Systematic Instruction through regular administrative walkthroughs, lesson plans, common planning, and lesson study	Reading coach, CTE department chair and administrator over CTE
Effective use of CBC, Purposeful Lesson plans and HOTS	9-12	CTE Lead Teacher and ETO CSS	CTE department	8/17/2012, Common planning and 9/17/2012	Monitor through classroom walkthroughs, lesson plans and student work samples.	Reading coach, CTE department chair and administrator over CTE
Effective use of Career Technical Student Organizations (CTSO)	9-12	CTE department Chair, CTE CSS	CTE department	8/17/2012, Common planning and 9/17/2012	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE Projects.	Reading coach, CTE department chair and administrator over CTE

CTE Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ADOBE licenses	Photoshop, Dreamweaver and Flash	ETO/Title I	$4,500.00
		Subtotal: $4,500.00	

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
Successful ICE student award ceremony	Certificates and refreshments	Title I	$300.00
Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
		Subtotal: $1,050.00	
		Grand Total: $5,550.00	

End of CTE Goal(s)

Additional Goal(s)

Additional Goal(s)CTE Goals
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. Additional Goal(s)CTE Goals Goal Additional Goal(s)CTE Goals Goal #1:	70% of CTE students attempting an industry certification will achieve a passing score, and complete any other certification requirements such as work experience hours, etc.
2012 Current level:	2013 Expected level:
56% (103)	70% (128)

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	Ensuring teachers interactively infuse the use of the Common Board Configuration into daily instruction.	Promote the effective use of the CBC in the CTE classrooms	Principal Assistant Principal in charge of Science Science Coach	Classroom walk-throughs by administration and science coach	Formative: ETO Monthly and District Interim Assessments. Summative: 2012 EOC Exams
2	Students have limited ability in comprehending higher-order questions.	Promote the effective use of high order questions and rigorous activities in the CTE classroom	RtI Leadership Team Administrator Reading Coaches	Evaluate students' work samples, informal assessments, and classroom discussions to determine student's knowledge and understanding of higher-order questioning. Classroom walkthroughs and reading coaches log as evidence of teacher support.	Informal Assessments: student's work samples and mini-assessments Observational Debriefing Logs
3	Securing teachers to serve as sponsors for CTE Student Organizations	Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organizations (CTSO) or Miami-Dade County Fair, NFTE, Fairchild Challenge, etc.	Assistant Principal in charge of CTE Fairchild Challenge Sponsor	Utilize rubrics to evaluate projects	Informal Assessments: student's work samples and mini-assessments Observational Debriefing Logs
4	Students have difficulty comprehending explicit and systematic instruction.	Explicit and Systematic Instruction. Promote the effective use of Explicit and Systematic Instruction	CTE Reading Coach	Evaluate students' work samples, informal assessments, and classroom discussions to determine student's knowledge and understanding of higher-order questioning. Classroom walkthroughs and reading coaches log as evidence of teacher	Informal Assessments: student's work samples and mini-assessments Observational Debriefing Logs

				support	
5	Students have limited knowledge as it relates to new technological academic programs.	Promote the use of technology	CTE Reading Coach Administrator	Evaluate students' work samples, informal assessments, and classroom discussions to determine student's knowledge and understanding of higher-order questioning. Classroom walkthroughs and reading coaches log as evidence of teacher support	Informal Assessments: student's work samples and mini-assessments Observational Debriefing 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						

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 Additional Goal(s)CTE Goals Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide extended learning opportunities for students in need of remediation	After school and Saturday tutoring	Title I	$10,000.00
Reading	Increase student engagement	White boards	SIG Funds	$1,000.00
Mathematics	Provide extended learning opportunities for students in need of remediation	After School and Saturday School Tutoring	Title I	$13,340.00
Science	Double Dose Biology students into the Research 3 science class during the 2012-2013 school year.	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment.	Lab Fees	$4,000.00
Science	Extended Learning	After School and Saturday School Tutoring	Title I , SIG	$15,500.00
Science	Provide incentives for students that meet proficiency on the Biology EOC	Biology EOC Student Incentives	EESAC/Title 1	$5,000.00
Writing	Provide incentives for students that meet proficiency on the FCAT Writing Test	FCAT Writing Test Student Incentives	EESAC/Title 1	$3,000.00
Writing	Extended Learning	After School and Saturday School Tutoring	Title I , SIG funds	$5,000.00
Writing	Write Score	Additional student writing assessment	Title I , SIG	$15,000.00
U.S. History	Extended Learning	After School and Saturday School Tutoring	Title I/SIG funds	$10,000.00
STEM	Strategy Provide extended learning opportunities for that are in need of completing project	After School Activities	EESAC	$1,500.00
				Subtotal: $83,340.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the use of computer based reading programs.	Purchasing additional Accelerated Reading Quizzes	SIG Funds	$10,000.00
Mathematics	Increase the use of computer based math programs	Carnegie Learning GIZMOS	SIG funds	$5,000.00
Science	Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms	Clickers	Title I	$3,000.00
U.S. History	Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms.	Clickers	Title I	$1,000.00
Attendance	Promote the effective use of high order questions, rigorous activities, and accountability talk in the science classrooms.	Clickers	Title I	$1,000.00
STEM	The Instructional Coach, Sponsor and Administrator will	Varies	Title I/SIG funds	$3,000.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	determine individual technology needs			
CTE	ADOBE licenses	Photoshop, Dreamweaver and Flash	ETO/Title I	$4,500.00
				Subtotal: $27,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Reading teachers with opportunities to meet and discuss trends, disaggregate data and create pacing guides based on student needs.	Substitutes coverage for Reading Teachers for half day of PD	Title 1	$500.00
Mathematics	Data Analysis and Math Content Training	Stipends	Title I, SIG funds	$2,210.00
Mathematics	Conferences unique to Mathematics	Professional Developments	Title I, SIG funds	$3,000.00
Science	Incorporate Common Core reading comprehension and writing strategies into instruction	Hourly after school funding for teachers to attend PD	SIG funds	$8,000.00
Science	Lesson Study	Substitute	Title I	$1,500.00
Dropout Prevention	Dropout Prevention Strategies and Interventions Workshop	Session Materials and Consumable Session Facilitation Materials	Title I	$600.00
Parent Involvement	Increasing Parental Involvement Strategies and Interventions	Session Materials	Title I	$600.00
				Subtotal: $16,410.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
Reading	Upgrading the Media Center Resources	Novels	EESAC	$2,500.00
Reading	Reading Camp	Supplies	EESAC	$685.00
Mathematics	SIP Initiatives	Substitutes	Title I	$900.00
Mathematics	Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
Mathematics	Math Camp	Supplies	EEAC	$685.00
Science	Biology Camp	Supplies	EESAC	$685.00
Writing	SIP Initiatives	Substitutes	Title I	$1,000.00
Writing	Writing Across the curriculum	Creating Magazines	Title I	$1,500.00
Writing	Increasing Independent Reading	Novels	Title I	$3,000.00
Writing	Student Engagement	White Boards	Title I	$500.00
U.S. History	SIP Initiatives	Substitutes	Title I	$1,000.00
U.S. History	Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
Attendance	SIP Initiatives	Substitutes	Title I	$1,000.00
Suspension	Suspension Reduction Strategies	Session Materials	Title I	$600.00
STEM	SIP initiatives	Substitutes	SIG funds	$1,000.00
CTE	Successful ICE student award ceremony	Certificates and refreshments	Title I	$300.00
CTE	Additional Supplemental Materials for interventions	Incentives	EESAC	$750.00
				Subtotal: $18,355.00
				Grand Total: $145,605.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| Priority | Focus | Prevent | NA |

Are you a reward school: ○ Yes ○ No

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

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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
Principal Incentives and Rewards for student Achievement	$3,500.00
Additional Supplemental Materials for interventions in Reading, Mathematics,Science and CTE courses	$3,000.00
Upgrading the Media Center Resources	$2,500.00

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

The EESAC committee will monitor the implementation of the SIP during the course of the year, using the FCIM to make recommendations for updates as needed. In addition, the committee has a Governing board that meets to determine where to direct funds. This may include providing incentives to promote academic clubs, organizations and competitions. The SAC is an active partner in education, solicits more businesses and community to involve themselves with our school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI CAROL CITY SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	19%	51%	65%	23%	158	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	41%	60%			101	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?	55% (YES)	69% (YES)			124	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					383	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI CAROL CITY SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	18%	58%	84%	12%	172	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	37%	72%			109	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)	76% (YES)			121	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					402	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested