

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ACADEMY FOR COMMUNITY EDUCATION (ACE)

District Name: Dade

Principal: Dr. Deborah A. Carter

SAC Chair: Ms. Nilda Cruz

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval:

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	Dr. Deborah A. Carter	Bachelor's in Business Management Organization, University of Miami. Master's Degree in Educational leadership, Nova Southeastern University. Doctorate in Educational Leadership and Organizational Leadership, Nova Southeastern University.		16	'12 '11 '10 '09 '08 School Grade N N N N AYP AMO High Standards Rdg. 41 High Standards Math 39 Lrng Gains-Rdg. 64 Lrng Gains-Math 61 Gains-Rdg-25% 74 Gains-Math-25% 66

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Soliciting referrals from current employees	Principal	N/A	All teaching positions are currently filled
2	2.Mentoring new teachers/coaches	Principal	June 2011	

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
2 – out of field 0 – less than effective	Working on certification in collaboration with district personnel.

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
10	0.0%(0)	0.0%(0)	40.0%(4)	60.0%(6)	40.0%(4)	100.0%(10)	10.0%(1)	0.0%(0)	0.0%(0)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal

Language Art Department Chair
Mathematics Department Chair
Student Dean
Guidance Counselor
Community Liaison

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

The team will meet to review data and to make instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, make decisions to take corrective actions as needed. In addition, the team will provide levels of support and interventions to students based on data.

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

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systemic approach to teaching and aligns processes and procedures.

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.

- Reading baseline data and progress monitoring is managed through the Progress Monitoring and Reporting Network (PMRN), FAIR, and the Jamestown Reading Navigator.
- Mathematics baseline data for End of Course Algebra I and Geometry and progress monitoring is managed through Edusoft.
- Science baseline for Biology End of Course data and progress monitoring is managed through Edusoft.
- Writing baseline data and progress monitoring is managed through Write Score.
- Mid-Year data: FAIR assessment.
- End-of-Year data: FAIR assessment, District Interim Assessment and 2013 End of Course Results for Algebra I, Geometry, American History and Biology.
- Student Case Management System (Suspensions/Expulsions, Disciplinary Actions, Attendance).

Describe the plan to train staff on MTSS.

Selected members of the MTSS team will be trained during Summer and early Fall sessions. Professional development sessions will be provided during teachers' common planning time, department meetings and faculty meetings throughout the year. The MTSS team will also evaluate additional staff PD needs during the bi-weekly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

- Alignment of policies and procedures across classroom, grade, building, district and state levels.
- Ongoing data driven professional development activities that align to core student goals and staff needs.
- Communicating outcome with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

* Principal, Dr. Deborah A. Carter

- * Student Service, Mr. Andre Whittle
- * Language Arts Department Chair, Ms. Cheryl Carrell
- * Math Department Chair, Ms. Geraldine Cabrera

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

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:

- * holding meeting at convenient times
- * providing adequate notice of meetings
- * providing time/coverage (if needed) to attend meetings
- * providing team building activities for members commitment and participation

The team will meet quarterly or as needed, throughout the school year. School Literacy Leadership Team (LLT) may choose to meet more often. The focus of the Literacy Team will be to create an extended capacity for the knowledge of reading throughout the curriculum. The focus of the Literacy Team will be to ensure best practices and research based practices are implemented. Additionally, cross curriculum reading strategies will be shared during faculty meetings.

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

The major initiative of the LLT this year will be to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school.

Disaggregating data to determine student performance growths and weakness in order to adjust curricular strategies. Additionally, the LLT will focus on developing reading strategies to be used across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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.

District approved content area informational text may be used to instruct and reinforce reading strategies can be taught from a book about any content area text. These texts are given to students, allowing them to use these resources independently.

The teachers will be responsible for disseminating District-wide and school-wide research-based strategies necessary to develop knowledge of instructional procedures to instructional staff across the content areas.

Content area teachers can also utilize subject level texts, as well as the content based independent reading materials to teach a wide array of informational text structures. Students should be able to identify the characteristics of various text structures and text features of informational text (titles, subheadings, captions, illustrations) to:

- Make and confirm predictions, and establish a purpose for reading
- Explain how the text structure impacts the meaning of the text
- Respond to discuss and reflect on nonfiction text and how the messages in the text connect to self (personal), text to world (social connection) and text to text (a comparison of multiple texts)
- Identify purpose of text features
- Read and organize the information to perform a task, make a report, follow multi-step directions, conduct and interview
- Communicate information from report including main idea/supporting details with visual support.

The principal will provide teachers with the opportunity to acquire reading strategies in faculty meetings throughout the school year.

Content area teachers who are not the teacher of record for reading may document the required specific student performance data through teacher observation, informal classroom quizzes and test, or more formal assessments such as FCAT. For example, a science teacher may have a goal of improving science vocabulary (clearly a reading goal as well) that is documented by periodic classroom quizzes.

Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teacher will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized to model exemplary teaching strategies and techniques for staff as needed

*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?

Academy for Community Education 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
- 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 career oriented and vocationally relevant
- Industry Certification available throughout the Academies for the students completing the 4 year track

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?

The Academy for Community Education has academic counseling that is geared towards students' academic and vocational strengths. The student schedules reflect their preferences. Additionally, students are tested to determine their individual academic and vocational strengths and weaknesses. Additionally, the Individual Education Plan of each student incorporates all of the above. Students are also exposed to career fairs, college fairs, guest speakers and field trips.

Postsecondary Transition

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

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

The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not College ready will be provided with remediation and additional opportunities to retake the PERT exam. Seniors who are not College ready are enrolled in a Florida College Prep class for reading writing and mathematics in order to assist them in transitioning to College. Secondary goals are addressed through the administration of the ASVAB that identifies student strengths and weakness, as well as career inclination.

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 6% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 25 percentage points to 31.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(3)	31%(15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was on the following:</p> <p>Grade 9- Reporting Category 3 – Literary Analysis Fiction/Non-Fiction.</p> <p>Grade 10- Reporting Category 1 – Vocabulary.</p>	<p>-Students will read examples of non-fiction writing using a variety of text structures and will practice identifying these structures, explaining their impact on meaning. Students will learn and practice the reciprocal teaching process using non-fiction selections. Students will learn all the literary terms (plot, setting, theme, conflict, point of view, irony, etc.) and will use these terms to analyze short stories with graphic organizers and writing assignments. Students will read complex text using sticky notes to stop and reflect using reading strategies. Students will identify figurative language in text and be able to explain its impact on meaning.</p> <p>-Teacher will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes, and roots. Word walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary words. Students will</p>	Principal Language Arts Chairperson	<p>Ongoing classroom assessments, interim assessments and FAIR.</p> <p>Following the FCIM review assessment data to determine if progress is being made and adjust instruction as necessary.</p>	<p>Formative: Interim Assessments FAIR Classroom Assessments</p> <p>Summative: FCAT 2013 Results</p>

	<p>make flash cards with all vocabulary words. In writing assignments, students will use upper level vocabulary words. Students will be encouraged to jot down examples of in class vocabulary words that they hear in conversations, on TV, or spot in their independent reading. Students will keep a vocabulary log in their independent reading folder where they list and define words they do not know.</p>		
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:</p>	<p>The results of the 2012 FCAT Reading Test indicate that 0 of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 11 percentage points to 11.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	11%(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
	2.1. The area of deficiency as noted on the 2012 administration of the	2.1. Through the use of a variety of graphic organizers, students will	2.1. Principal Language Arts Chairperson	2.1. Ongoing classroom assessments, interim assessments and FAIR.	2.1. Formative: District Interim Assessments,

1	FCAT Reading Test was Reporting Category 1- Vocabulary.	relate new classroom vocabulary to familiar words and practice using them in sentences. Students will practice determining the connotative and denotative meanings of words. Using a dictionary and/or computer, students will identify the meanings of words and phrases borrowed from other languages and commonly used by writers of English. In essays, students will include upper level vocabulary words and figurative language.	Following the FCIM review assessment data to determine if progress is being made and adjust instruction as necessary.	FAIR Classroom Assessments Summative: 2013 FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading Goal #3A The results of the 2012 FCAT Reading Test indicate that _____% of students made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students and no data available.	N/A Less than 10 students and no data available.

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
The area of deficiency as	Students will read	Principal	Ongoing classroom	Formative:

1	<p>noted on the 2012 administration of the FCAT Reading Test was on the following</p> <p>Grade 9- Reporting Category 3 – Literary Analysis Fiction/Non-Fiction</p> <p>Grade 10- Reporting Category 1 - Vocabulary</p>	<p>examples of non –fiction writing using a variety of text structures and will practice identifying these structures, explaining their impact on meaning. Students will learn and practice the reciprocal teaching process using non-fiction selections. Students will learn all the literary terms (plot, setting, theme, conflict, point of view, irony, etc.) and will use these terms to analyzed short stories with graphic organizers and writing assignments. Students will read complex text using sticky notes to stop and reflect using reading strategies. Students will identify figurative language in text and be able to explain its impact on meaning.</p> <p>-Teacher will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes, and roots. Word walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary words. Students will make flash cards with all vocabulary words. In writing assignments, students will use upper level vocabulary words. Students will be encouraged to jot down examples of in class vocabulary words that they hear in conversations, on TV, or spot in their independent reading. Students will keep a vocabulary log in their independent reading folder where they list and define words they do not know.</p>	Language Arts Chairperson	<p>assessments, interim assessments and FAIR.</p> <p>Following the FCIM review assessment data to determine if progress is being made and adjust instruction as necessary.</p>	<p>Interim Assessments FAIR Classroom Assessments</p> <p>Summative: FCAT 2013 Results</p>
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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.

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Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that _____% of the students in the Lowest 25% made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than 10 students and no data available.	N/A Less than 10 students and no data available.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary	During classroom oral reading in the text, students will make a list of words they discover with multiple meanings. Students will use graphics as well as context clues to determine the meaning of unknown words. Students will work in groups To make classroom posters listing words with common prefixes (re, un, pre, sub). Using a dictionary, students will define the words, using the meaning of the prefix in the definition.	Principal Language Arts Chairperson	Ongoing classroom assessments, interim assessments and FAIR. Following the FCIM review assessment data to determine if progress is being made and adjust instruction as necessary.	Formative: Classroom Assessments District Interim Assessments FAIR Summative: Assessment: 2013 FCAT Reading

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 12% of the students in the Economically Disadvantaged subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the number of students in the Economically Disadvantaged subgroup making satisfactory progress by 35 percentage points to 47.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(4)	47%(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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was on the following Grade 9- Reporting Category 3 – Literary Analysis Fiction/Non-Fiction Grade 10- Reporting Category 1 - Vocabulary	Students will read examples of non –fiction writing using a variety of text structures and will practice identifying these structures, explaining their impact on meaning. Students will learn and practice the reciprocal teaching process using non-fiction selections. Students will learn all the literary terms (plot, setting, theme, conflict, point of view, irony, etc.) and will use these terms to analyzed short stories with graphic organizers and writing assignments. Students will read complex text using sticky notes to stop and reflect using reading strategies. Students will identify figurative language in text and be able to explain its impact on meaning. -Teacher will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes, and roots. Word walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary	Principal Language Arts Chairperson	Ongoing classroom assessments, interim assessments and FAIR. Following the FCIM review assessment data to determine if progress is being made and adjust instruction as necessary.	Formative: Interim Assessments FAIR Classroom Assessments Summative: FCAT 2013 Results

	words. Students will make flash cards with all vocabulary words. In writing assignments, students will use upper level vocabulary words. Students will be encouraged to jot down examples of in class vocabulary words that they hear in conversations, on TV, or spot in their independent reading. Students will keep a vocabulary log in their independent reading folder where they list and define words they do not know.		
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.				
Reading Goal #5E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft/Data Disaggregation	9, 10, FCAT Retake classes	Principal	9, 10, FCAT Retake teachers	Early Release, Teacher Workdays	PLC Evaluation Review of Lesson and Unit Plans Observations	Principal
EDUSOFT and Exam view	ALL	Edusoft Trainer	School Wide	August 17, 2012	Classrooms observations, Data Analysis, Interim assessment results	Principal
Reading Strategies	9-10 11th and 12th (Retake)	Department Chair	Reading and Language Arts teachers	October 25, 2012 December 13, 2012 February 14, 2013	Classrooms observation, Data Analysis, Interim Assessment results	Principal
CRISS	ALL	Department Chair	School Wide	October 25, 2012 February 14, 2013	Classrooms observation, Data Analysis, Interim Assessment results	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Novels will be integrated to promote an interest in reading.	Purchase of various novels	Discretionary funds	\$200.00
			Subtotal: \$200.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Staff will infuse the use of technology to provide opportunities to improve reading achievement.	Smartboards	Discretionary Funds	\$500.00
			Subtotal: \$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
Offer rewards for achievement in reading.	Incentives for students	Discretionary Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.		N/A		
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.		N/A		
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
N/A				
Problem-Solving Process to Increase Student Achievement				

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		N/A		
2012 Current Percent of Students Proficient in writing:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 EOC Algebra I indicate that 11% of the students scoring at level 3. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 13 percentage points to 24.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(2)	24%(4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Reporting Category 2- Polynomials.	Implementing the pacing guide and instructional focus calendar for Algebra I . Integration of the graphing calculator as a tool for exploration and investigation. Mathematics teachers will attend the training for the Algebra I item specifications. Increase use of the Computer Lab utilizing FCAT Explorer, Cognitive Tutor and Gizmos. Increase the number of opportunities for students to practice the EOC exams online.	Principal Math Department Chair MTSS	Review on-going classroom assessments to ensure progress is being made. Reviewing and monitoring students' data according to the FCIM Model.	Formative: Classroom Assessments Interim Assessments Summative: 2013 EOC Algebra I

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 EOC indicate that 0% of our students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 6 percentage points to 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	6%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the Algebra 1 EOC was Reporting Category 1 – Functions, Linear Equations and Inequalities.	Provide the students with the opportunities to explore and apply use of a system of equations in the real world. Develop mathematical vocabulary skills for all students.	Principal Math Department Chair MTSS	Following District Interim Assessments data reports to determining progress is being made and adjusts instruction as needed. Reviewing and monitoring students' data according to the FCIM Model.	Formative: District Interim Assessments Classroom Assessments Student Authentic Work Summative: 2013 Algebra 1 EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of 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 indicate that 16% of the students scored in middle third. Our goal for the 2012-2013 school year is to have 22 percent of our students score at level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(7)	22%(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	The greatest area of deficiency on the 2012 administration of the Geometry EOC was Trigonometry and Discrete Mathematics.	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines and equations of lines.	Principal Math Department Chair MTSS	Follow the FCIM review classroom assessment data to determine if progress is being made and adjust instruction as necessary.	Formative: District Interim Assessments. Classroom Assessments. Student authentic work. Summative: 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 indicate that there were no students that scored in the upper third. Our goal for 2012-2013 school year is to have 6% of our students achieve levels 4 and 5 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	6%(1)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry EOC was Trigonometry and Discrete Mathematics.	Provide inductive reasoning strategies that include discovery leaning activities. Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines and equations of lines.	Principal Math Department Chair MTSS	Follow the FCIM review classroom assessment data to determine if progress is being made and adjust instruction as necessary.	Formative: District Interim Assessments. Classroom Assessments. Student authentic work. Summative: 2013 Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.					
Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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
Data Analysis	9th and 10th	Math Department Chair, Principal	Mathematics Department	October 25, 2012 January 18, 2013	Classroom visits/walkthroughs, Interim Assessment results	Math Department Chair, Principal
Carnegie Learning Program	9th and 10th	Principal	Mathematics Department	September 26, 2012	Classroom visits/walkthroughs Interim Assessment results	Math Department Chair, Principal
Effective implementation of the pacing guide for EOC Algebra I and Geometry	9th and 10th	Math Department Chair, Principal	Mathematics Department	August 17, 2012	Classroom visits/walkthroughs, Interim Assessment results	Math Department Chair, Principal
Edusoft and the Exam View	All Grades	Teachers	Mathematic Department	October 25, 2012 February 14, 2013	Classroom visits/walkthroughs Interim Assessment results	Math Department Chair, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Staff will infuse the use of technology to provide opportunities to improve mathematical achievement.	Smartboards	Discretionary funds	\$500.00
			Subtotal: \$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
Offer rewards for achievement in mathematics.	Incentives for students	Discretionary funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.

Biology Goal #1:

The results of the 2012 Biology EOC indicate that 29% of the students scored in the middle third.

Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 34.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(10)	34%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The area of deficiency as noted on the 2012 Biology EOC was Molecular and Cellular Biology.	1.1 Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Provide enrichment activities for students to design and develop science projects to increase scientific thinking and implement inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in scientific thinking.	1.1. Principal	1.1. Review on-going classroom assessments to make sure progress is being made. Reviewing and monitoring students' data according to the FCIM model.	1.2. Formative: District Interim Assessments. Classroom Assessments Summative: 2013 Biology EOC.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC indicate that 3% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(1)	5%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Biology EOC was Molecular and Cellular Biology.	Provide enrichment activities for students to design and develop science projects to increase scientific thinking and implement inquiry-based activities	Principal	Review on-going classroom assessments to make sure progress is being made. Reviewing and monitoring students'	Formative: District Interim Assessments. Classroom Assessments Summative:

	that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in scientific thinking.		data according to the FCIM Model.	2013 Biology EOC.
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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
Effective implementation of Instructional focus calendar and the pacing guides.	Biology	Science Department Chair	Biology Teacher	August 17, 2012 September 26, 2012	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Principal
Ramping-up Science skills	10	District	Biology teacher	November 6, 2012 December 13, 2012	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Principal
Edusoft and Examview	ALL	Edusoft trainer	All Teachers	October 25, 2012 January 18, 2013	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Develop hands-on lessons.	Science Department	Discretionary Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Offer rewards for achievement in mathematics.	Incentives for students	Discretionary funds	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	Results from the 2012 FCAT Writing Test indicate that 97% of our 10th grade students achieved Level 3 or higher in writing. Our goal for the 2012-2013 school year is for 97% of our 10th grade students to achieve at Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(32)	97%(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	1A.1. The area of deficiency as noted on the 2012 FCAT Writing Test was Supporting Details.	1A.1. All 10th grade students will be enrolled in the Writing Workshop from January-February with intense, concentrated instruction in essay writing. Teacher will model how to write a paragraph with strong, specific support and students will write paragraphs following this model. Examples of supporting details will be identified in text. In writing assignments, students will go back to the text for support. Answers to questions in fiction and non-fiction selections must use quotes from the text for support. In non-fiction text, students will practice locating the main idea and listing the supporting details.	1A.1. Principal Language Arts Chairperson	1A.1. Administer and score writing assessments to monitor students' progress. Reviewing and monitoring students' data according to the FCIM Model.	1A.1. Formative : District Interim Assessments. Classroom assessments. Summative: 2013 FCAT Writing Test.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for implementation of new standards	Language arts grade 10	Language Arts Department Head	Language Arts Department	October 25, 2012 – Early Release	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Language Arts Department Chair, Principal
Write Score Rubrics	10	Language Arts Department Chair	Grade 10 Language Arts teachers	September 26, 2012 October 25, 2012 December 13, 2012 February 14, 2013	Review of Writing scores, classroom walkthroughs, observation and analysis of sample writings	Language Arts Department Chair, Principal

Writing Budget:

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

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 EOC U. S. History Baseline indicate that 0 % of the students scored in level 3 in U.S. History. Our goal for the 2012-2013 to increase Level 3 proficiency by 25 percentage points to 25.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	15%(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 were deficient on all areas as noted by the 2012 administration of the U.S. History Baseline Assessment. Limited access of technology to enhance instructional delivery for these areas of deficiencies.	Implementing the pacing guide and instructional focus calendar for U. S. History. Increase use of the Computer Lab utilizing U. S. History resources to familiarize the students with the exposure of online resources. Increase the number of opportunities for students to practice the EOC exams online	Principal MTSS	Classroom observation of use of Pacing Guide. Following the FCIM, Review assessment data to ensure progress is being made and adjust instruction as needed.	Formative: Classroom Assessments Interim Assessments Summative: EOC U. S. History

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 EOC U. S. History Baseline indicate that 0 % of the students scored in level 4 and 5 in U.S. History. Our goal for the 2012-2013 to increase Level 3 proficiency by 25 percentage points to 25.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(3)

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students were deficient on all areas as noted by the 2012 administration of the U.S. History Baseline Assessment. Limited access of technology to enhance instructional delivery for these areas of deficiencies.	Implementing the pacing guide and instructional focus calendar for U. S. History. Increase use of the Computer Lab utilizing U. S. History resources to familiarize the students with the exposure of online resources. Increase the number of opportunities for students to practice the EOC exams online	Principal MTSS	Classroom observation of use of Pacing Guide. Following the FCIM, Review assessment data to ensure progress is being made and adjust instruction as needed.	Formative: Classroom Assessments Interim Assessments Summative: EOC U.S. History

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
Edusoft and Examview	ALL	Edusoft trainer	U.S. History Teacher	October 25, 2012 January 18, 2013	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Principal
Effective implementation of Instructional focus calendar and the pacing guides.	U.S. History	Social Studies teacher	U.S. History Teacher	August 17, 2012 September 26, 2012	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Principal

U.S. History Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Offer rewards for achievement in U.S. History.	Incentives for students	Discretionary funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	The average daily attendance rate for the 2011-2012 is 83.76%. The attendance rate for the 2012 – 2013 will increase by three percentage points
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
83.76%(99)	86.76%(102)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
98	93
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
86	82

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and parents may be unfamiliar with alternate ways of getting to school.	1.1. Parents will be called when they receive 1 or more unexcused absence for a parent conference with student services staff explaining the transportation options. Connect-Ed messages will be sent out daily for students that are absent. A letter will be sent home on the 3rd absence to inform home. Students with 3 or more absences will be called down by	1.1. Principal, counselor and attendance clerk.	1.1. Review and monitor attendance rate throughout the year according to the FCIM Model. Ongoing monitoring of students arriving to school late. Monitor students' absence rate after contacting the parents. Student Services Department will monitor and meet with the students to discuss any	1.1. District Attendance reports. Daily Gradebook reports Gradebook. COGNOS reports.

		counselor to discuss impact of absences. They will then sign a letter of acknowledgment that signifies their participation in conference.		attendance issues.	
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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
Attendance Reports	9-12	Technology Coordinator	All teachers	October 25, 2012 January 17, 2013	Excel. Principal Viewer	Principal, Student Services Staff
Attendance Intervention Strategies	9-12	Student Service Staff	All teachers	October 25, 2012, February 14, 2013	Students will be brought into the auditorium through their PALS class for monitoring and intervention.	Principal, Student Service Staff
Discussing attendance incentive program	9-12	Administrator, Student Services	All teachers	September 26, 2012 October 25, 2012 December 13, 2012 February 14, 2013	Follow up with individual academy leader on progress of attendance program at monthly SLC meeting	Principal, Student Services Staff

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Offer rewards for students with good or improved attendance.	Incentives for students	Discretionary fund	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	The number of students suspended in school for 2011-2012 is 11. Our goal is to reduce the number of in school suspension for 2012-2013 to 10. The number of students suspended out of school for 2011-2012 is 63. Our goal is to reduce the number of students suspended out of school for 2012-2013 to 57.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
17	15
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11	10
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
132	119
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
63	57

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and parents may not be familiar with the Student Code of Conduct.	1.1. Review the Code of Student Conduct with all students at the beginning of the year and ensure that they signed the acknowledgement form. Review the Code of Student Conduct with the parents during the PTSA meetings. Have available copies of the Code of Student Conduct in school.	1.1. Principal Student Services	1.1. Weekly review of attendance bulletin as well as COGNOS data by administrative team. Review and monitor the number of student violations according to the FCIM Model. Weekly review of number of students with violations.	1.1. Cognos reports

		Student Services will review the Code of Student Conduct during their individual meetings with students and through classroom presentations as well.			
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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
The Student Code of Conduct	9-12	School wide	School wide	November 2, 2012 February 8, 2013	Review teacher grade books to determine parent contact logs for students with disciplinary history.	Principal
The Student Code of Conduct	9-12	School wide	School wide	August 24, 2012 February 5, 2013	Utilize classroom walkthroughs to monitor teacher's enforcement of the Student Code of Conduct. Monitor attendance bulletin and COGNOS reports.	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The schools Administrative Team will contact parents of students who have been placed on indoor and outdoor suspension.	Printing of the Student Code of Conduct	Discretionary Funds	\$100.00
			Subtotal: \$100.00
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
Offer rewards for students with good behavior or improved behavior.	Incentives for students	Discretionary funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$600.00

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:

<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>In 2011-2012 ----- of our student dropped out.</p> <p>Our goal is to decrease the percentage for the 2012-2013 school year to -----.</p> <p>Goal #2</p> <p>The graduation rate for the 2011-2012 school year was 40.5%.</p> <p>Our goal for the 2012-2013 school year is to increase the graduation rate by 2 percentage points to 42.5%.</p>
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
40.5%(15)	42.5(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. The number of students with excessive absences in school.</p> <p>Students with excessive absences that require course recovery.</p>	<p>1.1. Monitor the Gradebook reports and failure report. Continue to establish parent contact to include home visits. Provide counseling services to the students in order to increase their participation in school and improve their attendance.</p> <p>Student Services will review the students' history and will monitor the students' progress towards completing the required credits.</p>	<p>1.1. Principal Student Service Department</p>	<p>1.1. Student Services Department will review and monitor students' progress every grading period, according to the FCIM Model.</p> <p>Monitoring of grade reports.</p> <p>Monitoring of withdrawals.</p>	<p>1.1. Withdrawal report</p> <p>Attendance reports</p> <p>COGNOS Reports</p>

Parents and students may not be familiar with the Credit Recovery Program, Early Graduation and other opportunities available.	Increase the number of students in the recovery classes E2020, Florida Virtual.	Identify and meet with at-risk students, discuss Student Progression Plan, Virtual School, Credit Recovery Programs and enroll students in the respective program.	Principal Student Service Department	Review FCAT data and graduation requirements. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirement	
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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
Graduation Requirements	Grade 9-12	Principal, Student Service Department	Teachers	August 17, 2012 February 14, 2013	Monitor student TRACE records on a quarterly basis. Contact parents that have not attended by phone.	Principal, Student Service Department

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Offer rewards for students who make up credits.	Incentives for students	Discretionary funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Our goal for the 2012-2013 school year is to increase parental involvement by 10 percentage points to 25%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
15%		25%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may have a limited understanding of the importance of parent involvement in a student's education.	Change parent perspective and create positive interaction by extending an open invitation to our school's Parent Resource Center and school events. Throughout the school year.	Principal Student Services	Maintain a parent log of all parents participating in activities.	School-site parent log.
2	Parents may need additional support in assisting their children with reinforcing instruction at home.	Provide strategies for parents to use at home to support parenting skills and reinforce instruction at home through on line parent support group.	Principal Student Services	Maintain a parent log of all parents participating in the parent support group.	Attendance logs.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before each schoolwide activity involving parents there will be a brief academic review of curriculum and student achievement data with parents.	Printing recognition certificates and curriculum information for parents.	Donations \$200.00 EESAC \$100.00	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

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:		Increase student achievement and interest in science, mathematics and technology classes.			
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 may have a limited understanding of potential career opportunities in science, mathematics and technology.	Encourage a focus on careers as part of classroom instruction in science, mathematics and technology classes.	Principal	Monitor the infusion of careers options as part of the lesson in science mathematics and technology classes.	2013 Science and Mathematics EOCs. Student Schedules

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
Infusing Career Themes across all disciplines.	9-12	Student Services Staff.	All teachers.	November 7, 2012	Classroom walk throughs.	Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Strengthen career academy structure increasing the use of Career Academy National Standards of Practice.			
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	Curriculum not aligned to career themes across all disciplines.	Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum.	Principal MTSS	Monitor and review schedules to ensure building pipeline for intermediate and advanced level courses.	Student Schedules.

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
Infusing Career Themes across all disciplines.	9-12	Student Services Staff.	All teachers.	November 7, 2012	Classroom walk throughs.	Principal

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Novels will be integrated to promote an interest in reading.	Purchase of various novels	Discretionary funds	\$200.00
Science	Develop hands-on lessons.	Science Department	Discretionary Funds	\$500.00
Suspension	The schools Administrative Team will contact parents of students who have been placed on indoor and outdoor suspension.	Printing of the Student Code of Conduct	Discretionary Funds	\$100.00
				Subtotal: \$800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional Staff will infuse the use of technology to provide opportunities to improve reading achievement.	Smartboards	Discretionary Funds	\$500.00
Mathematics	Instructional Staff will infuse the use of technology to provide opportunities to improve mathematical achievement.	Smartboards	Discretionary funds	\$500.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Offer rewards for achievement in mathematics.	Incentives for students	Discretionary funds	\$500.00
				Subtotal: \$500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Offer rewards for achievement in reading.	Incentives for students	Discretionary Funds	\$500.00
Mathematics	Offer rewards for achievement in mathematics.	Incentives for students	Discretionary funds	\$500.00
U.S. History	Offer rewards for achievement in U.S. History.	Incentives for students	Discretionary funds	\$500.00
Attendance	Offer rewards for students with good or improved attendance.	Incentives for students	Discretionary fund	\$500.00
Suspension	Offer rewards for students with good behavior or improved behavior.	Incentives for students	Discretionary funds	\$500.00
Dropout Prevention	Offer rewards for students who make up credits.	Incentives for students	Discretionary funds	\$500.00
Parent Involvement	Before each schoolwide activity involving parents there will be a brief academic review of curriculum and student achievement data with parents.	Printing recognition certificates and curriculum information for parents.	Donations \$200.00 EESAC \$100.00	\$300.00
				Subtotal: \$3,300.00
				Grand Total: \$5,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment

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
Parent and student incentives	\$100.00

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

The activities of the SAC for the upcoming year will be to develop, review and monitor the SIP.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found