

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH DADE SENIOR HIGH SCHOOL

District Name: Dade

Principal: Alicia Hidalgo

SAC Chair: Albert Garcia

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	ALICIA HIDALGO	Ed.S., M.S., B.A. / GUIDANCE COUNSELOR, SCHOOL PRINCIPAL	5	15	'12 '11 '10 '09 '08 School Grades C D D D AYP N N N N N High Standards – Rdg 36 34 35 29 23 High Standards – Math 43 43 64 58 49 High Standards - Write 83 95 88 81 77 High Standards – Science 36 24 20 26 Lrng Gains-Rdg 58 42 44 40 41 Gains-R-25 66 42 41 45 45 Gains-M-25 65 61 61 64 68
Assis Principal	JUAN C. DE ARMAS	M.S., B.S./MG ENG, ESOL, ESE, ED LEADERSHIP	4	6	'12 '11 '10 '09 '08 School Grades C D D F AYP N N N N N High Standards – Rdg 36 34 35 29 18 High Standards – Math 43 43 64 58 44 High Standards - Write 83 95 88 81 74 High Standards – Science 36 24 20 21 Lrng Gains-Rdg 58 42 44 40 42 Lrng Gains-Math 51 71 69 66 69 Gains-R-25 66 42 41 45 49 Gains-M-25 65 61 61 64 70
					'12 '11 '10 '09 '08 School Grades C D D D

Assis Principal	SELENE E. GOMEZ	M.S., B.S. / SPEC LEARN DISAB, ED LEADERSHIP	5	7	AYP N N N N N High Standards – Rdg 36 34 35 29 23 High Standards – Math 43 43 64 58 49 High Standards - Write 83 95 88 81 77 High Standards – Science 36 24 20 26 Lrng Gains-Rdg 58 42 44 40 41 Lrng Gains-Math 51 71 69 66 69 Gains-R-25 66 42 41 45 45 Gains-M-25 65 61 61 64 68
Assis Principal	LAWRENCE D. KENNEDY, III	M.S., B.S. / MATH, ED LEADERSHIP	10	15	'12 '11 '10 '09 '08 School Grades C D D D AYP N N N N N High Standards – Rdg 36 34 35 29 23 High Standards – Math 43 43 64 58 49 High Standards - Write 83 95 88 81 77 High Standards – Science 36 24 20 26 Lrng Gains-Rdg 58 42 44 40 41 Lrng Gains-Math 51 71 69 66 69 Gains-R-25 66 42 41 45 45 Gains-M-25 65 61 61 64 68
Assis Principal	MARIA L. MAYO	M.S., B.S. H.S.A./ MG GENERAL SCI, ED LEADERSHIP	3	4	'12 '11 '10 '09 '08 School Grades C D A A AYP N N N NA N High Standards – Rdg 36 34 35 NA 82 High Standards – Math 43 43 64 NA 86 High Standards - Write 83 95 88 NA 92 High Standards – Science 36 24 NA 68 Lrng Gains-Rdg 58 42 44 NA 64 Lrng Gains-Math 51 71 69 NA 76 Gains-R-25 66 42 41 NA 66 Gains-M-25 65 61 61 NA 71

## 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)
Science	KAREN MOORE	M.S., BIO, HEALTH, MG SCI	1	1	'12 '11 '10 '09 '08 School Grades _____A____A____A____A AYP N N N N N High Standards – Rdg 30 66 83 84 78 High Standards – Math 31 76 79 80 82 High Standards - Write 67 75 89 95 94 High Standards – Science 22 34 68 54 52 Lrng Gains-Rdg 59 71 70 73 68 Lrng Gains-Math 61 81 69 71 72 Gains-R-25 63 70 70 73 64 Gains-M-25 69 76 60 69 61
Reading	JULIE BOELE	Ed. S., M.S., B.S. ESE, ELEM. ED., READING	3	9	'12 '11 '10 '09 '08 School Grades C D NA NA AYP N N N N N High Standards – Rdg 36 34 35 NA NA High Standards – Math 43 43 64 NA NA High Standards - Write 83 95 88 NA NA High Standards – Science 36 24 NA NA Lrng Gains-Rdg 58 42 44 NA NA Lrng Gains-Math 51 71 69 NA NA Gains-R-25 66 42 41 NA NA Gains-M-25 65 61 61 NA NA
Math	YINELICA PEREZ	B.S./MG MATH, ESE, PHYS. ED	6	3	'12 '11 '10 '09 '08 School Grades C D D C AYP N X N N N High Standards – Rdg 36 34 35 29 38 High Standards – Math 43 43 64 58 35 High Standards - Write 83 95 88 81 94 High Standards – Science 36 24 20 18 Lrng Gains-Rdg 58 42 44 40 54 Lrng Gains-Math 51 71 69 66 59 Gains-R-25 66 42 41 45 68 Gains-M-25 65 61 61 64 70
Reading	RUBY JENKINS	EdD. ORG LEADERSHIP, ENG, READING	1	6	'12 '11 '10 '09 '08 School Grades A A D F D AYP N N N N N High Standards – Rdg 29 29 35 29 38 High Standards – Math 58 60 64 58 35 High Standards - Write 73 75 88 81 94 High Standards – Science 30 31 24 20 18 Lrng Gains-Rdg 44 45 44 40 54

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with leadership team.	Assistant Principal	On-going	
2	2. Partnering new teachers with veteran staff.	Assistant Principal	On-going	
3	3. Hire experienced teachers who are highly qualified and have a proven track record in increasing student achievement.	Principal	On-going	
4	4. Request the assistance of district and region personnel in identifying and referring highly qualified teachers to our school when experienced teachers are not available.	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
The total number of instructional staff that is teaching out-of-field is six. In addition, there are no teachers who received less than an effective rating on our staff.	1. Teachers have signed waivers 2. Teachers will be attending professional development provided by the District.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
173	7.5%(13)	30.6%(53)	30.6%(53)	31.2%(54)	37.6%(65)	57.2%(99)	8.1%(14)	3.5%(6)	12.7%(22)

## 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
JON C. REHM	J. Parker	EXPERIENCED TEACHER	MODELING LESSONS, INFORMAL OBSERVATIONS, & MEETINGS
MICHAEL VALANCY	R. Quesada	EXPERIENCED TEACHER	MODELING LESSONS, INFORMAL OBSERVATIONS, & MEETINGS

# 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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need 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; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Migrant - South Dade Senior High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. South Dade Senior High School provides counselors to migrant students, as well as, a Community Involvement Specialist to ensure student school attendance. The goal of the Migrant Education Program is to ensure that all migrant students attain challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. Title I funds are used to identify eligible students and provide education and support services. These services include; academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, counseling, testing services, and health services. Title I funds support high quality education programs for migrant children and help ensure that migrant children who move to other states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Federal funds are allocated by formula to State Education Agencies Program, based on each state's per pupil expenditure for education and number of eligible migratory children, age 3 through 21, residing within the state. South Dade Senior High School will serve over 100 migrant students this year.

#### Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. South Dade Senior High School has a joint venture with the Stay in School Program/South Florida Workforce which provides students and families with multi-year, year round services that will support students to develop strategies for graduation and for entering the workforce post graduation. Students are identified as "at risk" of dropping out of school, functioning below two grade levels, low grade point average, and deficiencies in basic skills. Support services through the Stay in School program include intensive counseling, academic assistance, summer employment, internships and assistance in applying for post secondary education training opportunities.

#### Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs, such as reading, gifted, ESOL.

training and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. South Dade Senior High School provides tutorial programs for the ELL students using Achieve 3000, Ellis, and the Plato Lab which employs two instructors to assist students as needed. Reading and supplementary materials are provided to the students by the ESOL Department Chairperson, and the reading and writing coaches. Behavioral and mental health counseling services are provided by the Migrant Counselor, and Bi-lingual Academic School Counselor.

Title X- Homeless

Homeless - Miami-Dade Public Schools and the District Homeless Social Worker provide resources such as clothing, school supplies, and social service referrals for students identified as homeless 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

South Dade Senior High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling. To help diminish violence at South Dade Senior High School, several activities take place. The Anti-Bullying Committee set up a bullying reporting website. Awareness was raised through posters that were placed throughout the school. After the reports were analyzed counselors and administrators provided services such as mediation as needed. Articles were written in the school newspaper, The Scene, and the school staff was provided with training by staff and district support personnel at different faculty meetings. The custodial staff was also given training to assist them in identifying bullying and how to intervene. The district's plan is expected to support the efforts at South Dade Senior High School where professionals will continue to develop and present activities to assist with this problem. In addition, CD's, titled "Real Choices, the Non-Violence Track", sponsored by the Miami-Dade Violence Intervention Project were given to select teachers and counselors to share and give to students. Also, during Red Ribbon Week assemblies were held that featured a youth program with anti-gang and anti-drug messages.

Nutrition Programs

South Dade Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. South Dade Senior High School's Food Service Program 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 South Dade Senior High 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 at South Dade Senior High School students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available to them and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete two and four 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 education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. South Dade Senior High School currently offers the following career and technical education programs: Sports, Nutrition & Health Science, International Baccalaureate, International Finance, Business & Technology, Professional Services, and Visual & Performing Arts. Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades nine through twelve.

Job Training

South Dade Senior High School offers three job training programs that will provide students with job skills that afford them the opportunity to increase their awareness of the workforce within the global economy. The Cooperative Diversified Education (CDE) Program is offered to students who are at or above their required high school credits. Also, there is the Work Experience component which is for the student who is below credit requirement and "at risk" of dropping out. In addition, the Diversified Cooperative Technology Program is offered to students with disabilities. These programs offer an in class component to assist them with employability skills and on-the-job training supported by the teacher and the supervisor at the worksite.

Other

Parental

South Dade Senior High School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area 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. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

The school receives funding under the School Improvement Grant Fund / School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction / intervention, classroom libraries, and Project CRISS. Additionally, the Title I School Improvement Grant / Fund supports funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district-wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership Team is composed of the following members: Principal; Assistant Principals; Academic Coaches; Magnet Lead Teachers; Language Arts Department Chairperson; Reading Department Chair; Science Department Chairperson; Math Department Chairperson; Test Chairperson, Advanced Academics Coordinator, Union Steward.

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 MTSS/RtI Leadership Team will strategically monitor both the academic and behavioral data evaluation progress, by meeting on a regular basis to gather and analyze data. The data will be used to identify student needs and monitor student progress, and to determine professional development needs for the faculty. The MTSS/RtI team will work closely with the administration, teachers, coaches, and support staff to address specific problems and student concerns.

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/RtI Leadership Team's role will be to gather and analyze data to adjust academic and behavioral goals and to monitor the fidelity of the delivery of instruction and interventions; providing a systematic check and balances process to ensure student achievement and literacy, to promote school safety, increase attendance, and prevent student failure through early interventions.

#### 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.

The MTSS/RtI Leadership Team will utilize formative and summative data to drive instruction. The team will meet on a regular basis to collect data, analyze data, and report on students' progress. Interim Assessments, FCAT, FAIR and the CELLA will be used as the data sources. Edusoft and the PMRN will be utilized to access and analyze all the data. Academic and behavioral goals will be modified and support will be allocated based on the individual needs of each student. Behavioral data will be collected through COGNOS and district generated reports. Support will be provided to all core instruction students (Tier 1). Supplemental instruction and interventions will be provided to students in addition to effective core instruction who have not

mastered the content (Tier 2), and intensive instructional support will be provided in addition to effective core instruction and supplemental instruction / interventions to individual students whose rate of progress is minimal (Tier 3).

Describe the plan to train staff on MTSS.

The MTSS/RtI team at South Dade Senior High School will avail itself of State, District, and Regional directed MTSS/RtI professional development workshops. Team members who attend workshops will share best practices with the administration, teachers, and coaches during department meetings, and professional learning community meetings.

Describe the plan to support MTSS.

The MTSS team will meet on a biweekly basis to discuss data points and examine each instructional tier of support for students. In addition, we will identify students that are not making progress within their tier of instruction to provide further re-evaluation strategies.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Alicia Hidalgo, Principal; Maria Mayo, Assistant Principal; Selene G. Gomez, Assistant Principal; Lawrence D. Kennedy, III, Assistant Principal; Juan C. De Armas Assistant Principal; Albert, J. Garcia, EESAC Chairperson; Magnet Lead Teacher; Lourdes Haun; Patricia Hollinger, Language Arts Department Chairperson; Anna Menendez, Reading Department Chair; Julie Boele, Reading Coach; Ruby Jenkins, Reading Coach; Yinelica Perez, Math Coach, Karen Moore, Science Coach; Mario Morales, Science Department Chairperson; Mara Kitchell, Social Studies Department Chair; Cheryl A. Ruffin, Math Department Chairperson; Karen Kropp-Hernandez, Test Chairperson, Advanced Academics Coordinator, Union Steward.

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

The school-based LLT will meet on a regular basis to develop efficient schedules for collecting, submitting and analyzing assessment data. The LLT will coordinate initial training and continued professional development for classroom teachers.

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

The major initiative of the LLT this year will be to develop a school-based literacy plan of action. The CRRP will be utilized by teachers. The Pacing Guides and district mandated programs will be implemented. Reading instruction will occur across the curriculum through implemented strategies based on data collected. Analyze assessment data and differentiating instruction as appropriate.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/8/2012)

### \*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.

NA

### \*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.

Reading is taught by all teachers. The District's Pacing Guides will be used in all subject areas in order to align the reading instructional focus.. Each week a 'word of the week' (WOW) is promoted school-wide. Social Studies teachers will infuse

reading strategies within the curriculum. Cross-curricular project-based learning will occur through the academies which will align with the reading benchmarks. Book Clubs sponsored by a cross section of teachers, staff, and administrators will be offered before, during and after school. There will also be a School-Wide Literacy Bulletin sent through email illustrating examples of activities that may be incorporated into all subject areas.

## \*High Schools Only

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

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

The Language Arts department provides electives which integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, TV production and journalism courses apply the content learned in their language arts classes. South Dade Senior High School also offers a research course as an elective which focuses on the scientific method of solving problems. Students in the course perform research in many areas to include both the social and applied sciences; their findings are submitted for judging in the Science Fair Competition. Aside from the Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (SECME) and of course the Science Honor Society.

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and IFC, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. South Dade Senior High School will maintain its partnership with community organizations, universities, and parents, through the Parent Teacher Association.

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?

South Dade Senior High School's current design as a magnet academy school takes into account the individual interests of students, this serves as the foundation for the framework of the six academies. South Dade Senior High School has also partnered with College Summit to develop peer leaders among the student body who will receive training in the steps required for a post-secondary transition into college, these students return to the school and work with seniors who might not otherwise consider college as part of their life after high school.

## 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 2012-2013 Scholarship Report for South Dade Senior High School shows that our students have been offered over \$2,343,430 in scholarships (Academic Scholarships \$1,843,140, Athletic \$296,110 and other \$204,180); in addition to the Florida's Bright Futures Scholarship Program that shows that our students have been offered a total of \$72,720 for the Florida Academic Scholarship, \$547,200 for the Florida Medallion Scholarship and \$72,960 for the Gold Seal Vocational Scholarship.

Our school continues to strive in improving our student's readiness for postsecondary level by working closely with the middle schools and our counselors acting as a liaison between the curriculum counsel, administration, students, faculty, parents and community. A 9th grade transition academy model is in place and coupled with a new wall-to-wall construct for learning in grades 9-11. South Dade Senior High School has Industry Certification thus improving students' success with an exit certificate qualifying them for immediate employment or further study. South Dade Senior High School students participate in dual enrollment with Miami-Dade College. South Dade Senior High School has an active and growing Advanced Placement program through College Board and an International Baccalaureate academy. South Dade Senior High School is also a National Academy Foundation school which will open new horizons for its newly established magnet academy in business and technology.

Internally, the Student Services staff is divided so that each academy has its own expert counselor, giving more personalized attention to the students and their respective career paths. Despite being a large school, this personalized attention in the smaller academies will facilitate the one-on-one interaction necessary to keep students on track.



South Dade Senior High School also has a full-time, on-site College Assistance Program (CAP) advisor who acts as a liaison between institutions of higher learning and the high school. The CAP advisor routinely meets with admissions staff, arranges school visits and conducts an informative college forum. Classroom visitations yield information sharing sessions about everything from vocational programs to university life, financial aid, postsecondary plans, and career choices. Several workshops are given throughout the year for parents and students to meet prospective college personnel. The CAP advisor also works closely with the counseling staff to apprise them of scholarship opportunities, postsecondary school requirements and canvassing student interest. Students are able to schedule appointments with the CAP advisor and their parents but an open-door policy exists for immediate concerns. Cap Advisor also insures SAT/ACT and college application waivers are readily available throughout the year so all South Dade Senior's juniors and seniors are able to take college entrance exams and apply for college without worrying about financial constraints.

The Testing Department is reporting that due to the state concordant score substitution for FCAT passing scores, many more students are attempting the SAT/ACT who would not have prior to the allowed substitution, therefore, more students are experiencing success on a college level test and realizing their potential for a postsecondary education. Record numbers of students are attempting the ACT. For earlier results, the P.S.A.T. has been offered to the 9th grade, paid for by the Florida Partnership, and the 10th grade, paid for by the State of Florida to give students more substantive feedback on their strengths and weaknesses prior to taking the SAT/ACT for college admittance and allowing for the recognition of potential prior to a decision on postsecondary work or study.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading test indicate that 20% (352) of the 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 30%(515).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (352)	30% (515)

#### 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 2012 FCAT in Reading noted an area of deficiency as Reporting Category 4 Limited informational text thru articles/stories in language arts book.	Students will be encouraged to read from a wide variety of grade appropriate non-fiction text.	Principal, MTSS/RTI Team Reading Coaches	On-going classroom assessments focusing on non-fiction articles and stories  Analyze assessment data and differentiating instruction as appropriate.	Formative: Classroom assessments , District Baseline, Interims Assessments.  Summative: 2013 FCAT assessment
2	Reporting Category 3 Limited knowledge of descriptive and figurative language.	Students will use graphic organizers to become more familiar with, and be able to identify and understand descriptive and figurative language.	Principal, MTSS/RTI Team Reading Coaches	On-going classroom assessments	Formative: Classroom assessments ,  Summative: 2013 FAA

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 2011-2012 FAA indicate that 26 % (5) achieved levels 4-6 in reading. Our goal for the 2012-2013 school year is to increase levels 4-6 proficiency by 5 percentage points to 31% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(5)	31% (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
	The 2012 FAA noted a deficiency in Vocabulary development.	Given instruction utilizing the NGSSS Access Points	Principal, MTSS/RTI Team Reading Coaches	On-going classroom assessments	Formative: Classroom assessments ,

1	students will be encouraged to listen to, read, and discuss a variety of text; categorize vocabulary and relate new words to familiar words		Summative: 2013 FAA
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading test indicate that 14%( 241) of the students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 4 percentage points to 18% (309).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (241)	18% (309)

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	An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 1 Correct meaning of words with multiple meanings.	Provide a variety of instructional strategies and activities such as word walls shades of meaning, root words from their language arts text book as well as Wordly Wise.  Higher Order Questioning in Context Clues	Principal, MTSS/RTI Team, Reading Coaches	On-going classroom assessments focusing on vocabulary.  Analyze assessment data and differentiating instruction as appropriate.	Formative: Classroom assessments, District Baseline, Interims Assessments.  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 2011-2012 FAA indicate that 32% (6) achieved level 7 in reading. Our goal for the 2012-2013 school year is to increase level 7 and above proficiency by 3 percentage points to 35% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6)	35% (7)

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
	An area of deficiency as noted on the 2012 FAA is determining the main idea.	Given instruction utilizing the NGSSS Access Points students will be encouraged to listen to,	Principal, MTSS/RTI Team Reading Coaches	On-going classroom assessments	Formative: Classroom assessments ,  Summative: 2013

1		read, and discuss a variety of text; and then develop retellings, guided summaries, and identify relevant details and facts across texts..		FAA
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading test indicate that 58%( 896) of the students made learning gains. Our goal for the 2012-2013 school year is to increase achieving learning gains by 10percentage points to 68% (1050).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (896)	68% (1050)

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	An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 2 Reading Application.	Provide a variety of instructional strategies and activities that include the use of task cards, graphic organizers and concepts maps.  Reading strategies will be used across the curriculum involving higher order thinking	Principal, MTSS/RTI Team ,Reading Coaches	On-going classroom assessments focusing on Reading Application.  Analyze assessment data and differentiating instruction as appropriate.	Formative: Classroom assessments, District Baseline, Interims Assessments.  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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2011-2012 FAA Reading test indicate that 31%( 5) of the students made learning gains. Our goal for the 2012-2013 school year is to increase achieving learning gains by 10 percentage points to 41%(7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (5)	41% (7)

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	An area of deficiency as noted on the 2012 FAA vocabulary development.	Given instruction utilizing the NGSSS Access Points students will be encouraged to listen to, read, and discuss a variety of text; categorize vocabulary	Principal, MTSS/RTI Team Reading Coaches	On-going classroom assessments	Formative: Classroom assessments ,  Summative: 2013 FAA

	and relate new words to familiar words.		
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading test indicate that 66%(286 ) of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 71%(308).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (286)	71% (308)

**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	An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 2 Reading Application.	Provide a variety of instructional strategies and activities that include the use of task cards, graphic organizers and concepts maps.  Reading strategies will be used across the curriculum involving higher order thinking	Principal, MTSS/RTI Team ,Reading Coaches	On-going classroom assessments focusing on Reading Application.  Analyze assessment data and differentiating instruction as appropriate.	Formative: Classroom assessments, District Baseline, Interims Assessments.  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 : <input type="text"/>					
Baseline data 2010-2011	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"/>	<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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading test indicate that 62% (141) of the students in the White subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 69% (157). The results of the 2011-2012 FCAT Reading test indicate that 25% (91)of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 38% (138). The results of the 2011-2012 FCAT Reading test indicate that 34% (374) of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 14 percentage points to 48% (528). The results of the 2011-2012 FCAT Reading test indicate that 50% (9) of the students in the Asian subgroup achieved proficiency. Our goal is to increase student proficiency by 18 percentage
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	points to 58% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% Black: 25% Hispanic: 34% Asian: 50% American Indian:	White: 69% Black: 38% Hispanic: 48% Asian: 58% American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 69% (157) Black: 38% (138) Hispanic: 48% (528) Asian: 58% (10) American Indian: N/A  An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 1 Vocabulary development	Provide a variety of instructional strategies and activities such as word walls, root words from their language arts text book as well as Wordly Wise.	Principal, RTI Team, Reading Coaches	On-going classroom assessments focusing on vocabulary development  Analyze assessment data and differentiating instruction as appropriate.	Formative: District Baseline, Interim, FAIR, and class assessments.  Summative: 2013 FCAT assessment appropriate.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2011-2012 FCAT Reading test indicate that 9% (15) of the students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 18 percentage points to 27 % (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (15)	27% (44)

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	An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 1 Vocabulary development	Provide a variety of instructional strategies and activities such as word walls, root words from their Edge, Inside Phonics and Wordly Wise materials,	Principal, MTSS/RTI Team, Reading Coaches,	On-going classroom assessments focusing on vocabulary development  Analyze assessment data and differentiating instruction as appropriate.	Formative: District Baseline, Interim, FAIR, Teen Biz 3000, Ellis and class assessments.  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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2010-2011 FCAT Reading test indicate that 13% (34) of the students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 22% (57).
2012 Current Level of Performance:	2013 Expected Level of Performance:

13% (34) made learning gains for 2011.			22% (57) will make learning gains for year 2012.		
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	An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 2 Reading Application.	Provide a variety of instructional strategies and activities that include the use of task cards, graphic organizers and concepts maps.  Reading strategies will be used across the curriculum involving higher order thinking	Principal, MTSS/RTI Team, Reading Coaches	On-going classroom assessments focusing on Reading Application.  Analyze assessment data and differentiating instruction as appropriate.	Formative: Classroom assessments, District Baseline, Interims Assessments.  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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2011-2012 FCAT Reading test indicate that 31% (410) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 44% (583).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (410)	44% (583)

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	An area of deficiency as noted on the 2012 FCAT Reading is Reporting Category 3 Students analyze, interpret, and evaluate an author's use of descriptive and figurative language	Provide a variety of instructional strategies and activities that include the use of graphic organizers and concepts maps thru whole class and differentiated instruction.	Principal, MTSS/RTI Team, Reading Coaches	On-going classroom assessments focusing on figurative language.  Analyze assessment data and differentiating instruction as appropriate.	Formative: Classroom assessments, District Baseline, Interims Assessments.  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
Differentiated Instruction	9-12	Reading Coaches	Reading and Language Arts Departments	October 16, 2012	Lessons Plans and Classroom Visits	Principal, Administration team, Reading Coach
Effective use						

of data disaggregation in reading will be provided in order to ensure consistency in addressing needs.	9-12	Reading Coaches	Reading and Language Arts Departments	September 18, 2012	Individual Data chats with teachers and administration	Principal, RtI Team, Reading Coach
Reading Strategies	9-12	Reading Coaches	Reading and Language Arts Departments	November 27, 2012	Lessons Plans and Classroom Visits	Administration team, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To increase students' reading strategies.	Novels for school-wide literacy plan book clubs	Title 1	\$4,000.00
To recognize students reading achievements, thus increasing others to excel in reading.	Student Incentive for student achievement in reading	Title 1	\$500.00
			Subtotal: \$4,500.00
			<b>Grand Total: \$4,500.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2011-2012 CELLA test indicate that 48% (118) of the students achieved proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
48% (118)	
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	An area of deficiency as noted on the 2012 CELLA is Listening/Speaking; simple direct language and discussions.	Teacher will provide a variety of instructional strategies including modeling, using illustrations/diagrams, cooperative learning and think alouds. Teachers will encourage more L2 communication between students and teacher.	Administration and MTSS/RTI Team	On-going classroom assessments focusing on Listening/Speaking	Formative: Classroom assessments 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:

The results of the 2011-2012 CELLA test indicate that 13% (34) of the students achieved proficiency in Reading.

2012 Current Percent of Students Proficient in reading:

13% (34)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELLs lack reading comprehension skills in their native languages and in English.	All students will be given instruction in self-monitoring of reading comprehension techniques and word attack skills in English. Students taking Spanish S or French will develop reading comprehension skills in the heritage language	ESOL teachers, Foreign language chair person	Improvement on district and classroom assessments will determine the effectiveness of the strategies.	Formative: Benchmark and FAIR Test and Classroom assessment Summative: CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 CELLA test indicate that 15% (38) of the students achieved proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

15% (38)

#### 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
	An area of deficiency as noted on the 2012	Teacher will use process writing to	Administration and MTSS/RTI	On-going classroom assessments focusing	Formative: Classroom

1	CELLA is Writing.	develop their writing skills and through the use of graphic organizers and journal writing.	Team	on writing and district writing assessments.	assessments Summative: 2013 CELLA
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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 2011-2012 Florida Alternate Assessment exam indicated that 21% (4) of students achieved level 4,5, and 6 our goal for the 2012-2013 school year is to increase students scoring at level 4, 5 and 6 by 5 percentage points to 26% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (4)	26% (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	The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment exam was word problems.	Student will recognize words like total, sum and in all as signals to add. Student will recognize words like how many fewer, less than and take away as signals to subtract, by highlighting code words in a set of word problems.	Principal; ESE Department Chair	Review ongoing classroom assignments and assessments that target application of the skills taught.	Summative: Results of the Florida Alternate 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 2011-2012 Florida Alternate Assessment exam indicated that 32% (6)of students scoring at or above level 7 our goal for the 2012-2013 school year is to increase students scoring at or above level 7 by 3 percentage points to 35% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6)	35% (7)

### 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 2011-2012 administration of the Florida Alternate Assessment exam was real word problems.	Create problem solving activities for students requiring the student to solve real world problems. These problems should use math concepts and activities that draw upon other content	Principal; ESE Department Chair	Review ongoing classroom assignments and assessments that target application of the skills taught.	Summative: Results of the Florida Alternate Assessment

areas.

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 2011-2012 Florida Alternate Assessment exam indicated that 38% (6) of students making learning gains our goal for the 2012-2013 school year is to increase students making learning gains by 10 percentage points to 48% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (6)	48% (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	The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment exam was word problems.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block and provide tailored instruction based on hands-on practice for students.	Principal; ESE Department Chair	Review ongoing classroom assignments and assessments that target application of the skills taught.	Summative: Results of the Florida Alternate Assessment

## 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:	Algebra The results of the 2011-2012 EOC Algebra exam assessment indicated that 27% (173) of students achieved level 3 proficiency our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 32% (202).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (173)	32% (202)

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 noted on the 2011-2012 administration of the Algebra 1 EOC exam was Rationals, Radicals, Quadratics and discrete math..	Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of "bell ringers" and incorporation of	Principal & Math Department Chair	Review Formative Interim assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for Algebra 1

1	Implementing the pacing guide and instructional focus calendar for Algebra I	Discrete Math within other areas and assessments.  Provide teachers with training in developing and selecting mathematical tasks that develop meaning, promote reasoning and sense making, require students to conjecture, and engage the students intellect by on-going real-world applications		
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	The results of the 2011-2012 Florida Alternate Assessment exam indicated that 32% (6) of students scoring at or above level 7 our goal for the 2012-2013 school year is to increase students scoring at or above level 7 by 3 percentage points to 35% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6)	35% (7)

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 level 4 and 5 student in Algebra 1 showed deficiency in Rationals, Radicals, Quadratics and discrete math noted on the 2011-2012 Algebra1 EOC exam.	Implement exploration and inquiry activities to maintain or increase understanding of skills through hands-on experiences and technology with subject appropriate math concepts and apply learning to solve real life problems to increase higher order thinking.	Principal & Math Department Chair	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for Algebra 1 and

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	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"/>	<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:

	The result of the 2011-2012 mathematics assessment
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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3B:</p>	<p>indicates that 62% (29) of students in the White subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 67% (31) by providing appropriate interventions and remediation.</p> <p>The result of the 2011-2012 mathematics assessment indicates that 30% (51) of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 32% (54) by providing appropriate interventions and remediation.</p> <p>The result of the 2011-2012 mathematics assessment indicates that 45% (183) of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 51% (207) by providing appropriate interventions and remediation.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% Black: 30% Hispanic: 45% Asian: American Indian:	White: 67% Black: 32% Hispanic: 51% Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These subgroups lack small group differentiated instruction which has not been implemented with consistency.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block and provide tailored instruction based on hands-on practice for students utilizing manipulative to develop an understanding of number sense concepts.	Principal; Math Department Chair	Leadership team members will monitor Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for Algebra 1

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

<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3C:</p>	<p>The result of the 2011-2012 mathematics assessment indicates that 27% (20) of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 32% (23) by providing appropriate interventions and remediation.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	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
	There is inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block. Provide tailored instruction based on	Principal; Math Department Chair	Leadership team members will monitor Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC

1		Interim assessments and hands-on practice for students utilizing manipulative to develop an understanding small group instruction of mathematics 90 minute instructional block		Exam for Algebra 1
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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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	The result of the 2011-2012 mathematics assessment indicates that 21% (22) of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 14 percentage points to 35% (37) by providing appropriate interventions and remediation.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	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	There is inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block. Provide tailored instruction based on Interim assessments and hands-on practice for students utilizing manipulative to develop an understanding small group instruction of mathematics 90 minute instructional block	Principal; Math Department Chair,	Leadership team members will monitor Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for Algebra 1

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	The result of the 2011-2012 mathematics assessment indicates that 40% (212) of students in the Economically disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 43% (228) by providing appropriate interventions and remediation
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2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	43%

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
	There is inconsistent implementation of small group instruction during	Implement a rotation schedule for small group instruction during the	Principal; Math Department Chair	Leadership team members will monitor Interim assessments and adjust	Formative: Interim assessment data reports, Students

1	the mathematics instructional block.	mathematics 90 minute instructional block. Provide tailored instruction based on Interim assessments and hands-on practice for students utilizing manipulative to develop an understanding small group instruction of mathematics 90 minute instructional block	academic goal utilizing teacher feedback on student skill attainment.	authentic work Summative: Results of the EOC Exam for Algebra 1.
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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 2011-2012 EOC Geometry exam assessment indicated that 28% (241) of students achieved level 3 proficiency our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 33% (277).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (241)	33% (277)

### 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 2011-2012 administration of the Geometry EOC exam was trigonometry and discrete mathematics.  Implementing the pacing guide and instructional focus calendar for Geometry.	Provide teachers with training in developing and selecting mathematical tasks that develop meaning, promote reasoning and sense making, require students to conjecture, and engage the students intellect by on-going real-world applications	Principal; Math Department Chair	Review Formative Interim assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for EOC Exam 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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2011-2012 EOC Geometry exam assessment indicated that 11% (96) 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 13% (111).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (96)	13% (111)



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 level 4 and 5 student in Geometry showed deficiency in trigonometry and discrete mathematics. as noted on the 2011-2012 Geometry EOC.  The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities. Also due to lack of emphasis on 'Higher order' thinking in the classroom.	Create problem solving activities for students requiring the student to solve non-routine and open-ended real world problems. These problems should use math concepts and activities that draw upon other content areas.	Principal; Math Department Chair	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for EOC Exam Geometry

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal #			
		3A : <input type="text"/>			
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:	The result of the 2011-2012 mathematics assessment indicates that __% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by __ percentage points to __% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA	White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: On the 2011 - 2012 Geometry EOC exam the Black subgroup lack small group differentiated instruction which has not been implemented with consistency.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block and provide tailored instruction based on hands-on practice for students utilizing manipulative to develop	Principal; Math Department Chair	Leadership team members will monitor Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for EOC Exam

Hispanic: On the 2011 - 2012 Geometry EOC exam the Hispanic subgroup lack small group differentiated instruction which has not been implemented with consistency.	an understanding of number sense concepts.			Geometry
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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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	The result of the 2011-2012 mathematics assessment indicates that ___% of students in the English language learners subgroup achieved proficiency. Our goal is to increase student proficiency by ___ percentage points to ___% by providing appropriate interventions and remediation.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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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	There is inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block. Provide tailored instruction based on Interim assessments and hands-on practice for students utilizing manipulative to develop an understanding small group instruction of mathematics 90 minute instructional block	Principal; Math Department Chair	Leadership team members will monitor Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for EOC Exam 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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	The result of the 2011-2012 mathematics assessment indicates that ___% of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by ___ percentage points to ___% by providing appropriate interventions and remediation.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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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
	There is inconsistent implementation of small	Implement a rotation schedule for small group	Principal; Math Department Chair	Leadership team members will monitor	Formative: Interim

1	group instruction during the mathematics instructional block.	instruction during the mathematics 90 minute instructional block. Provide tailored instruction based on Interim assessments and hands-on practice for students utilizing manipulative to develop an understanding small group instruction of mathematics 90 minute instructional block	Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	assessment data reports, Students authentic work  Summative: Results of the EOC Exam for EOC Exam Geometry
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	The result of the 2011-2012 mathematics assessment indicates that ___% of students in the Economically disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by _ percentage points to___% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a rotation schedule for small group instruction during the mathematics 90 minute instructional block. Provide tailored instruction based on Interim assessments and hands-on practice for students utilizing manipulative to develop an understanding small group instruction of mathematics 90 minute instructional block	Principal; Math Department Chair	Leadership team members will monitor Interim assessments and adjust academic goal utilizing teacher feedback on student skill attainment.	Formative: Interim assessment data reports, Students authentic work  Summative: Results of the EOC Exam for EOC Exam Geometry

*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
Effective use of data						

disaggregation in reading will be provided in order to ensure consistency in addressing needs.	9-12	Principal, Language Arts Dept. Chair, Reading Coach	Common Planning by Subject	October 25, 2012	Individual Data chats with teachers and administration	Principal, RtI Team, Math Coach
Math Strategies	9-12	Math Coach	School-Wide	November 6, 2012	Lessons Plans and Classroom Visits	Principal, Administration team, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		The results of the 2011-2012 FAA indicate that 25% (3) achieved level 4-6 in Science. Our goal for the 2012-2013 school year is to increase level 7 proficiency by 5 percentage points to 30% (4).			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (3)		30% (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 2012 FAA indicates that students lack the understanding within Physical Science on the Standard of Matter.	Given instruction utilizing the NGSSS Access Points, the teacher will provide students with periodic table activities to ensure that the students have an understanding of matter.	Principal and MTSS/RTI Team	On-going classroom assessments	Formative: Classroom assessments  Summative: 2013 FAA
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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:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:	The results of the 2011-2012 FAA indicate that 42% (5) achieved level 7 in Science Our goal for the 2012-2013 school year is to increase level 7 proficiency by 3 percentage points to 45% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (5)	45% (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	The 2012 FAA indicates that students lack the understanding within Physical Science on the Standard of Matter.	Given instruction utilizing the NGSSS Access Points, the teacher will demonstrate phase changes to ensure that students have an understanding of the different states of matter.	Principal and MTSS/RTI Team	On-going classroom assessments	Formative: Classroom assessments  Summative: 2013 FAA

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	The results of the 2011-2012 Biology EOC indicates that 33% (275) achieved level 3 in Science. Our goal for the 2012-2013 school year is to increase level 3 proficiency by 4 percentage points to 37% (307).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (275)	37% (307)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Lack of student knowledge in the area of Life Science	Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts including environmental and ecological concepts during field experiences, laboratory activities, and classroom discussions.	Administration	Lesson Plans, Lab Logs, and Classroom walkthroughs	Formative: Baseline, Classroom Assessments and Interim 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 2011-2012 Biology EOC indicates that 11% (93) achieved level 4-5 in Science. Our goal for the 2012-2013 school year is to increase level 3 proficiency by 2 percentage points to 13% (107).
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2012 Current Level of Performance:

2013 Expected Level of Performance:

11% (93)

13% (107)

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 rigor in honors Biology Courses	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.	Administration	Lesson Plans, Lab Logs, and Classroom walkthroughs.	Formative: Baseline and Interim Assessments  Summative: 2013 Biology EOC

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

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

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

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The 2012 FCAT Writing Tests indicated that 81% (708) scored level 3 and above.  Our goal for the 2012- 2013 school year is to increase by 2 percentage points to 83% (725) for levels 3 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (708)	83% (725)

### 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	One area of deficiency shown in the decline of the 2012 scores is the quality of word choice and command of language.	During writing instruction emphasis will be placed on explicit vocabulary instruction to enhance the quality of command with which students use word choice.	Administration, English Department Chair & Reading/Writing Coach	Compare the progress made on the monthly essays with the results of the baseline assessment to ensure that progress is being made.	Formative: District baseline writing assessment; Monthly essays; One FCAT timed prompt per quarter.  Summative: FCAT Writing Test, February 2013

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 2012 FAA Writing Tests indicated that 92% (11) scored level 4 and above.  Our goal for the 2012- 2013 school year is to increase by 5 percentage points to 97% (12) for levels 4 and above				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
92% (11)	97% (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	The 2012 FAA indicates that students need to develop and demonstrate writing that provides information related to real-world tasks	Given instruction utilizing the NGSSS Access Points students will write in a variety of forms such as summaries, journals and letters.	Administration, Reading/Writing Coach & MTSS/RtI Team.	On-going classroom assignments	Formative: Classroom assessments Summative: FAA Writing Test 2013

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
Glazer-Lorton Writing Institute June 2012	9th and 10th Language Arts	District	ELL department chairperson and 9th- 10th grade teacher	The Department Chair will share best practices learned from the institute at the first Language Arts common planning session.	Administration monitoring of common planning agendas and/or early release PD and application of strategies in classrooms.	Administration
Writing professional developments	9-12 School-wide	Reading/Writing Coach	School-wide	Teachers who attended will share the writing strategies and lessons at common planning meetings once a month.	Administration monitoring of common planning agendas and/or early release PD and application of strategies in classrooms.	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive reading with text to serve as mentor text for reading and writing instruction in 9-12th language arts classes.	Consumable workbooks that accompany McDougal-Little series.	PTA, EESAC, Title I	\$4,500.00
Explicit vocabulary instruction to improve word choice in writing.	Replace and add to Wordly Wise vocabulary workbooks	Title I	\$1,000.00



			Subtotal: \$5,500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Young Authors' Fair to include multi-media assignments	Winners Awards and recognition ceremony 2013	Title I	\$1,000.00
			Subtotal: \$1,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Co-teaching and mentoring among the language arts teachers.	Substitute coverage for 12 9th and 10th grade teachers two separate days.	Title I	\$2,400.00
			Subtotal: \$2,400.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$8,900.00</b>

*End of Writing Goals*

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:		The results of the 2011-2012 U.S History test indicate that 0% (0) of the Level 3 students achieved proficiency. Our goal is to increase student proficiency by percentage points to 10% (65).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%(0)		10%(65)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2011-2012 U.S History test indicate that students have limited understanding and knowledge of the Constitution	Students will participate in the research-based program, "We the People." The emphasis will be on an in-depth understanding of democratic principles	APC, Principal, MTSS/ RTI Team	Data analysis of assessments, comparing benchmarks to evaluations	Formative: Chapter Assessments Summative: 2013 US History EOC
2	Limited comprehension of informational texts, primary, and secondary sources	Students will create word walls and personal dictionaries, and will interpret text features such as maps, charts, and graphs.	APC, Principal, MTSS/RTI Team	Data analysis of assessments, comparing benchmarks to evaluations	Formative: Chapter Assessments Summative: 2013 US History EOC
3	Limited writing skills	Students will be provided with writing opportunities to inform and persuade.	APC, Principal, MTSS/RTI Team	Review persuasive writings using a site-generated rubric	Formative: assessments Summative: 2013 US History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	The results of the 2011-2012 U.S History test indicate that 0% (0) of the Level 4 and 5 students achieved proficiency. Our goal is to increase student proficiency by percentage points to 10% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(65)

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 results of the 2011-2012 U.S History test indicate that students have a somewhat limited understanding and knowledge of the Constitution	Students will participate in the research-based program, "We the People." The emphasis will be on an in-depth understanding of democratic principles	APC, Principal, MTSS/ RTI Team	Data analysis of assessments, comparing benchmarks to evaluations	Formative: Chapter assessments  Summative: 2013 US History EOC
2	Somewhat limited comprehension of informational texts, primary, and secondary sources	Students will create word walls and personal dictionaries, and will interpret text features such as maps, charts, graphs, captions, and political cartoons	APC, Principal, MTSS/RTI Team	Data analysis of assessments, comparing benchmarks to evaluations	Formative: Chapter assessments Summative: 2013 US History EOC
3	Somewhat limited writing skills	Students will be provided with writing opportunities to inform and persuade.	APC, Principal, MTSS/RTI Team	Review persuasive writings using a site-generated rubric	Formative: Chapter assessments Summative: 2013 US History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"We the People"	Social Studies	District	US History teachers	September 2012	Department/SLC meetings to monitor implementation of strategies	Department Chair
Discovery education	Social Studies	District	US History teachers	September 2012	Department/SLC meetings to monitor implementation of strategies	Department Chair

U.S. History Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:	South Dade Senior High, using different strategies will increase the attendance rate from 92.73% (3278) in 2012 by 1% to 93.73 (3313) in 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.73%	93.73%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1740	1633
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1985	1886

### 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 are not motivated to come to school or to be on time. There is no understanding of the	Parent Academy, home visits, Open House, Magnet Student Orientations, Connect-Ed., truancy counseling, Attendance Contracts,	Assistant Principal	Administration and faculty will work collaboratively in order to closely monitor student attendance	Truancy Referral Report-Active Students-3or more Unexcused Absences,

ramifications of not attending school and receiving an education.	administrative/parent/student conferences, schoolwide tardy policy		and solicit parental involvement.	Attendance Log thru COGNOS
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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 Procedures	9-12	Assitant Principal over attendance	Assistant Principal, Gradebook Manager, Attendance Clerk	August 16, 2012	Daily Attendance Report	Assistant Principal over Attendance

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	South Dade Senior High School will decrease the number of indoor suspensions in the 2012-2013 school year from 629 to 611. In addition, the number of outdoor suspensions will decrease from 933 to 840 for the 2012-2013 school year
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

380	342
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
299	269
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
551	496
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
382	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	Lack of knowledge of processes and/or code of student conduct.	Teen Court, referrals given to trust counselor and/or lead teachers. Teachers were provided with a copy of the Code of Student Conduct and it was posted on the school website.	Principal, Assistant Principals	Analyze Data	Suspension Reports, COGNOS

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
Classroom Management and Safety	9-12	Lead Teachers	School Wide	October 25, 2012	Classroom Visitations	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive a copy of the Code of Student Conduct	Copies	EESAC	\$100.00
			Subtotal: \$100.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$100.00</b>

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	South Dade Senior High School will decrease the percentage of students who drop out by 5% in the 2012-2013 school year. The graduation rate will increase by 2% in the 2012-2013 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.86% (66)	1.77% (62)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
64.2% (478)	66.2% (559)

### 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 awareness in regards to credit recovery and requirements	Review Credit Analysis with all students on an individual basis. Provide classroom visitations by the counselors and CAP Advisor  Student Orientation by grade levels with administrators, counselors and lead teachers present.	Administration, Counselors	Counselor's Logs will verify that all seniors have been informed of their graduation /credit standing. Visitation records will demonstrate that all Language Arts student's classrooms have been visited by the Counselors and the CAP Advisor.	Increase of schools graduation rate.

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
Keeping Students in School	9-12	CAP Advisor, Counselors	Schoolwide	October 2012	Attendance logs	Counselors and Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Refer to the PIP (Parent Involvement Plan)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*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 the number of students participating in project based activities.		
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	Not enough students are participating in project based activities.	Teachers will motivate students to participate in SECME, The Fair Child Garden Challenge, and the Green School Challenge.	Administration	Lesson Plans, Lab Logs, and Classroom walkthroughs.	Competition results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM overview and teaching expectations	Grade 9 and 10	District	Math, Science, and CTE	October 2012	Lesson Plans and Classroom walkthroughs	Administration and Academy Leads

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## 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:		In 2012-2013, our goal is to increase student job preparedness and achievement of industry certification in our CAPE academies.			
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 not prepared for certification exam in a timely manner.	CTE teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Action steps include: <ul style="list-style-type: none"> <li>• CTE teachers integrate industry certification preparation strategies at every level of program.</li> <li>• CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.</li> <li>• Promote student development of certification goals and student awareness of industry certification timelines.</li> </ul> Promote posting of certification information and timelines in classroom, disseminate information to parents	Assistant Principal for CTE	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.  Increase in students completing program and obtaining industry certification.	Formative: Pre, mid and end of term assessments  Summative: Certification Exams
2	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	Encourage articulation of school feeder pattern programs through school visits, recruitment activities and magnet fair.	CTE Teachers, Guidance counselor, Lead Teacher for CTE, Assistant Principal for CTE.	Increase in students completing program and obtaining industry certification.	Rewards and recognition obtained.

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
Industry Certification	Grades 9-12	District	CTE	September 26, 2012	Classroom walkthroughs and Certification exam participation	Administration and Academy Leads
STEM overview and teaching expectations	Grade 9 and 10	District	Math, Science, and CTE	October 2012	Lesson Plans and Classroom walkthroughs	Administration and Academy Leads

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing	Interactive reading with text to serve as mentor text for reading and writing instruction in 9-12th language arts classes.	Consumable workbooks that accompany McDougal-Little series.	PTA, EESAC, Title I	\$4,500.00
Writing	Explicit vocabulary instruction to improve word choice in writing.	Replace and add to Wordly Wise vocabulary workbooks	Title I	\$1,000.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension	Students will receive a copy of the Code of Student Conduct	Copies	EESAC	\$100.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$5,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing	Young Authors' Fair to include multi-media assignments	Winners Awards and recognition ceremony 2013	Title I	\$1,000.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing	Co-teaching and mentoring among the language arts teachers.	Substitute coverage for 12 9th and 10th grade teachers two separate days.	Title I	\$2,400.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00

STEM				\$0.00
CTE				\$0.00
				Subtotal: \$2,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase students' reading strategies.	Novels for school-wide literacy plan book clubs	Title 1	\$4,000.00
Reading	To recognize students reading achievements, thus increasing others to excel in reading.	Student Incentive for student achievement in reading	Title 1	\$500.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
U.S. History				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$4,500.00
				Grand Total: \$13,500.00

## 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.

[View uploaded file](#) (Uploaded on 10/11/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be used to enhance learning, promote parent involvement, and prevent student drop-out.	\$16,104.00

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

The Advisory Council will develop and monitor the School Improvement Plan, Monitor student achievement through data and provide funds to promote academic success, parental involvement, and FCAT incentive initiatives.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District SOUTH DADE SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	65%	75%	36%	212	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	42%	71%			113	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?	42% (NO)	61% (YES)			103	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					438	
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 SOUTH DADE SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	64%	88%	24%	211	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	44%	69%			113	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?	41% (NO)	61% (YES)			102	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					426	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested