FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHARTER HIGH SCHOOL OF THE AMERICAS

District Name: Dade

Principal: Nataly Parra/ Martin. Anorga

SAC Chair: Sofia Solis

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Nataly Parra	K-6 Elementary Education, ESOL, (awaiting a Masters in Educational Leadership)	1	3	'12 '11 School Grade A B High Standards- Rdg 43 43 High Standards- Math 50 45 Lrng Gains- Rdg 83 71 Lrng Gains- Math 87 76 Gains-R-25 83 77 Gains-M-25 95 87 2003-2010 Administrative Assistant at DHL Global Forwarding
Assis Principal	Barbara Sanchez	K-12 Special Education, Reading Endorsed, ESOL Endorsed	1	1	12 School Grade A High Standards- Rdg 43 High Standards- Math 50 Lrng Gains- Rdg 83 Lrng Gains- Math 87 Gains-R-25 83 Gains-M-25 95 2008-2009 Front Desk Supervisor at California Club Medical Center 2007 Dentist Assistant at Henry L. Coleman DDS

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sofia Solis	K-6 Elementary Education, K-12 Special Education, Reading Endorsed, ESOL	1	1	'12 '11 '10 '09 '08 '07 School Grade A B B A A C High Standards- Rdg 43 43 74 75 68 65 High Standards- Math 50 _ 45 72 74 70 60 Lrng Gains- Rdg ¬ 83_ _71 67 72 64 63 Lrng Gains- Math 87_ 76 53 57 67 50 Gains-R-25 _83_ 77 62 72 65 61 Gains-M-25 _95 87 49 68 84 64

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. Provide continuous support within the classroom. 2. Opportunities will provide for teachers in order to allow ownership of school projects and collaboration with each other. 3. Teachers will be provided with in house support to pursue a reading endorsement. 4. Regular meetings with the faculty to plan and evaluate courses.	Administration, Leadership Team Administration Reading Coach Principal	Ongoing Ongoing Ongoing Ongoing	

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
1(14%)	Provided teacher with practice material for subject area exam. Provided teacher with information on how to register for subject area exams. Professional development provided in areas determined through upcoming classroom walkthroughs.

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
7	14.3%(1)	14.3%(1)	71.4%(5)	0.0%(0)	0.0%(0)	85.7%(6)	14.3%(1)	0.0%(0)	71.4%(5)

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
Sofia Solis	Denise Garcia	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI team is comprised of the following staff members; Principal, Assistant Principal, Reading Coach, School Counselor, and 5th grade Math and Science Teacher.
RtI is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
1. In developing our RtI team we have considered the following:

• Administrator(s) who will ensure commitment from team members and allocate appropriate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainable over time.

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

• School guidance counselor
• Member of advisory group
• Community stakeholders
3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to the student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps include:
1. Problem identification: entails identifying the problem and the desired behavior for the student.
2. Problem analysis: involves analyzing the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention implementation: involves selecting or developing evidence-based interventions based upon data previously collected. The interventions are then implemented.
4. Response evaluation: the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting and if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

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

The Leadership Team will:

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

• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

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

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

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

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

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

─MTSS Implementation─

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

1. With the support of the Leadership Team, data will be analyzed and used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. With the support of the Leadership Team the following data will be managed:

Academic
• FAIR assessment/PMRN
• EduSoft reports
• Baseline assessments
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

1. The MTSS/RtI Team will provide support and guidance by offering all of the following:
- Daily Interventions, as deemed necessary
- Early Bird tutorial program
- Pull-Outs for Reading, Mathematics, Science, and Writing
- Extended School Day (if funds permit)
- Saturday Academy to reinforce specific concepts for Tier 2 and Tier 3 students
- Spring Break Camp (if funds permit)

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Nataly Parra, Principal; Barbara Sanchez, Assistant Principal; Sofia Solis, Reading Coach; Danielle Arce, Social Studies Lead Teacher; and, Maria Teresa Alejo, Math Lead Teacher; Jessica Sulbaran, Science Lead Teacher.

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

• A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

• The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

• The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

• Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The major initiatives will be to maintain all subject areas abreast of reading interventions strategies and through the data analysis focus on the areas of weaknesses.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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 strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PDs. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies.

*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 school offers students elective courses in drama, health and technology study. Many of these courses focus on job skills to help students see the relationship between subjects and relevance to their future. A daily focus of the school is for teachers and students to ask each other, "how is this connected to the real world?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

The school offers students elective courses in drama, health and technology study. Many of these courses focus on job skills to help students see the relationship between subjects and relevance to their future. After FCAT 2.0 and End Of Course Exams are complete, students and parents will participate in a curriculum showcase and articulation assemblies that exposes them to next year's curriculum to inform their course selection. After the articulation assemblies, students meet one-on-one with a counselor to decide what classes they will be taking. Parents will be invited to these meetings and final course selection will be sent home for parent's signature.

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

Students are encouraged to take higher level courses based on ability levels. Honor courses are offered in all subject areas. The Guidance Department and Testing Coordinator help students enroll in tutoring and register for college ready testing, including SAT and ACT. Incentives, based on students' input, are offered to students for passing scores on these exams. Tutoring is available throughout the school year for this exam. Credit lab is offered for students who need to increase GPA or complete courses for graduation. Language Arts teachers include higher levels writing strategies, based on College Board's Springboard Best Practices, in their instruction to better prepare students for college level work. Math teachers follow district scope and sequence with assistance of our support personnel to prepare students for college level work.

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:	As a new school, we will use 2012 FCAT data from the district to establish the current and expected performance. The average of the 2012 FCAT indicate 25% (5) of students achieved a Level 3 proficiency. Our goal for the 2012-13 school year is to increase Level 3 student proficiency by 5 percentage points to 30% (9)
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (5)	30% (9)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 FCAT Reading Test is Reporting Category 1: Vocabulary.	The following instructional strategies will be utilized to support Reporting Category 1: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.	The literacy team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. Administrators, Reading Coach and LLT will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2013 FCAT Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a new school, we will use 2012 FCAT data to establish the current and expected performance. The result of the 2012 FCAT reading test indicates that 28% (8) of 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 2 percentage points to 30% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (8)	30% (9)

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 which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text and Research Process.	Students will use real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.	Administrators, Reading Coach and LLT.	Administration, Reading Coach, and Leadership Team will monitor student progress by reviewing student portfolios, interactive journals, writing prompts, and adjust instruction when data is not reflecting effective use of strategies.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 68% (20) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5percentage points to 73% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (20)	73% (22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacked necessary basic skills needed to master Category 4: Informational Text and Research Process. The anticipated barrier is focused on the timely matter using differentiated instruction.	Implement a rotation schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments. Administrators and teachers will meet weekly to discuss data findings and how students' needs are being addressed.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement				

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 70% (21) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 5% points to 75% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (21)	75% (23)

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 lacked necessary basic skills needed to master Category 2: Reading Application. The anticipated barrier is focused on the timely matter using differentiated instruction.	Implement a rotational schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments. Administrators and teachers will meet weekly to discuss data findings and how students' needs are being addressed. Use resources such as Florida Coach series, Breakaway, Ladders to Success. Before and After School tutoring will also be provided to students. Students will also receive daily reading interventions.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic subgroup making learning gains by 10 percentage points to 48% (17)

2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(14)	48%(17)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup showed a need for improvement in Reporting Category 2: Reading Application.	Early identification of students and teachers to allow teachers time to develop differentiated instruction to facilitate students in need. Early notification to parents of the need and importance of intervention. Inform teachers of student progress on a monthly basis.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicated that 39% (14) in the ELL Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroup making learning gains by 9 percentage points to 48% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (14)	48% (17)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need additional opportunities to consistently use computer research based programs in order to increase proficiency in Reporting Category 1: Vocabulary.	The following instructional strategies will be utilized to support Reporting Category 1: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

1		this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.			
2	Students need additional opportunities to consistently use computer research based programs in order to increase proficiency in Reporting Category 1: Vocabulary.	The following instructional strategies will be utilized to support Reporting Category 1: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicated that 28% (10) in the SWD Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD Subgroup making learning gains by 10 percentage points to 38% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (10)	38% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students lacked necessary basic skills needed to master Category 2: Reading Application. The anticipated barrier is focused on the timely matter using differentiated instruction.	Implement a differentiated instruction model in all classes to meet the needs of students with disabilities not making satisfactory progress.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of after school/Saturday academy/Early Bird tutoring. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: The results of the 2012 FCAT Reading Test indicated that 49% (18) in the ED Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the ED Subgroup making learning gains by 7 percentage points to 56% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (18)	56% (20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Test, the students in the Economically Disadvantaged subgroup had limited access to a variety of literature materials; therefore, this has hindered progress in Reporting Category 2: Reading Application.	Early identification of students/parents to allow parties to make necessary accommodations to attend reading tutoring. Economically Disadvantage students will be working with supplemental resources that will allow them to be exposed to a variety of literature materials.	Administrators, Reading Coach and LLT.	Reading Coach will monitor tutoring attendance and review reports from instructional tools used during tutoring	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading 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
					Monitoring lesson	

				plans and classroom walkthroughs	Administration/ Reading Coach
Differentiated Instruction Implementing FCAT Item Specifications in the classrooms. Reading Plus	9th 9th 9th	Reading Coach and/or PD Portal	All Teachers	August 14th, 2012 August 15th, 2012 August 13th, 2012	In class follow up/evidence of utilization	Reading Coach Administration/
					Monitor student progress on a monthly basis.	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	Reading Plus	FTE	$5,000.00
Goals 1-5	McDougall Littell	FTE	$1,000.00
Goals 1-5	Florida Coach Series	FTE	$2,500.00
			Subtotal: $8,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The Results of the 2011-2012 administration of the CELLA indicates that 45% (14) of students achieved proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase this percentage by 5 percentage points to 50% (15).
2012 Current Percent of Students Proficient in listening/speaking:	
45% (14)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty comprehending the question asked as well as putting the ideas together when answering.	A2-Modeling A3- Teacher Led Groups A6- Use simple, direct language B1- Brainstorming B2- Cooperative Learning B5- Repetition B9- Think Aloud E5- Audio Visuals E6- Technology and Computer Software	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as brainstorming, cooperative learning, and modeling. Administrators, ESOL Coordinator, and Reading Coach will use data collected from bi-weekly assessments to monitor students' progress	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from reading plus. Summative: 2013CELLA Reports.

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 administration of the CELLA indicates that 28% (8) of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase this percentage by 5 percentage points to 33% (10
2012 Current Percent of Students Proficient in reading:	
28% (8)	

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was vocabulary and lack of prior knowledge	C1-Activate Prior Knowledge C4-K-W-L C6-Task Cards C8-Differentiated Instruction C9-Read aloud C13-Cooperative Learning C17-Vocabulary with Context Clues C20-Interactive Word Walls C25-Graphic Organizers	Administrators, ESOL Coordinator, and Reading Coach.	Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as differentiated instruction, cooperative learning and Reciprocal Teaching. Administrators, ESOL Coordinator, and Reading Coach will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative: 2013CELLA Reports and Assessment.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The Results of the 2011-2012 administration of the CELLA indicates that 27% (8) of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase this percentage by 5 percentage points to 32% (10)
2012 Current Percent of Students Proficient in writing:	

27% (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	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was writing structure.	D2- Graphic Organizers Illustrating and Labeling.D6- Process WritingD8- Rubrics Writing Prompts D9- Spelling Strategies	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as graphic organizers, process writing, and spelling strategies. Administrators, ESOL Coordinator, and Reading Coach will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative: 2013CELLA Reports and Assessment.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-3	ESOL Interventions	FTE	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Algebra 1 Goal #3B: In the 2012 administration of the Algebra I EOC, 60% (22) of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 63% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 60% (22)	Hispanic: 63% (23)

	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: Students in the Black Subgroup have difficulty in Expressions, equations, and functions. Hispanic: Students in the Hispanic Subgroup have difficulty in Expressions, equations, and functions.	Provide students with opportunities to solve word problems using different approaches like nonlinguistic representations, creation of student developed word problems, anchor charts, the use of manipulatives, and the integration of technology.	Administrators and Math Department Chair	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies will be made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra I

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In the 2012 administration of the Algebra 1 EOC 49% (18) of the students achieved proficiency levels. Our goal for the 2012-2013 school year is to increase proficiency levels by 5 percentage points to 54% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (18)	54% (19)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.	Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.	Administrators and Math Department Chair.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies will be made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra I

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In the 2012 administration of the Algebra I EOC, 52% (19) of the students in the ED subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 56% (20).

2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (19)	56% (20)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were not taking advantage of the after school/Saturday academy, leading to deficiencies in Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.	Promote and provide economically disadvantaged students with supplemental resources to help them improve academically. Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.	Administrators and Math Department Chair.	Administration will monitor ongoing teacher assessments focusing on the application of basic algebraic skills via teacher made assessments.	Formative: Biweekly assessments and District Interim Data reports

Summative: Results from the 2013 EOC Algebra I. |

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

Algebra Goal #1: | The results of the 2012 Algebra EOC assessment indicate that 36% (11) of students scored in the upper third (Levels 3-5)

Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 3 percentage points to 39% (12). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36% (11) | 39% (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
	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3-rationals, radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.

Use Venn diagrams in a | Administrators and Department Head. | During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.

District interim data reports will be reviewed | Formative: Biweekly assessments and District Interim Data reports

Summative: Results from the 2013 EOC Algebra I |

1		variety of ways to illustrate intersection, union, difference, null and disjoints sets and to solve a variety of real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.		by EESAC at quarterly meetings and adjustments to strategies will be made as needed.	

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:	In the 2012 administration of the Algebra I EOC, 21% (6) of the students achieved proficiency scoring a level 4 or 5. The expected level of performance for the 2012-2013 school year is to increase the number of students achieving proficiency by 1 percentage points to 22% (7)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (6)	22% (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	Algebra I students have difficulties understanding linear equation and inequalities. Lack of hands-on activities, manipulatives and cooperative learning group assignment hinders students' understanding of content material in Algebra.	Utilization of online resources accompanying the newly adopted Algebra I textbook to provide students with additional means for understanding the algebraic concepts. Creation of common lesson plans that incorporate cooperative learning activities and the use of manipulatives.	Administrators and Math Department Chair.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies will be made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra I.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC indicate that 28% (8) of students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) by 4 percentage points to 32% (10)
2012 Current Level of Performance:	2013 Expected Level of Performance:

28% (8)			32% (10)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry Baseline Assessment was identifying slope, parallel lines, perpendicular lines and equations of lines.	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.	Administrators and Department Head	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessment and District Interim Data reports. Summative: Results from the 2013 Geometry EOC 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. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC indicate that 27% (8) of students scored in the upper third (Levels 4-5) Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 4-5) by 2 percentage points to 29% (9)
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (8)	29% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry Baseline Assessment was inductive reasoning strategies.	Provide inductive reasoning strategies that include discovery learning activities.	Administrators and Department Head	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessment and District Interim Data reports. Summative: Results from the 2013 Geometry EOC assessment.

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

| Differentiated Instruction integrating manipulative | All High School MathematicsTeachers | Principal | All High School Mathematic Teachers | August 15th, 2012 | Monitor student data to determine the impact of this strategy. | Principal, Assistant |
| Florida-Achieves and FCAT Explorer | 9th Grade | Principal | All High School Mathematic Teachers | September 26th, 2012 | Monitor student progress on programs. | Principal Assistant Principal |

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions	Florida Coach	FTE	$2,500.00
Goals 1-5	Pearson Prentice Hall	FTE	$5,000.00
			Subtotal: $7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	In the 2012 administration of the Biology EOC, 30% (9) of students enrolled in Biology achieved proficiency. The expected level of performance for 2013 Biology EOC is 32% (10) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (9)	32% (10)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the 2012 Biology baseline exam, 0% of students achieved proficiency on Standard 14: Diversity and Evolution	Provide all Biology students the opportunity to compare, contrast, interpret, analyze and explain the Life	Leadership team, Science Department Chair, Biology PLC team leader.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus	Formative: School-site assessments. Summative: 2013 Biology EOC

1	of Living Organisms, which is part of the Life Science Body of Knowledge. Students showed deficiency and need to improve their knowledge of all human body systems in order to increase the levels of proficiency.	Science body of knowledge during hands-on activities and classroom discussions. Review all Biology EOC Exam body of knowledge and standards through the use of homogenous bell ringers in every Biology class. Establish the Biology EOC Exam Competition" as a review of all Biology body of knowledge and standards tested, for all students registered in a Biology class. Identify students not meeting standards, according to the District's assessments, in order to provide Differentiated Instruction; adjustments to instruction are made as necessary according to the collected data. Have students use GIZMOS to enhance their scientific proficiency.		as needed. District interim data Reports will be reviewed by Leadership Team in biweekly meetings and adjustments to strategies made as needed.	

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:	In the 2012 administration of the Biology EOC, 29% (9) students scored above proficiency. The expected level of performance for 2013 Biology EOC is 30% (9) achieving above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (9)	30% (9)

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
	Students have limited opportunities to participate in enrichment and rigorous activities to strengthen their Life Science Body of Knowledge, with special emphasis to standard 18: Matter	Identify students who are in the top 45% after the administration of the Biology EOC Baseline Assessment. The top 45% students will provide leadership roles during the Biology	Leadership team, Science Department Chair and Co-Chair, Biology teachers	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data Reports will be	Formative: School site mini-assessments. District Interim Assessments. Summative: 2012 Biology EOC

| | 1 | and Energy Transformations. | EOC Exam Competition" established for all Biology students in order to review all standards tested on the Biology EOC Exam.

Rigorous lessons will be developed through the utilization of Discovery Learning .

Individualized data chats will be conducted with all students identified as top 45% in order to maintain current level and to decrease regression. | | reviewed by Leadership Team in biweekly meetings and adjustments to strategies made as needed. | |

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
Integrating Biology topics into the Science Lab

EOC Biology FCAT Item Specifications

Integrating technology programs into Biology lessons | 9th Grade

9th Grade

9th Grade | Science Coach

Science Coach

Science Coach | High School Biology Teachers

High School Biology Teachers

High School Biology Teachers | November 2012

October 2012

December 2012 | Administrative walk-troughs, Monitor Edusoft student data for progress.

Administration will check focus calendars and lesson plans to monitor that the EOC Biology Item Specifications are being incorporated in daily lessons.

Administrative walk-troughs, Monitor Edusoft student data for progress. | Administration

Administration

Administration |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	Miller Levine	FTE	$2,500.00
Interventions	Florida Coach Series	FTE	$1,000.00
			Subtotal: $3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Writing strategies will be implemented accross the curriculum. Students will use revising/editing charts, teachers conferencing, or peer editing by evaluating a draft for the use of ideas and contents, rearranging words, sentences, and paragraphs. Teachers will use the four square writing process; which is a method of teaching basic writing skills that is applicable accross grade levels and curriculum areas. It can be applied for the persuasive and expository forms of writing	Administration and Leadership Team.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1b. Florida Alternate Assessment: Students scoring

at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Writing Budget:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Based on Average Daily Rate of the district data for the 2011-2012 school year 94% (28) of the student were attending school. Our goal for the 2012-2013 school year is to increase attendance to 95% (29) by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcome and appreciated. Our second goal is to decrease the number of students with 10 or more excessive absences and/or tardiness by 50% (2).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (28)	95% (29)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
4	2

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
8	6

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unaware of the state and district regulations that correlate to the absence/tardiness procedures and consequences.	School counselor will provide an informative step by step meeting to the parents where state and district regulations will be discussed. Homeroom teachers will be monitoring the absences and tardiness of students.	Administration	Biweekly updates to administration per grade level from the MTSS/RtI and to entire faculty at faculty meetings.	Attendance rosters and meeting(s) sign-in sheets.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	High School Teachers	School Counselor	High School Teachers	October 26, 2012	A truancy intervention program will be developed during the PD. The Assistant Principal will monitor the implementation of the program.	Assistant Principal and School Counselor

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Professional Developments	FTE	$500.00
			Subtotal: $500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate students for perfect attendance.	Incentives for perfect attendance.	EESAC	$60.00
			Subtotal: $60.00
			Grand Total: $560.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the number of suspensions from 3 to 0.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students are unfamiliar with the School Code of Conduct and unaware of the reasons for child's suspensions.	The school's Counselor and administrators will make sure to contact parents of students who have been placed in indoor and outdoor suspension. Student Code of Conduct will be thoroughly explained to both parents and	Administrators	Monitor Parent contact log and parent sign-in sheet for evidences of communication with parents of students who have been suspended.	Parent sign-in sheet/parent contact log

	students during Open House.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	9th	Administrator	Schoolwide	September 26, 2012	Monitor SPOT success monthly report.	Leadership Team

Suspension Budget:

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

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

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
Prevention	Copies for Parents of forms and information on the Students Code of Conduct.	FTE	$500.00
Suspension Prevention	Incentives for positive behavior	EESAC	$60.00
			Subtotal: $560.00
			Grand Total: $560.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1:	Our goal for the 2012-2013 school year is to remain at 0% dropout rate.

Please refer to the percentage of students who dropped out during the 2011-2012 school year.	**Graduation Goal:** Our goal for the school year 2016-2017 is to have at least 73% of the students graduating from High School.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
71% (21)	73% (22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At-risk students are not enrolling into tutorial programs.	Identify and meet with at-risk students and discuss Student Progression Plan options and credit recovery programs and enroll students in the respective program.	Administration	Monitor enrollment log tracking at-risk students registering for assistance	Enrollment logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation requirements	9th Grade	School Counselor	Schoolwide	October 2012	Monitor parent sign-in roster and contact parents that did not attend the meeting.	School Counselor

Dropout Prevention Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Consumable materials	FTE	$500.00
Prevention	Students incentives	EESAC	$60.00
			Subtotal: $560.00
			Grand Total: $560.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
42%	47%

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 participation in schoolwide activities by parents of English Language Learners.	Mentor fluent in parents' home language will call new families to invite them to attend our monthly parents' meetings.	School administration	Review sign-in sheets to determine the number of limited English proficient parents attending school or community events.	Sign-in sheets.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data	9th	Reading Coach	Parents	November 2012, January 2013, March 2013, May	Review sign-in sheets to determine the number of	Review sign-in sheets to determine the number of

				2013	parents attending.	parents attending.

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Workshops	Consumable materials	FTE	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Students will be involved in Science Fair Projects. Teachers will implement STEM practices in their daily lessons.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of exposure to hands on projects that enhance their critical thinking skills.	Teachers will implement STEM practices in lesson plans to ensure that standards are being taught with rigor and students are involved in projects in Math and Science. Students will be involved in an ongoing Science Fair Project related to the science curriculum from the beginning of the school year through May 2013.	Administration	Administration will review lesson plans and monitor that STEM practices are being implemented through ongoing hands-on activities related to the Science Fair Project.	Science Fair Projects and lesson plans

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 Practices in daily lessons	9th Grade Teachers	Administration	Schoolwide	October 2012	Monitor consistency of STEM Practices in daily lessons.	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students' participation	Incentives	Operational Funds	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	100% of the teachers will be trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement. -100% of the teachers will be trained in Project Based Learning instructional frameworks. -100% of the teachers will be trained in adding rigorous problem-solving activities to lessons. Based on these goals, students will be able to demonstrate a 30% increase in proficiency levels within subject areas.
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	Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.	Align curriculum to appropriate CTSO, and/or other competitions, such as: Miami- Dade County Fair. Implement (or develop) career development events lesson plans using Project Based Learning instructional elements. Develop a timeline of training, attending informational workshops; and plan for meeting deadlines for event registration, etc. Provide opportunities for students to apply literacy skills, STEM principles, as well as leadership skills solving real-world problems during CTSO Career Development and Technical Skills events. Provide opportunities for teachers to join Professional Learning Communities, such as STEM Robotics PLC, or attend district and/or state workshops.	Administration, Leadership Team	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.	Sign-in sheets of meetings and trainings, lesson plans

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
Project Based Learning instructional frameworks	9th Grade	School Leadership Team	High School Teachers	Teacher Planning Days School Year 2012-2013	Monitor implementation of Project Based Learning instructional framework.	Administration
Adding rigorous problem-solving activities to lessons.	9th Grade	School Leadership Team	High School Teachers	Teacher Planning Days School Year 2012-2013	Monitor consistency of rigorous problem-solving activities.	Administration

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Increase students' participation	Incentives	Operational Funds	$1,000.00
			Subtotal: $1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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	Goals 1-5	Reading Plus	FTE	$5,000.00
Reading	Goals 1-5	McDougall Littell	FTE	$1,000.00
Reading	Goals 1-5	Florida Coach Series	FTE	$2,500.00
CELLA	Goals 1-3	ESOL Interventions	FTE	$1,000.00
Mathematics	Interventions	Florida Coach	FTE	$2,500.00
Mathematics	Goals 1-5	Pearson Prentice Hall	FTE	$5,000.00
Science	Goals 1-5	Miller Levine	FTE	$2,500.00
Science	Interventions	Florida Coach Series	FTE	$1,000.00
CTE	Increase students' participation	Incentives	Operational Funds	$1,000.00
				Subtotal: $21,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Truancy Prevention	Professional Developments	FTE	$500.00
				Subtotal: $500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Motivate students for perfect attendance.	Incentives for perfect attendance.	EESAC	$60.00
Suspension	Prevention	Copies for Parents of forms and information on the Students Code of Conduct.	FTE	$500.00
Suspension	Suspension Prevention	Incentives for positive behavior	EESAC	$60.00
Dropout Prevention	Dropout Prevention	Consumable materials	FTE	$500.00
Dropout Prevention	Prevention	Students incentives	EESAC	$60.00
Parent Involvement	Monthly Workshops	Consumable materials	FTE	$1,000.00
STEM	Increase students' participation	Incentives	Operational Funds	$1,000.00
				Subtotal: $3,180.00
				Grand Total: $25,180.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

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
EESAC funds will be used for students' incentives.	$180.00

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

Review data to discuss the School Improvement Plan and address areas of strength and weaknesses in order to address all students' needs. Approve and monitor implementation of the SIP.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found