FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIRAMAR HIGH SCHOOL

District Name: Broward

Principal: Brian C. Faso

SAC Chair: Jason Fernandez

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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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	Brian Faso	Nova Southeastern University, MA Certified in	8	3	2011-2012: School Grade Pending FCAT: Reading Mastery 41%, Reading Learning Gains 57%, Lower Quartile Readers Learning Gains 67%, Mathematics Mastery 61%, Algebra Mastery 62% Geometry scoring at Level III 41%, Mathematics Learning Gains 79%, Lower Quartile Mathematics Students Learning Gains 78%, Science scoring Level III or Above 56%, Writing scoring Level III or Above 88% 2010-2011: School Grade A FCAT: Reading Mastery 41%, Reading Learning Gains 44%, Lower Quartile Readers Learning Gains 42%, Mathematics Mastery 69%, Mathematics Learning Gains 73%, Lower Quartile Mathematics Students Learning Gains 63%, Science 32%, Writing level 80%, AYP 82% 2009-2010: School Grade B FCAT: Reading Mastery 34%, Reading

		Principalship, Educational Leadership & PE			Learning Gains 42%, Struggling Readers Learning Gains 34%, Math Mastery 68%, Math Learning Gains 74%, Struggling Math Students Learning Gains 70%, Science 36%, Writing level 89%, AYP 82% 2008-2009: School Grade C FCAT: Reading Mastery 38%, Reading Learning Gains 52%, Struggling Readers Learning Gains 52%, Math Mastery 71%, Math Learning Gains 77%, Struggling Math Students Learning Gains 79%, Science 29%, Writing level 86%, AYP 85% 2007-2008: School Grade C FCAT: Reading Mastery 36%, Reading Learning Gains 53%, Struggling Readers Learning Gains 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Math Students Learning Gains 76%, Science 27%, Writing level 88%, AYP 82%
Assis Principal	Pamela Carroll	BA - English MS - Computer Education/Gifted Certifications - Educational Leadership & English 6-12 Endorsements - Gifted & ESOL	21	20	2011 – 2012: School Grade Pending FCAT: Reading Mastery 41%, Reading Learning Gains 57%, Lower Quartile Readers Learning Gains 67%, Mathematics Mastery 61%, Algebra Mastery 62% Geometry scoring at Level III 41%,Mathematics Learning Gains 79%, Lower Quartile Mathematics Students Learning Gains 78%, Science scoring Level III or Above 56%, Writing scoring Level III or Above 88% 2010-2011: A FCAT: Reading Mastery 41%, Reading Learning Gains 44%, Lower Quartile Readers Learning Gains 42%, Mathematics Mastery 69%, Mathematics Learning Gains 73%, Lower Quartile Mathematics Students Learning Gains 63%, Science 32%, Writing level 80%, AYP 82% 2009-2010: School Grade B FCAT: Reading Mastery 34%, Reading Learning Gains 42%, Struggling Readers Learning Gains 34%, Math Mastery 68%, Math Learning Gains 74%, Struggling Math Students Learning Gains 70%, Science 36%, Writing level 4+ 89%, AYP 82% 2008-2009: School Grade C FCAT: Reading Mastery 38%, Reading Learning Gains 52%, Struggling Readers Learning Gains 52%, Math Mastery 71%, Math Learning Gains 77%, Struggling Math Students Learning Gains 79%, Science 29%, Writing level 86%, AYP 85% 2007-2008: School Grade C FCAT: Reading Mastery 36%, Reading Learning Gains 53%, Struggling Readers Learning Gains 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Math Students Learning Gains 76%, Science 27%, Writing level 88%, AYP 82%
Assis Principal	Cornelia Hoff	Masters in Math Educations/ K-12 certification in Education Leadership	3	5	2011 – 2012: School Grade Pending FCAT: Reading Mastery 41%, Reading Learning Gains 57%, Lower Quartile Readers Learning Gains 67%, Mathematics Mastery 61%, Algebra Mastery 62% Geometry scoring at Level III 41%, Mathematics Learning Gains 79%, Lower Quartile Mathematics Students Learning Gains 78%, Science scoring Level III or Above 56%, Writing scoring Level III or Above 88% 2010-2011: A FCAT: Reading Mastery 41%, Reading Learning Gains 44%, Lower Quartile Readers Learning Gains 42%, Mathematics Mastery 69%, Mathematics Learning Gains 73%, Lower Quartile Mathematics Students Learning Gains 63%, Science 32%, Writing level 80%, AYP 82% 2008 - 09 (C - D) (AYP penalty) Math 70% - Level 3 or above 72% - Learning Gains 2007 -08 (D - C) Math 64% Level 3 or above
					2011-2012: School Grade Pending

Assis Principal	John Murray	Master's Degree in Educational Leadership/ Bachelor's in Education/Certified in 6-12 Mathematics	17	6	FCAT: Reading Mastery 41%, Reading Learning Gains 57%, Lower Quartile Readers Learning Gains 67%, Mathematics Mastery 61%, Algebra Mastery 62%, Geometry scoring at Level III 41%,Mathematics Learning Gains 79%, Lower Quartile Mathematics Student Learning Gains 78%, Science scoring Level III or Above 56%, Writing scoring Level III or Above 88% 2010-2011: School Grade A FCAT: Reading Mastery 41%, Reading Learning Gains 44%, Lower Quartile Readers Learning Gains 42%, Mathematics Mastery 69%, Mathematics Learning Gains 73%, Lower Quartile Mathematics Students Learning Gains 63%, Science 32%, Writing level 80%, AYP 82% 2009-2010: School Grade B FCAT: Reading Mastery 34%, Reading Learning Gains 42%, Struggling Readers Learning Gains 34%, Math Mastery 68%, Math Learning Gains 74%, Struggling Math Students Learning Gains 70%, Science 36%, Writing level 4+ 89%, AYP 82% 2008-2009: School Grade C FCAT: Reading Mastery 38%, Reading Learning Gains 52%, Struggling Readers Learning Gains 52%, Math Mastery 71%, Math Learning Gains 77%, Struggling Math Students Learning Gains 79%, Science 29%, Writing level 86%, AYP 85% 2007-2008: School Grade C FCAT: Reading Mastery 36%, Reading Learning Gains 53%, Struggling Readers Learning Gains 53%, Math Mastery 71%, Math Learning Gains 77%, Struggling Math Students Learning Gains 76%, Science 27%, Writing level 88%, AYP 82%
Assis Principal	Kaila M. Rivera	Master of Education: Educational Leadership/Varying Exceptionalities Bachelor's Certified in Reading, ESOL, and Elementary K-6	1		Previous School: 2011 – 2012 School Grade - A
Assis Principal	Shoni Thompson	Master of Education: Educational Leadership Bachelor of Arts: Mathematics Computer Programming	3	3	2011 – 2012: School Grade Pending FCAT: Reading Mastery 41%, Reading Learning Gains 57%, Lower Quartile Readers Learning Gains 67%, Mathematics Mastery 61%, Algebra Mastery 62% Geometry scoring at Level III 41%, Mathematics Learning Gains 79%, Lower Quartile Mathematics Students Learning Gains 78%, Science scoring Level III or Above 56%, Writing scoring Level III or Above 88% 2010-2011: School Grade A FCAT: Reading Mastery 41%, Reading Learning Gains 44%, Lower Quartile Readers Learning Gains 42%, Mathematics Mastery 69%, Mathematics Learning Gains 73%, Lower Quartile Mathematics Students Learning Gains 63%, Science 32%, Writing level 80%, AYP 82%

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	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and

			School	Coach	AMO progress along with the associated school year)
Reading	Sabine Louidor-Fraser	BA in English M.Ed. in Reading Education Certified in Reading K-12 and ESOL Endorsed	9	3	2011 – 2012: School Grade Pending FCAT: Reading Mastery 41%, Reading Learning Gains 57%, Lower Quartile Readers Learning Gains 67% 2010-2011 FCAT:Rdg Mastery 41%, Rdg Learning Gains 44%, Lower Quartile Readers 42% 2009-2010 FCAT Reading Mastery 35%, Reading Learning Gains 42%, Lower Quartile Reading 34%

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. Professional Development Sessions scheduled during Pre-Planning week, Early Release Days, Teacher Planning Days	Professional Development Administrator	6/2013	
2	2. Ness Coaches will be provided to new teachers	Administration	6/2013	
3	3. Give letters to staff members who are not highly qualified and resources for how to get highly qualified	Administration	ongoing	
4	4.Interview new applicants at county job fairs	Administration	8/13/12 - ongoing	
5				

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
Instructional Staff out-of-field (3)	Instructional Team Leader Mentorship Professional Development -IObservation Domains -Content Specific Professional Learning Communities (PLCs) -State Assessments & Test Specifications Expectations

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
128	3.1%(4)	12.5%(16)	39.1%(50)	37.5%(48)	46.9%(60)	76.6%(98)	9.4%(12)	5.5%(7)	96.9%(124)

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
A. Prezant	H. Bain	Same department/working with teacher already	First meeting will be with NESS Liaison to orient the teacher to the culture of Miramar High. The monthly meetings/activities will be with the Department Chair concerning data talks and monitoring of student assessments. National Board certified teacher will meet with the mentee to model, develop, and share model lessons, share best practices, and collaborate in the common grade level.
C. Bostwick and L. Dorsett	K. Ross	Science/Clinical Ed. Trained/New Teacher NESS Liaison	First meeting will be with NESS Liaison to orient the teacher to the culture of Miramar High. The monthly meetings/activities will be with the ESE Specialist concerning data for the IEP's, the support for the 9th grade ESE students and FBA's/PBIP's for the students needing behavior support for the school environment. National Board certified teacher will meet with the mentee to model, develop, and share model lessons and share best practices, and collaborate on behavior(RtI process, FBA/PBIP) in the common grade level.
M. Smith	L. Sullivan	Same Department/Clinical Ed. Trained/Both Males/National Board Certified)	First meeting will be with NESS Liaison to orient the teacher to the culture of Miramar High. The monthly meetings/activities will be with the Department Chair concerning data talks and monitoring of student assessments. Teacher of the Year for the State of Florida will meet and be a mentor to his replacement for this school year when he is in town and at the school.
B. White	T. Vastardis	Same Department/IB Teachers	First meeting will be with NESS Liaison to orient the teacher to the culture of Miramar High. The monthly meetings/activities will be with the Department Chair concerning data talks and monitoring of student assessments.

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

Equipment
Supported by Career, Technical, and Adult Education Department for Allied Arts programs

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.

Miramar High's school-based MTSS/RtI Leadership Team includes the child's teachers, counselor, administrator, ESE Specialist, and academic coaches (reading, math, writing, science). When needed, the school's social worker, family counselor, behavior support teacher and school psychologist are involved to assist with the student's needs.

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

The MTSS/RtI Leadership Team meets on a bi-weekly basis. New students are discussed and interventions are put in place to assist the students. Follow-up to discuss data and add or delete interventions occur on a monthly basis. The role of the MTSS/RtI Leadership Team's problem solving process is to assist the school in reaching its goal to have each child reach their academic potential. The team works together to assist students that have academic, behavioral and/or social difficulties that are keeping them from reaching their potential. The data sources used to summarize data is dependent upon the need and plan for each student. After baseline data is kept on the concern with the student for a minimum of 3 weeks, an intervention is recommended by the team. A detailed chart, along with anecdotal notes, is kept by each teacher of the student. It shows the goal that is being addressed along with the classroom interventions so that the team can see if there is an improvement in the desired goal. The data is reviewed at a follow-up meeting at which time it is determined if additional interventions need to be implemented.

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

The MTSS/RtI Leadership Team regularly meets to discuss Tier I data which is routinely reviewed in the areas of reading, math, writing, science and behavior. The data collected is then used to improve our core curriculum and school-wide behavior plan. The data is also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and Tier 3 interventions.

MTSS Implementation

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

Data Sources for Tiers 2 and 3 are the Intervention Records. (academic: mini and BAT assessments, grades; attendance:attendance & tardy records; discipline: referral records). The data management system(s) used to summarize the data at each tier are the teachers' progress monitoring graphs. The graphs are generated for the individual students and display their academic/behavioral baseline, as well as the results of the targeted interventions.

additional resources:
classroom observations
social worker referrals
academic & behavioral interventions
referral to school psychologist

Describe the plan to train staff on MTSS.

The plan to train staff on RtI is to have a staff development during the pre-planning days for the 2012 -13 school year. Our South Area school psychologist and/or social worker will be used to assist with the training on identifying appropriate interventions and then graphing the results. In addition, information will continue to be shared throughout the school year with department heads during bi-weekly Leadership meetings, with the expectation that the information will be shared with teachers through regularly scheduled department meetings.

Describe the plan to support MTSS.

MTSS/RtI Leadership Team will create a Needs Assessment survey for teachers and data will be collected and used to evaluate the effectiveness of the MTSS/RtI process. The team will provide ongoing opportunities for teachers to collaborate, review, and implement new strategies. Administrators will collect data and monitor progress throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The principal, one assistant principal, reading coach, Language Arts Instructional Team Leaders, one reading teacher per grade level, one teacher per core content area, one guidance counselor, media specialist, ESE specialist, speech and

language pathologist, are members of the Literacy Leadership Team (LLT). Each individual is responsible for implementation and support of reading within their area of expertise. These individuals were selected due to their knowledge of subject matter and expertise in their chosen field.

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

Meetings are held twice monthly to discuss School Wide reading initiative in order to make reading and writing a sustainable culture. Data will be used to increase involvement.

Each Team member has adopted an area of the reading plan that they will model, implement, and monitor. Each member will act as a liaison and use their content area data to determine the areas of critical need. Once identified, each responsible member will provide enrichment and tutorial assistance to the individuals that show a need for assistance.

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

The Leadership Literacy team initiative is to transform reading into a culture that all students will adapt and implement academically and socially. The Literacy team goal is to increase student achievement, student motivation, and student literacy proficiency in all AYP subgroups. School-wide reading culture where students develop and become habitual readers.
Beginning September 2011, teachers/administrators will showcase their favorite books on a weekly basis (via broadcast) to stimulate students interests. Students will also participate in weekly reading challenges using popular social networking sites like Twitter and Facebook.
Students will be awarded incentives for participating in the weekly challenges and for completing their summer reading program effectively and according to the guidelines set by the Literacy team. As an initiative to increase teacher literacy knowledge and student achievement, reading workshops and professional development have been provided to all content area teachers to increase their knowledge on various reading strategies that can be implemented into their daily lessons.

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.

Miramar High implements a school-wide reading instructional focus calendar and a school wide instructional reading strategy that must be implemented through out all content areas school wide. Also, the reading benchmarks are adopted by all departments in the form of adopt-a-strand. Each core curriculum area is responsible for teaching their adopted benchmark through their curriculum.

*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 goal of Miramar High is to have every student graduate with a diploma, and/or industry certification, and/or be college ready. Miramar currently offers a continuum of courses in five vocational paths for industry certification. Course offerings are aligned with the approved CTE 5-year strategic plan. Students are made aware of statewide approved articulation agreements available to CTE students obtaining Industry certification in Culinary Arts, Automotive, Web Design, Health Science and Communication Technology courses.

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?

Each student meets with their counselor on an annual basis to discuss their academic and career goals, along with the student's course selections for the following school year. Throughout the year, the BRACE advisor and grade-level counselors visit classrooms to discuss academic and career planning with students. Eligible students that are interested in vocational education are encouraged to apply for and attend Technical Dual Enrollment classes. Annually, each student is required to update their e-Pep with the assistance of their counselor. The Brace advisor contacts many area businesses and sets up a yearly career fair to promote student awareness. Career and Technical students attend the Construction Career Fair area field trip. Individual CTE teachers promote classroom visits from numerous post secondary educational facilities.

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

We encourage students to take AP, IB, or Dual Enrollment classes by having the teachers discuss these courses with their classes and encouraging students to take challenging courses, as well as having each student speak with a guidance counselor regarding post-secondary plans. This includes sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.
-All 10th grade students will take the PSAT
-All students will be evaluated using the AP Potential Reports for proper placement
-11th Grade students will take the CPT exam and areas of weakness will be addressed
-11th and 12th grade students are highly encouraged to take the ACT and SAT exams
-ACT/SAT prep will be offered as enrichment classes during our Saturday Extended Learning Camp Program
-The BRACE Advisor will host a career day with specific post-secondary and professional organizations for students in the respective career academy fields
-A Parent University night will be held on campus to educate parents of 12th graders about scholarships, financial aid, application processes for post-secondary institutions, advanced placement, dual enrollment, and all graduation requirements.
-The BRACE Advisor keeps a database tracking all senior contacts to be sure students are informed and have been in the BRACE office at least once to get information on financial aid, scholarships, applications, waivers for SAT and ACT, and more.
The goal of CTE educators is for their students to obtain Industry Certifications through rigorous technological instruction. Students are aware of state approved articulation agreements available for obtaining Industry Certifications in their respective CTE courses.

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 nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	25% of students will achieve proficiency in reading based on the Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20.3% (239)	25% (294)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. - Lack of stamina and fluency while reading complex text.	1.1. Students will participate in novel study and frequent fluency activities, and vocabulary improvement strategies	1.1. Reading Coach Reading Department Chair	1.1. Classroom walk through Lesson Plan Review	1.1. Content based assessments
2	1.2. - Lack of prior/background knowledge	1.2. Use of cues, questions, and advanced organizers	1.2. Reading Coach Reading Team Leader Reading Administrator	1.2. Real time data will be used to identify classes for targeted monitoring though the Classroom Walk Through process to insure effective use of strategies.	1.2. Common formative and summative assessments
3	1.3. - Lack of motivation and interest	1.3. Reinforcing effort and providing recognition. Keeping students focused and engaged through the use of Champ strategies. Using differentiated instruction based on students interest, weakest/strongest benchmark strands	1.3. Reading Coach Reading Team Leaders Reading Administrator	1.3. Virtual Counselor Data Chat Classroom walk throughs	1.3. FCAT Results Classroom Walk Through
4	1.4. -Insufficient vocabulary for grade level	1.4. Instruction in Greek and Latin word roots, prefixes and suffixes, and associated English and target language vocabulary	1.4. World Language Department	1.4. Common Assessments Data Analysis	1.4. Content based reading assessments
5	1.5 - Insufficient vocabulary for grade level	1.5 Introduce new terms and reinforce vocabulary through Social Studies content.	Reading Coach Reading Department Chair Social Studies Department Chair	1.5 Classroom walk through process will be used to monitor the effective implementation of vocabulary instruction Lesson plan review	1.5 Content based assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	35% of students will score Level 4, 5, or 6 in reading based on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	35%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.b.1 Student population is not consistent from year to year due to transfers	1.b.1 Parent contact	1.b.1 ESE Department Administrator, ESE Specialist, and teachers.	1.b.1 Monitor student attendance	1.b.1 Attendance records, Withdrawal record
2	1.b.2. Teachers lack fundamental skills in using unique learning curriculum and task analysis	1.b.2. Teachers will participate in training in various curriculum, Access Points, and relevant trainings.	1.b.2. ESE Department Administrator and ESE Specialist.	1.b.2. Class visits, review lesson plans, review classroom materials, Student engagement	1.b.2. Lesson plans, Student work samples, Attendance at trainings

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	25% of students score a Level 4 and above in reading based on the Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (246)	25% (293)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. -Inability to decipher high order questions effectively	2.1. Science teachers provide practice in answering high order questions that elicit inferences and critical thinking.	2.1. Reading Coach Reading Administrator Science department chair	2.1. Florida Continuous Improvement Model	2.1. Mini-Assessment data BAT I and II data
2	2.2. - Lack of vocabulary knowledge needed to comprehended content related text in Science and Social Studies.	2.2. Science and Social Studies teachers will conduct reading mini-lessons as related to their content areas.	2.2. Reading Coach Reading Administrator Science Department Chair Science Administrator	2.2. Florida Continuous Improvement Model will be utilized to collect data in order to determine the effectiveness of classroom instruction and student growth.	2.2. Mini-Assessment data BAT I and II data
	2.3	2.3	2.3	2.3	2.3

3	- Learners attitude or lack of interest in the material being presented.	Students will participate in Cooperative learning groups designed to meet students individual needs, interests, and motivation levels.	Reading Coach	Florida Continuous Improvement Model will be used to maintain and monitor the teaching and learning process.	Mini-Assessment data
4	2.4. Insufficient vocabulary for grade level	2.4. Instruction in Greek and Latin word roots, prefixes and suffixes, and associated English and target language vocabulary	2.4. World Language Department	2.4. Common Assessments Data Analysis	2.4. Data from Content-based reading Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	35% of students will score Level 7 in reading based on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	35% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.b.1. Student population is not consistent from year to year due to transfers	2.b.1. Parent contact	2.b.1. ESE Department Administrator, ESE Specialist, and teachers	2.b.1. Monitor student attendance	2.b.1. Attendance records, Withdrawal record
2	2.b.2. Teachers lack fundamental skills in using unique learning curriculum and task analysis	2.b.2. Teachers will participate in training in various curriculum, Access Points, and relevant trainings.	2.b.2. ESE Department Administrator and ESE Specialist.	2.b.2. Class visits, review lesson plans, review classroom materials, Student engagement	2.b.2. Lesson plans, Student work samples, Attendance at trainings

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	60% of students will make learning gains in reading based on the Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (642)	60% (676)

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
	3.1.	3.1.	3.1.	3.1.	3.1.

1	- Processing difficulties - Lack of prior/background knowledge	Students will utilize useful academic skills such as, summarizing and note taking in 10th grade World History and 9th grade English to effectively process rigorous text.	Reading Coach	Utilize the Florida Continuous Improvement Model to provide tutorials for re-teaching or enrichment for objectives that have been mastered.	Mini-Assessment Data BAT I and II Assessment
2	3.2. - Insufficient exposure to or practice with content vocabulary and language.	3.2. Social Studies teachers will use both systems of representation-linguistic and non-linguistic to present new text and vocabulary to students.	3.2. Reading Coach Reading Administrator	3.2. Florida Continuous Improvement Model to disaggregate student performance data.	3.2. Mini-Assessment Data
3	3.3. - Lack of syntactic and semantic reading skills	3.3. Provide students with extended learning opportunities and practice to deepen their understanding and skills relative to content that has been initially presented to them.	3.3. Reading Coach	3..3. Florida Continuous Improvement Model to provide tutorials for re-teaching or enrichment for objectives that have been mastered.	3.3. Mini-Assessment Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	53% of students will make learning gains in reading based on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (5)	53% (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	3.b.1. Teachers are not proficient in use of Access Points and Unique Learning curriculum.	3.b.1. Professional development on current curriculum. Collaborate with teachers from various locations with similar program	3.b.1 ESE Department Administrator and ESE Specialist	3.b.1 Class visits, review of lesson plans, co-planning, modeling and providing feedback.	3.b.1 Classroom Indicator, Checklist, Portfolios, Lesson plans
2	3.b.2. Teachers are not proficient in use of various behavioral strategies	3.b.2. Professional development on current curriculum. Collaborate with teachers from various locations with similar program	3.b.2. ESE Department Administrator and ESE Specialist	3.b.2. Class visits, review of lesson plans, co-planning, modeling and providing feedback	3.b.2 Classroom Indicator, Checklist, Portfolios, Lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	70% percent of students in the lowest 25% will make learning gains in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (193)	70% (202)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. - Lack of motivation and interest in reading. - Lack of quality books appropriateness in language, vocabulary, and context.	4.1. Students will participate in Accelerated Reader by reading a minimum of 4 novels for the school year.	4.1. Reading Department Chair English Department Chair Media Center Specialistt	4.1. Florida Continuous Improvement Model to Plan the instructional calendar	4.1. Accelerated Reader
2	4.2. - Lack of interest and motivation. - Lack of vocabulary and knowledge of subject matter.	4.2. Students will utilize e-books as a learning supplement	4.2. Reading Department Chair English Department Chair Media Center Specialist	4.2. Florida Continuous Improvement Model to provide tutorials for re-teaching or enrichment in areas of deficiency.	Media Center circulation reports
3	4.3. - Lack exposure and knowledge of technology use.	4.3. Students will use Compass Odyssey and/or FCAT Explorer 2x per week for 30mins.	4.3. Reading Department Chair English Department Chair Media Center Specialist	4.3. Florida Continuous Improvement Model to sustain learning with tutorial, enrichment, and maintenance activities	4.3. Assessment Reports FCAT Explorer reports
4					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : The non-proficient reading baseline data for 2011-2012 was 60%. By June 2017, non-proficient students in reading will decrease by 50%

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60% are non-pr	Reduced to 55	Reduced to 50	Reduced to 40	Reduced to 30%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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:	By June 2013, the non-proficient student in all AYP subgroups will decrease by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 38% (14) Black: 65% (568), Hispanic: 53% (88) Asian: 21% (16) American Indian 100% (1)	White: 34% (13) Black: 59% (516), Hispanic 47% (78) Asian 19% (14) American Indian: 90% (0)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Lack of prior/background knowledge	5B.1 Frame lessons with background knowledge up front.	5B.1 Reading Coach Assistant Principal	5B.1 Observation of activating background knowledge	5B.1 CWT
2	5B.2 Need for additional review and remediation	5B.2 Students in subgroups not meeting proficiency will be targeted for Extended Learning Opportunities after school and on Saturdays.	5B.2 Reading Coach	5B.2 Florida Continuous Improvement Model	5B.2 Tutoring and Saturday Camp attendance logs
3					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL Subgroup not making satisfactory progress will decrease by 10% in order to attain Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (43)	86% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 - Lack of proficiency in the English language.	5C.1 Opportunities for peer-to-peer interaction and support	5C.1 Reading Coach	5C.1 Florida Continuous Improvement Model	5C.1 Mini-assessments
2	5C.2 - Lack of exposure to the American culture	5C.2 Increase exposure to the American culture through appropriate reading selections.	5C.2 Reading Coach	5C.2 Florida Continuous Improvement Model	5C.2 Mini-assessments
3	5C.3 - Lack of academic vocabulary	5C.3 Introduce new terms through the use of graphic organizers	5C.3 Reading Coach	5C.3 Florida Continuous Improvement Model	5C.3 Mini-assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with disabilities not meeting progress will decrease by 10% in order to attain Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (62)	76% (55)

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	5D.1. - Lack of prior/background knowledge (reading fundamentals)	5D.1. Students with disabilities will be targeted and participate in the "Just Read Patriots Literacy Campaign."	5D.1. Support Facilitator ESE Department Chair Reading Coach/Department Chair	5D.1. Florida Continuous Improvement Model	5D.1. Reading logs Just Read, Patriots! attendance rosters.
2	5D.2. - Students experience learning deficiencies that require additional support and additional time to process information	5D.2. Students with disabilities will receive assistance from a support facilitator during one-on-one and small group push-in and pullout sessions.	5D.2. Support Facilitator ESE Department Chair Reading Coaches	5D.2. Florida Continuous Improvement Model	5D.2. Academic Grades Mini Lessons/Assessment DAR/Fluency Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students not meeting progress will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (542)	59% (485)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Low self esteem and confidence	5E.1 -Use postitve re-enforcement -Have students work in pairs or groups	5E.1 Reading Coach	5E.1 Observation of authentic student engagement	5E.1 CWT
2	5E.2 Living in a illiterate community and thus does not see the need for or enjoyment of reading	5E.2 Use materials reflective of the students' cultures and topics of interest to them.	5E.2. Reading Coach Assistant Principal	5E.2. Observation of authentic student engagement	5E.2 CWT

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 fo Monitoring
Differentiated instruction	Grade 9-12/Reading	District and school-based trainer(s)	School-wide	1. Pre/teacher planning week. 2.o Once per quarter	Classroom visits	Reading Coach/Team Leaders Administratorl
FCAT 2.0 Strategies	Grade 9-12/Reading	Teachers	All reading teachers	August 2012-May 2013	Classroom visits/observations	Reading Coach/Team Leaders Administrator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $4,000.00

End of Reading Goa

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:	ELL students scoring proficiency in listening/speaking will increase by 5%.
2012 Current Percent of Students Proficient in listening/speaking:	
51%(58)	

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 students tend to associate only with other students who speak their language.	Strategies that will be implemented are: encourage students to afterschool and Saturday morning tutoring programs Parent night with information on how parents can assist their children as well as their families Build a "resource center" in the Media Center to address their needs Teacher training on strategies (especially encouraging students to speak English in class) Additional ESOL facilitator support to assist both teachers and students	ESOL Facilitator Administration	On-going individual student monitoring/conferencing	CELLA/ Content Area Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	ELL students scoring proficiency in reading will increase by 5%
2012 Current Percent of Students Proficient in reading:	
18% (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	2.1.The students tend to associate only with other students who speak their language.	2.1.Strategies that will be implemented are: encourage students to afterschool and Saturday morning tutoring programs Parent night with information on how parents can assist their children as well as their families Build a "resource center" in the Media Center to address their needs	2.1.ESOL Facilitator Administration	2.1.On-going individual student	2.1.CELLA/ Content Area

		Teacher training on strategies (especially encouraging students to speak English in class) Additional ESOL facilitator support to assist both teachers and students			
2	2.2. They also shy away from participating in extra-curricular activities	2.2. Provide assistance in securing after-school transportation to support club/athletic activities participation through 21st century Program.	2.2. ESOL Facilitator Administration	2.2. On-going individual student monitoring/conferencing	2.2. CELLA/ Content Area Assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	36% of ELL students will score proficiency in Writing.
2012 Current Percent of Students Proficient in writing:	
31% (37)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. They also shy away from participating in extra-curricular activities.	3.1.Provide assistance in securing after-school transportation to support club/athletic activities participation through 21st century Program.	3.1.ESOL Facilitator Administration	3.1.On-going individual student monitoring/conferencing	3.1.CELLA/ Content Area Assessments

CELLA Budget:

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

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	At least 50% of students will maintain a level 4,5, 6 on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	50%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited supplies of practice testing materials	1.1. Ensuring that all teachers have copies of the practice materials.	1.1 ESE Team Leader, ESE Specialist, Administrator, and teachers	1.1. Observation/CWT	1.1. PLC discussions on students' progress.
2	1.2. Students lack of exposure to testing materials.	1.2. Extra class periods will be devoted toward academics in the months leading to the FAA.	1.2. ESE Team Leader, ESE Specialist, Administrator, and Classroom Teachers	1.2. CWT	1.2. Mini individual assessments.
3	1.3.External factors/stressors (medication, mood swing, behavior, health, existing FBA etc...)	1.3 Use all allowable accommodations (as per students' IEP) for each student during testing.	1.3 Classroom teachers administering the test.	1.3 Observation Student monitoring	1.3 PLC discussions on students' progress.

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:	At least 30% of students will score a level 7 or higher on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	30% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited supplies of practice testing materials	2.1. Ensuring that all teachers have copies of the practice materials.	2.1. ESE Lead Teacher	2.1. Observation/CWT	2.1. PLC discussions on students' progress.

2	2.2. Students lack of exposure to testing materials.	2.2. Extra class periods will be devoted toward academics in the months leading to the FAA.	2.2. ESE Lead Teacher Classroom Teachers	2.2. CWT	2.2. Mini individual assessments.
3	2.3. External factors/stressors (medication, mood swing, behavior, health, existing FBA etc...)	2.3. Use all allowable accommodations (as per students' IEP) for each student during testing.	2.3. Classroom teachers administering the test.	2.3. Observation Student monitoring	2.3. PLC discussions on students' progress.

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:	At least 60% of students taking the 2013 FAA will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(5)	60%(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	3.1. High number of incoming 9th grade students working on participatory level.	3.1. Professional development on current curriculum Collaborate with teachers from various locations with similar program	3.1. ESE Administrator Classroom teachers ESE Lead Teacher	3.1. CWT Review of lesson plans Co-planning, Modeling, and providing feedback	3.1. Classroom Indicator Checklist, Portfolios, Lesson plans Individual mini assessment
2	3.2. External factors (medication, mood swing, behavior, health, Existing FBA etc...)	3.2. Use all allowable accommodations (as per students' IEP) for each student during testing.	3.2. ESE Administrator Classroom teacher ESE Lead Teacher ESE Specialist	3.2. Student progress monitoring.	3.2. Classroom Indicator Checklist, Portfolios, Lesson plans PLC discussions.

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 nee of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	43% of students will score Level 3 in Algebra I
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (190)	43%(204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack motivation.	1.1.All mathematics students will have additional opportunities to attend extended learning during after school tutoring and on Saturdays. Students will receive incentives for attending any type of tutoring. Teachers will utilize technology resources available via BEEP. All 9th & 10th grade classrooms will incorporate their digital learning environment. Teachers will also activate authentic student engagement by implementing more hands-on activities	Mathematics Department Instructional Leader Administrator	1.1.FCIM will help determine if instructional strategies are effective, RTI will be provided to higher level students for remediation,and modeling classroom instruction to actively engage students in the learning process using real-world examples or project based-learning.	1.1. CWT will be used for common core alignment an identify best practices
2	1.2. Students need additional review opportunities	1.2. Push-in to work with smaller groups for added support, data chats with students and teacher, daily common mini-lessons. Students will participate in differentiated instruction to ensure their individual learning needs are met. Teachers will ensure they are implementing NGSSS and preparing for Common Core Curriculum Standards (CCCS) for alignment of EOC	Mathematics Department Instructional Leader	1.2.Informal classroom visits will be used to identify common mini-lessons are being used based on targeted standards by content, if differentiated instruction is used to target different learning needs. PLC's will be used to discuss best practices for struggling students and identify students that require additional support.	1.2.Common Assessments will be assessed in Quia for real-time data that will identify standards that require reteaching or enrichment.
3	1.3.Students do not understand how the content is related to real-world application	1.3.P.E. classes will support mathematics by charting, calculating physical activities and nutrition analysis in order to identify how it connects in real-world situations. Math teachers will target more real-world word problems that are in alignment with the EOC exams.	1.3.Mathematics Department Instructional Leader & PE Department Chair	1.3.Bi-monthly informal classroom visits to ensure content and standards are being adequately supported.	1.3. Review projects that were infused in the curriculum to determine relevance and real-world connection monthly.
4	1.4.Students do not do most of their homework. This would enhance their ability to be proficient in mathematics.	1.4.Parents of all math students will be invited to participate in a parent information session. This will provide effective strategies to encourage students to practice more at home. They will also be informed of testing strategies for Algebra I and Geometry	Mathematics Department Instructional Leader	1.4.CWT to ensure Marzano's high- yield strategies are implemented and review effectiveness of homework, types of questions and quantity.	1.4.Review gradebook to determine effectiveness of homework and identify strategies in PLC's.
	1.5. Students are not used to technology based assessments	1.5. Students will be trained using EPAT software in the testing	Mathematics Department Instructional	1.5. Students will use technology when being assessed. They will also	1.5. Common assessments will be provided on

5		lab for practice. Teachers will also assess and monitor student progress using Integrated Learning System (ILS) weekly.	Leader	use technology for Math Bowl monthly to foster competition and excitement about learning mathematics.	Quia using similar questions stems that will familiarize students with the EOC testing environment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	43% of all Algebra 1B and Algebra 1 students will score at or above level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (67)	43% (205)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.Students do not understand the value of high test scores on their transcript	2.1.Parent Night will provide parents and students with information and strategies to assist their students on the PSAT/CPT/ACT/SAT. All mathematics classes will begin vertical alignment after EOC testing in preparation for next course.	2.1.Mathematics Department Instructional Leader	2.1.Will have a sign-in sheet to determine grade level parent participation and include survey based on effectiveness of parent night	2.1.Discuss parental concerns and additional support that can be offered during SAC meetings
2	2.2.Higher level students are over confident about their ability to maintain their prior year score	2.2 Teachers will provide rigor to enhance critical thinking & analytical skills. This will provide relevance for maintaining/improving testing scores	2.2.Mathematics Department Instructional Leader	2.2. Informal classroom visits will identify if higher order questions are implemented in instruction.	2.2.Common Assessments to identify question stems and their rigor.
3	2.3. Students are not used to technology bases assessments	2.3. Students will be trained using EPAT software in the testing labs for practice. Teachers will also assess and monitor student progress using ILS.	2.3.Mathematics Department Instructional Leader	2.3. Students will use technology when being assessed. They will also use technology for Math Bowl monthly to foster competition and excitement about learning mathematics.	2.3. Common assessments will be provided on Quia using similar questions stems that will familiarize students with the EOC testing environment.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : By June 2017, the school will reduce their achievement gap by 50% as reported by the Algebra EOC.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Reduced to 33%	Reduced to 29%	Reduced to 25%	Reduced to 21%	Reduced to 18%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, the non-proficient student in all AYP subgroups will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33% (4) Black: 38% (150) Hispanic: 42% (32) Asian: 27% (4) American Indian: 100% (1)	White: 28% (3) Black: 33% (87) Hispanic: 37% (28) Asian: 22% (3) American Indian: 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students are challenged by comprehension: reading mathematical material and word problems	3B.1. Algebra teachers will support school-wide reading initiative by infusing reading strategies in the Geometry classes. Test-taking strategies to support application problem solving will be implemented during instruction and as aligned to the EOC standards	3B.1. Mathematics Instructional Team Leader Mathematics Administrator	3B.1. Instructional Focus Guide and lesson plans reviews to determine alignment to expectations	3B.1.Sample of graded student work, like laboratory reports and project presentations Teacher-generate assessments
2	3B.2. Algebra teachers must become more familiar with the EOC standards, test specifications and expectations	3B.2. Algebra teachers will participate in a Professional Learning Community (PLC) focused on EOC standards and test specification expectations	3B.2 Mathematics Instructional Team Leader Mathematics Administrator	3B.2. Instructional Focus Guide and lesson plans reviews to determine alignment to expectations	3B.2. Sample of graded student work, like laboratory reports and project presentations Teacher-generate assessments.
3	3B.3 Effective use of instructional and testing strategies.	3B.3. Model and co-teach strategies. Sharing of effective strategies during PLC weekly/bi-weekly sessions	3B.3. Mathematics Instructional Team Leader Mathematics Administrator	3B.3. Instructional Focus Guide and lesson plans reviews to determine alignment to expectations. PLCs and Classroom visits	3B.3. Sample of graded student work, like laboratory reports and project presentations Teacher-generate assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	ELL students not making proficiency in Algebra I will decreas by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (10)	36% (8)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3C.1. - Lack of proficiency in the English language	3C.1. Opportunities for peer-to-peer interaction and support	3C.1. Mathematics Instructional Team Leader Mathematics Administrator	3C.1. Florida Continuous Improvement Model	3C.1. Mini-assessments
2	3C.2. Lack of exposure to the American culture	3C.2. Increase exposure to the American culture through appropriate reading selections.	3C.2. Mathematics Instructional Team Leader Mathematics Administrator	3C.2. Florida Continuous Improvement Model	3C.2. Mini-assessments
3	3C.3. Lack of academic vocabulary	3C.3. Introduce new terms through the use of graphic organizers	3C.3. Mathematics Instructional Team Leader Mathematics Administrator	3C.3. Florida Continuous Improvement Model	3C.3. Florida Continuous Improvement Model

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Students with disabilities (SWD) not making proficiency in Algebra I will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (26)	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	3D.1. Students experience learning deficiencies that require additional support and additional time to process information	3D.1.Mathematics Instructional Leader will provide team teaching assistance during mathematics classes. Teachers will give less problems and more time to complete required assignments to show learning ability. Teacher will be providing adequate accommodations per IEP.	3D.1. ESE Support Facilitators & Mathematics Instructional Leaders	3D.1.Florida Continuous Improvement Model & MTSS/RTI	3D.1. Support Facilitator & Mathematics Instructional Leaders weekly logs
2	3D.2. Need for additional review and remediation	3D.2. Mathematics Instructional Leader will push-in/small group additional support	3D.2.Mathematics Instructional Leaders/Administration	3D.2.Class Visit Data real-time data and virtual counselor	3D.2.Common Assessments
3	3D.3. Lack of prior/background knowledge	3D.3. Teachers will make relevant connections between prior knowledge and EOC expectations	3D.3.Mathematics Instructional Leaders/Administration	3D.3.Florida Continuous Improvement Model & MTSS/RTI	3D.3.Class Visit Data Assessment Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making	

satisfactory progress in Algebra. Algebra Goal #3E:	Economically Disadvantaged students not making proficiency in Algebra I will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (152)	30% (114)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Students have access to limited resources	3E.1. Teachers will provide various resources , including students' workbooks and exposure to on-line assessments	3E.1.Mathematics Instructional Leaders/Administration	3E.1. Check and monitor student progress to determine remediation needs through data chats	3E.1. Student work samples Class visits and assessment data
2	3E.2. Students are not used to technology based assessments	3E.2. Students will be trained using EPAT software in the testing labs for practice. Teachers will also assess and monitor student progress using on-line assessments	3E.2.Mathematics Instructional Leaders/Administration	3E.2. Florida Continuous Improvement Model	3E.2. Student work samples Class visits and assessment data

End of Algebra EOC Goa

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:	36% Students will score Level 3 in Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (163)	36% (189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Limitations on instructional tools, such as class textbooks, paper, etc.	Utilize technology based learning activities and resources to better accommodate teachers and students, such as websites, online textbooks, etc.	Ms. M. Haywood	Weekly Mini-Assessment Students Proficiency and Mastery Data	Weekly Mini-Assessments and periodic Mega-Assessments
	1.2 Students lack the appropriate skills for	Use remediation days to model and teach active	Each Teacher	Smoothness of the daily lesson, transitions, and	PLC discussions on student

2	active learning, such as note-taking, focus, listening, etc.	learning skills and implement a structured 50-minute block to help students adapt to these new skills.		a positive achievement-rich classroom atmosphere	progress and achievement data
3	1.3 Students lack intrinsic motivation, in regards to mastering the course material, stemming from personal issues that impair the students' study habits and quality of work.	Teachers will provide continuous encouragement and healthy competition for monthly learning gains and student achievement. This will help students form good study habits and increase the quality of their work.	Each Teacher	Observations of a decrease in inappropriate student behaviors and an increase in student participation and achievement	PLC discussions on student progress and achievement data
4	1.4 Students lack extra practice important to their successful acquisition of the content knowledge for proficiency.	The Geometry team will host a parent night to help students get the needed support at home and educate parents on how to help their children with their coursework. Parents and students will be informed about Geometry EOC strategies.	Ms. M. Haywood	Parent and student survey about the workshops as feedback	online survey resource

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:	37% of students will score at or above level 4 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(235)	37%(256)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.Students are not concerned with maintaining or increasing their scale scores due to a perceived notion that they will automatically succeed as the have before.	2.1.Challenge students with project-based learning activities and enrichment.	2.1.Ms. M. Haywood	2.1.Student surveys and weekly mini-assessments	2.1.online surveys and mini-assessment achievement data
2	2.2. Students do not understand the value of high test scores on their transcript	2.2.Parent Night will provide parents and students with information and strategies to assist their students on the PSAT/CPT/ACT/SAT. Mathematics classes will begin vertical alignment after EOC testing in preparation for next course.	2.2. Mathematics Instructional Leaders/Administration	2.2.Will have a sign-in sheet to determine grade level parent participation and include survey based on effectiveness of parent night	2.2. Discuss parental concerns and additional support that can be offered during SAC meetings

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : As reported by the 2011-2012 Geometry EOC, 62% of students are non-proficient in math. By June 2016-2017 students taking the Geometry EOC will be reduced their achievement

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	reduced to 55%	reduced to 50%	reduced to 40%	reduced to 30%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, all non-proficient students taking the Geometry EOC will decrease by at least 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 33.3%(4), Black 37.8% (150), Hispanic 42.1% (32), Asian 26.7% (4), Indian 100% (1)	White 28.3% (3), Black 32.8% (87), Hispanic 37.1% (28), Asian 21.7%(3), Indian 90% (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	3B.1.Students are challenged by comprehension: reading mathematical material and word problems	3B.1. Geometry teachers will support school-wide reading initiative by infusing reading strategies in the Geometry classes. Test-taking strategies to support application problem solving will be implemented during instruction and as aligned to the EOC standards	3B.1. Mathematics Instructional Team Leader Mathematics Administrator	3B.1. Instructional Focus Guide and lesson plans reviews to determine alignment to expectations	3B.1.Sample of graded student work, like laboratory reports and project presentations Teacher-generated assessments
2	3B.2. Geometry teachers must become more familiar with the EOC standards, test specifications and expectations.	3B.2. Geometry teachers will participate in a Professional Learning Community (PLC) focused on EOC standards and test specification expectations (Weekly/Bi-weekly)	3B.2 Mathematics Instructional Team Leader Mathematics Administrator	3B.2. Instructional Focus Guide and lesson plans reviews to determine alignment to expectations CWT's	3B.2. Sample of graded student work, like laboratory reports and project presentations Teacher-generated assessments.
3	3B.3 Effective use of instructional and testing strategies.	3B.3. Model and co-teach strategies. Sharing of effective strategies during PLC weekly/bi-weekly sessions	3B.3. Mathematics Instructional Team Leader Mathematics Administrator	3B.3 Instructional Focus Guide and lesson plans reviews to determine alignment to expectations Classroom visits	3B.3. Classroom visit. Focus will be on teacher effectiveness with infusing differentiated instruction in lesson planning and delivery. Information will be shared in PLC's, and

					strategies will be developed to address deficiencies.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	ELL students not making proficiency in Geometry will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (10)	74%(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	3.C.1. ELL students struggle understanding the content in regards to reading the content and comprehending teacher instruction.	3.C.1. Utilize ESOL strategies and tutoring to provide the additional support these students need.	3.C.1. Each Teacher	3.C.1 Weekly Mini-Assessments and student mastery	3.C.1. Mini-Assessment achievement data
2	3C.2. - Lack of proficiency in the English language.	3C.2. Opportunities for peer-to-peer interaction and support	3C.2. Mathematics Instructional Team Leader Mathematics Administrator	3C.2. Florida Continuous Improvement Model	3C.2. Mini-assessments
3	3C.3. Lack of academic vocabulary	3C.3. Introduce new terms through the use of graphic organizers	3C.3. Mathematics Instructional Team Leader Mathematics Administrator	3C.3. Florida Continuous Improvement Model	3C.3. Mini-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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Students with Disabilities (SWD) not making progress in Geometry will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (29)	68% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3D.1. Students experience learning	3D.1.Mathematics Instructional Leader	3D.1. ESE Support Facilitators &	3D.1.Florida Continuous	3D.1. Support Facilitator &

1	deficiencies that require additional support and additional time to process information	will provide team teaching assistance during mathematics classes. Teachers will give less problems and more time to complete required assignments to show learning ability. Teacher will be providing adequate accommodations per IEP.	Mathematics Instructional Leaders	Improvement Model & MTSS/RTI	Mathematics Instructional Leaders weekly logs
2	3D.2. Need for additional review and remediation	3D.2. Mathematics Instructional Leader will push-in/small group additional support	3D.2.Mathematics Instructional Leaders/Administration	3D.2.Class Visit Data real-time data and virtual counselor	3D.2.Common Assessments
3	3D.3. Lack of prior/background knowledge	3D.3. Teachers will make relevant connections between prior knowledge and EOC expectations	3D.3.Mathematics Instructional Leaders/Administration	3D.3.Florida Continuous Improvement Model & MTSS/RTI	3D.3.Class Visit Data Assessment Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Economically Disadvantage students not making progress in Geometry will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
60.2% (415)	50% (346)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Student exposure to various resources	3E.1. Teachers will provide as many required resources as possible via workbooks and technology. Parent Content area nights provide materials access to students/parents/guardians	3E.1.Mathematics Instructional Leaders/Administration	3E.1. Florida Continuous Improvement Model	3E.1. Students work samples Class visit and assessment data
2	3E.2. Students exposure to technology-based assessments	3E.2. Students will be trained using EPAT software in the testing labs for practice. Teachers will also assess and monitor student progress using on-line assessments	3E.2.Mathematics Instructional Leaders/Administration	3E.2. Florida Continuous Improvement Model	3E.2. Class visit and assessment data

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices	Algebra/ Geometry	Mathematics Instructional Leaders	Content Area Teachers	Weekly/Bi-weekly PLC sessions	Assessment Data Analysis Class visits Data Analysis	Mathematics Team Leaders/Administration
Project-Based Instruction	All Content Areas	Teacher Leader Cadre	Content Area Teachers	Quarterly	Assessment Data Analysis	Mathematics Team
Geogebra Training	Algebra/ Geometry	Mathematics Instructional Leaders	Algebra & Geometry Teachers	Quarterly	Class visits Data Analysis	Mathematics Team Leaders/Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Bytes	Various - Supporting Instruction	Accountability	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $4,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	By June 2013, at least 50% of students will maintain or increase proficiency on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.5% (3)	50% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Limited supplies of practice testing materials	1.1.Ensuring that all teachers have copies of the practice materials.	1.1. ESE Lead Teacher ESE Specialist Administrator	1.1. Observation/CWT	1.1. PLC discussions on students' progress.
2	1.2. Students lack of exposure to testing materials.	1.2. Extra class periods will be devoted toward academics in the months leading to the FAA.	1.2. ESE Lead Teacher ESE Specialist Classroom Teachers Administrator	1.2. CWT	1.2. Mini individual assessments. CWT data l
3	1.3. External factors/stressors (medication, mood swing, behavior, health, existing FBA etc...)	1.3. Use all allowable accommodations (as per students' IEP) for each student during testing.	1.3. Classroom teachers administering the test ESE Specialist ESE Administrator	1.3. Observation,student monitoring.	1.3. PLC discussions on students' progress.

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:	By June 2013, at least 50% of students will increase proficiency on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.5%(3)	50%(4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited supplies of practice testing materials	Ensuring that all teachers have copies of the practice materials.	ESE Lead Teacher ESE Specialist ESE Administrator	Observation/CWT	PLC discussions on students' progress.
2	Students lack of exposure to testing materials.	Extra class periods will be devoted toward academics in the months leading to the FAA.	ESE Lead Teacher Classroom Teachers ESE Specialist ESE Administrator	CWT	Mini individual assessments.
3	External factors/stressors (medication, mood swing, behavior, health, existing FBA etc...)	Use all allowable accommodations (as per students' IEP) for each student during testing.	Classroom teachers administering the test. ESE Lead Teacher ESE Specialist ESE Administrator	Observation Student monitoring	PLC discussions on students' progress.

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:	46% (170) of 10th grade students will score level 3 on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (155)	46% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students' reading & vocabulary skills interfere with the ability to analyze higher order questions effectively	1.1. All science students will receive vocabulary instruction with a focus on Tier II (multiple meaning) words integrated into into each unit using research based reading strategies, and "Active Word Walls. In addition teachers will utilize the vocabulary strategies per unit available through the textbook publisher.	1.1. Science Department Chair Administrator	1.1. Florida Continuous Improvement Model Classroom walk through	1.1. Benchmark Assessment in Reading, Reading FCAT
2	1.2. Students do not perceive science as useful in the real world.	1.2. All science students will participate in laboratory activities, hands on activities, and demonstrations on average once per week.	1.2. Science Department Chair Administrator	1.2. Florida Continuous Improvement Model Classroom walk through, lesson plan review	1.2. Science Lab reports
3	1.3. Students lack exposure to complex questions in biology and other sciences.	1.3. All science students will be given Vocabulary Improvement Strategies such as interactive word walls, semantic feature analysis,and think alouds. Based on the results of vocabulary instruction, students will be assessed on specific areas to ensure they are learning the content. Grade 9 and 10 students will take a diagnostic test covering their specific subject area benchmarks. Hands on/inquiry based activities will be implemented (weekly to	1.3. Science Department Chair Administrator	1.3. Florida Continuous Improvement Model Classroom walk through	1.3. Benchmark Assessment Test in Science.

		reinforce weak			

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:	56% (164) of students will score at or above level 4 on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (155)	56% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students' reading & vocabulary skills interfere with the ability to analyze higher order questions effectively	2.1. Science students will receive vocabulary instruction with a focus on words integrated into each unit using research based reading strategies. Teachers will utilize the selected vocabulary strategies and graphic organizers per unit.	2.1. Science Instructional Team Leader Science Administrator	2.1 FCIM Classroom visits	2.1 Student work samples Assessment data
2	2.2. Students do not perceive science as useful in the real world.	2.2. All science students will participate in laboratory activities, hands on activities, and demonstrations on average once per week.	2.2. Science Instructional Team Leader Science Administrator	2.2 FCIM Classroom visits	2.2 Student work samples Assessment data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC: Hands-on lesson development	Algebra/ Geometry	Mathematics Instructional Leaders	Content Area Teachers	Weekly/Bi-weekly PLC sessions	Assessment Data Analysis Class visits Data Analysis	Science Team Leaders/Administration

PLC: Implementation of Reading Strategies	Earth/Space and Biology	Science Team Leaders	Earth/Space and Biology teachers	Pre-planning then monthly every second common planning of the month.	Assessment Data Analysis Class visits Data Analysis	Science Team Leaders/Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $4,000.00

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:	90% of students will achieve 4.0 and higher in the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (650)	90% (665)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Consistency of instruction	1. All students will produce a diagnostic expository and persuasive essay in Sept and will be given	1.1. Language Arts Team Leaders, Administrator	1.1.Class activities, teacher generated alternative assessments followed by in-house and District	1.1. School-based and District writing assessment data

	1		feedback and opportunity to revise. Students will produce additional essays, including those required by the DOE. 2. All students will receive instruction on how to use FCAT rubric. 3. All students who score 4 or below on assessments will receive remediation in small group pullout sessions and be encouraged to attend FCAT Camp. 4. Dept. heads will visit classrooms to model, deliver best practice strategies, and assist with remediating non-proficient students. 5. Teachers will be encouraged to be involved in collaborative planning and best practices sharing through PLC's. 6. Writing Instructional Focus Calendar will incorporate The Writing Process with opportunities for reflection and revision of writing products.		assessments	
	2	1.2.Motivation	1. Differentiated instruction and alternative assessments will be regular offerings within classes. 2. Language Arts teachers will conduct Data Chats with students to encourage and advise students on their writing goals as well as overall testing performance. 3. Language Arts teachers will collaborate to produce high interest writing opportunities within the classroom and for use during remediation. 4. Department heads will visit classrooms to motivate, model, deliver best practice strategies and remediate students. 5. Language Arts teachers will be encouraged to	1.2 Language Arts Team Leaders, Administrator	1.2.Class activities, teacher generated alternative assessments	1.2. School-based and District writing assessment data PSAT/ACT practice results

		participate in collaborative planning and best practices sharing through active PLC participation. 6. Students will practice higher-level writing prep (ACT/SAT) in preparation for college level work. 7. Re-teach and extended learning opportunities will be afforded students based on assessment data.			
3	1.3.Real-world connection	1. Students will write for a variety of audiences and purposes. 2. Students will respond to real-world situations and curriculum content through their writing.	1.3. Language Arts Team Leaders, Administrator	1.3. Mini-lessons, teacher generated classroom activities, and writing portfolios	1.3. Writing portfolio

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:	50% of the students will score a level 4 or higher on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(3)	50%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students lack the basic reading and writing skills due to cognitive ability	1B.1.Teachers will use the Unique Learning curriculum and other supplemental materials to meet the needs of all students.	1B.1.ESE Department Administrator, ESE Specialist, and teachers.	1B.1.Informal quarterly observations or CWT's, Review lesson plans	1B.1.Teacher generated materials Classroom checklist

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

PLC: Grammar strategies	English grades 9-12	English Department Heads	English teachers grades 9-12	Weekly	ACT/SAT practice assessments Student Writing Portfolios	Administrator/Language Arts Team Leaders
PLC: Writing Rubric	English 9-10	English Department Heads	English 10	September-January twice monthly	Student Writing Portfolios/CWTs	Administrator/Language Arts Team Leaders
PLC: Best Practices	English grades 9-12	English Department Heads	English teachers grades 9-12	Weekly	CWTs/PLC minutes	Administrator/Language Arts Team Leaders
PLC: The Writing Process	English 9-10	English Department Heads	English 9-10	Fall	Student Writing Portfolios/CWTs	Administrator/Language Arts Team Leaders
PLC: ACT/SAT strategies	English grades 9-12	Language Arts Team Leaders	English teachers grades 9-12	Bi-weekly PLC Sessions	Classroom Visits and Assessment Data	Language Arts Team Leaders/Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Implementation	State Standards & Expectations	Accontability	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $4,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
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:	The attendance rate in 2013 will be 93%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.2% (2468)	93% (2,525)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
58% (1605)	40% (1086)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2.6% (73)	1% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Letters home to parents	1.1. Guidance counselors will check attendance weekly and send out letters to parents with 5 or more absences in the marking period.	1.1. Student Services Coordinator	1.1. Monitor student attendance and documentation of letters sent home.	1.1. Attendance data
2	1.2. ParentLink phone numbers	1.2. IMS will update new phone numbers in TERMS from the emergency contact cards	1.2. IMS	1.2. List from ParentLink with no false phone numbers	1.2. Increase in numbers reached by Parent Link.
	1.3. Lack of motivation	1.3. Provide incentives to students with,	1.3. Assistant Principal	1.3. Attendance reports. Average Daily	1.3. Attendance reports. Average

3		assemblies, pep rallies and other award recognitions.		Attendance Rates	Daily Attendance Rate
4	1.4. At-risk cohort Review of credit recovery program	1.4. Interactive guidance conferencing session.	1.4. Administration	1.4. Florida Continuous Improvement Model	1.4. TERMS Virtual Counselor

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
PLC: 5 or more absences	Grades 9-12	Student Support Services Coordinator	Guidance Counselors	Weekly on Thursdays	L27 documentation of interventions	Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Number of total number suspensions will decreased by 10%

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
588	530
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
363	327
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
204	184
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
145	130

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited support personnel	1.1. Effective implementation of the RTI process Providing assistance for identified teachers with classroom/student behavior management	1.1. Mr. Murray and Mr. Reed	1.1. Data collection and analysis from DWH and DMS.	1.1. Incident and suspension data
2	1.2. Lack of sufficient education on resources available for families in need.	1.2. Effective implementation of the RTI process Implementation of a communication plan from teachers to guidance/administration to support students in need. Collaborative Problem Team Meeting to discuss interventions on struggling students!!	1.2. Mr. Murray and Mr. Reed	1.2. Data collection and analysis from DWH and DMS.	1.2. Incident and suspension data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

PLC-Discipline Team	Open	AP over discipline	Discipline Team PLC	Every 3rd Tuesday of the month	Data collection and analysis from DWH and DMS	Administration
NESS program: Classroom management presentation	Open	AP over discipline	New educators	Pre-planning week	Data collection and analysis from DWH and DMS	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	In 2013, the drop-out rate will remain at 0% and the graduation rate will increase by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0%	0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
92% (633)	93% (586)

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 fall behind in credits & have low GPAs	- Enroll students in community school - Enroll students in APEX classes	Guidance Counselors	Enrollment data	Student transcripts
2	Some students need more time on task.	Extended Learning Opportunities (ELO) will be avaiable on Saturdays, after school and during lunch.	Core Teachers	ELO Attendance data	ELO attendance data report

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
PLC: at-risk students	9-12	Student Support Services Coordinator	Guidance Counselors	Bi-weekly on Thursdays	L27 documentation of interventions	Assistant Principal
CPST Training	9-12	District Facilitator	Assistant Principals, Guidance Counselors, ESE Specialist, Instructional Team Leaders	Leadership Meetings	Credit Recovery Program, L27 Panel for Administrators and Social Worker, Psychologist, Parent Contact if the student breaches CPST recommendations	Assistant Principal

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Miramar High School will increase the number of parents attending Parent activities by an additional 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12% (325)	17% (410)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge regarding individual student academic success and progress.	Parents will be provided with information on how to utilize Pinnacle and Virtual Counselor as tools for monitoring individual student academic progress	APs Teachers Guidance Counselors.	Number of parent/teacher/guidance conferences. Guidance appointment calendar	Survey
2	Limited knowledge of how to help the child achieve on standardized test	Parents will receive school communication in multiple languages (Creole, English, Spanish); Teachers, Bilingual teachers, and other support staff will directly inform parent of the different activities the school offers to increase achievement.		Parents and teachers, and staff feedback, teacher conferences, guidance conferences	Surveys
3	Low participation of parents at Open house, SAC, Parent Night and academic-oriented after school events	Increase communication among targeted audiences for specific events.	Admin, SAC chair, Grade Chairs, Brace Advisor, Teachers	Sign in sheets No. of phone calls made No. of parent links.	Survey
4	Flexible meeting times	Meetings will be scheduled early mornings and in the evenings to accommodate all parents	APs Guidance Counselors AP advisor Brace advisor	Sign in sheets	Surveys/feedback
5	Lack of ability to contact some parents	Parents will be invited to provide email addresses in order to receive monthly newsletters concerned with school activities	Guidancecounselors AP in charge of newsletter	No. of email addresses and no. of emails sent out	Survey Feedback

		and student improvement activities.			
6	Limited knowledge of how to motivate and assist students in achieving success on the reading, writing, and mathematics FCAT and/or EOC.	Parents will participate in a reading, writing, and mathematics parent night geared to provide information and instructional tools and strategies that can be used to support their child at home.	Reading Coach/DeptChair Admin, Math Coach/Dept Chair Writing Coach/Dept Chair Teachers	Sign in sheets Number of parents in attendance Parent Feedback and participation	Surveys/Feedback

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area specific professional development sessions: Test Specification Expectations	Grades 9 -12	Instructional Team Leaders	Instructional Team Leaders Teachers Parents/Guardians Students	Content Area Parent Nights (August 2012 – May 2012)	Student Data review Parent Reports	Administration
Virtual counselor/ Pinnacle professional development sessions	Grades 9 -12	Instructional Team Leaders/Media Specialist	Instructional Team Leaders Teachers Parents/Guardians Students	Parent Nights (August 2012 – May 2012)	AP review of individual teacher data Reports	Administration

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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
No Data	No Data	No Data	$0.00

Subtotal: $0.00

Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase STEM literacy and learning opportunities through Aviation Program by providing curricula driven by problem-solving, discovery, and exploratory application learning that actively engage students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of thorough understanding of the District and National STEM goals.	1.1.Professional Development on STEM objectives and goals.	1.1. Aviation Coordinator and Teacher Mathematics and Science Instructional Team Leaders Mathematics and Science Administrators	1.1. Lesson plans and class visits focused on strategies that support the integration of Science, Technology, Engineering, and Mathematics	1.1. Sample student work: Project-based Presentations. Content-area real-world application - Chemistry, Physics, and Mathematics classes.
2	1.2. Teachers lack knowledge of resources available to support STEM goal.	1.2. Teachers will expose students to theory application through practices and resources for problem-solving activities and exploratory learning incorporated in Science, Technology, Engineering, and Mathematics classes Professional Development sessions – Early Release, Planning Days and Professional Learning Communities sessions will include focus on project-based learning.	1.2. Aviation Coordinator and Teacher Mathematics and Science Instructional Team Leaders Mathematics and Science Administrators	1.2 Lesson plans and class visits focused on strategies that support the integration of Science, Technology, Engineering, and Mathematics	1.2 Sample student work: Project-based Presentations. Content-area real-world application - Chemistry, Physics, and Mathematics classes.
3	1.3. Need to make connection between what is being taught and real-world application	1.3. Science teachers will present connections between abstract concepts and current technology and applications. Students will participate in academic competitions like the Science Fair, SECME, and local and state	1.3. Mathematics and Science Instructional Team Leaders Mathematics and Science Administrators	1.3. Lesson plans and class visits focused on strategies that support the integration of Science, Technology, Engineering, and Mathematics	1.3. Sample student work: Project-based Presentations. Content-area real-world application - Chemistry, Physics, and Mathematics classes.

		Math Competitions to make connections between the concepts learned in class and real life applications.			

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
PLC: Hands-on lesson development	Algebra/ Geometry	Mathematics Instructional Leaders	Content Area Teachers	Weekly/Bi-weekly PLC sessions	Assessment Data Analysis Class visits Data Analysis	Science Team Leaders/Administration
PLC: Project-based assignments	Algebra/ Geometry	Mathematics Instructional Leaders	Content Area Teachers	Weekly/Bi-weekly PLC sessions	Assessment Data Analysis Class visits Data Analysis	Science Team Leaders/Administration

STEM Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities	Various - Supporting Instruction	Accountability	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $4,000.00

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:	To continue to offer the IB program and Aviation Magnet for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Students are not aware of all opportunities linked to the Aviation Program	1.1. IB Parent Night, Newsletter, and school website Aviation Parent Night, Newsletter, and school website Guidance counselors will conduct classrooms visits to provide information	1.1. Guidance Director, CTE Teachers, and administrators	1.1.Guidance Director, CTE Teachers, and Administrators	1.1.Guidance Director, CTE Teachers, and Administrators
2	1.2.Pending teacher certification	1.2.Take courses and or test to gain certification	1.2.Administrator	1.2.Performance on tests and course work	1.2. Industry certification
3	1.3.Number of students available to complete Industry Certification	1.3.Marketing teacher will incorporate Photoshop into Marketing course curriculum. Provide students with the opportunity to take the Photoshop examination.	1.3.CTE teacher	1.3.Number of students passing industry certification	1.3.Number of Industry certification.

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						

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Graduation Rate Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Graduation Rate Goal Graduation Rate Goal #1:	Increase monitoring for 9-12th grade cohorts
2012 Current level:	2013 Expected level:
93% (2348)	95% (2398)

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 cohort	Review of credit recovery program Interactive guidance conferencing session.	Administration	Florida Continuous Improvement Model	TERMS Virtual Counselor

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

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

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

Budget:

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

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

End of Graduation Rate Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
Mathematics	iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
Science	iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
Writing	iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
STEM	iObservation: The Art & Science of Teaching	Domains I - IV	Accountability	$1,000.00
				Subtotal: $5,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
Mathematics	Technology Bytes	Various - Supporting Instruction	Accountability	$1,000.00
Science	Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
Writing	Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
STEM	Technology Bytes	Various - Supporting Instruction	Accountability	$500.00
				Subtotal: $3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
Mathematics	Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
Science	Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
Writing	Common Core Implementation	State Standards & Expectations	Accontability	$1,000.00
STEM	Common Core Implementation	State Standards & Expectations	Accountability	$1,000.00
				Subtotal: $5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,500.00
Mathematics	Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,000.00
Science	Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,500.00
Writing	Extended Learning Opportunities (ELOs)	Various - Supporting Instruction	Accountability	$1,500.00
STEM	Extended Learning Opportunities	Various - Supporting Instruction	Accountability	$1,500.00
				Subtotal: $7,000.00
				Grand Total: $20,000.00

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 (Uploaded on 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Broward School District MIRAMAR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	69%	80%	32%	222	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	73%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	63% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					454	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MIRAMAR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	68%	88%	36%	227	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	42%	74%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	34% (NO)	70% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested