

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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

School Name: WESTLAND HI ALEAH SENIOR HIGH SCHOOL

District Name: Dade

Principal: Guillermo Munoz

SAC Chair: Arlene Socorro

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/6/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Guillermo Munoz	Certificate Expiration Date: 2014 Certifications/Endorsements: Math, MG Math, School Principal	4	16	'12 '11 '10 '09 '08 School Grade A B C From. High Standards Rdg. 42 37 36 32 2006-2008 High Standards Math 58 63 66 65 Mr. Muñoz Lrng Gains-Rdg 70 52 51 56 was principal Lrng Gains-Math 65 75 70 78 of School for Gains-Rdg-25% 79 62 49 63 Advanced Gains-Math-25% 69 79 81 81 Studies, which does not have FCAT data.
Assis Principal	Edith Cimino	Certificate Expiration Date: 2016 Certifications/Endorsements: Social Science, Ed Leadership	6	6	'12 '11 '10 '09 '08 '07 School Grade A B C C F High Standards Rdg. 48 37 36 32 24 19 High Standards Math 58 63 66 65 55 43 Lrng Gains-Rdg 70 52 51 56 48 37 Lrng Gains-Math 65 75 70 78 69 59 Gains-Rdg-25% 79 62 49 63 58 45 Gains-Math-25% 69 79 64 81 80 65
		Certificate Expiration Date: 2013			

Assis Principal	Beatriz C. Sears	BS – Exceptional Student Education, Nova Southeastern University; MS – Exceptional Student Education, Florida International University; Educational Leadership Certification – State of Florida	3	8	'12 '11 '10 '09 '08 School Grade A D F D High Standards Rdg. 48 37 43 45 41 High Standards Math 58 63 51 47 39 Lrng Gains-Rdg. 70 52 53 61 57 Lrng Gains-Math 65 75 61 47 65 Gains-Rdg-25% 79 62 59 58 63 Gains-Math-25% 69 79 58 57 71
Assis Principal	William T. Smith	Certificate Expiration Date: 2015 BA – History, University of Florida; MS – Educational Leadership, Florida International University; Educational Leadership Certification – State of Florida	1	9	'12 '11 '10 '09 '08 School Grade D C C C C High Standards Rdg. 48 57 53 56 59 High Standards Math 35 47 52 50 51 Lrng Gains-Rdg. 63 62 60 25 66 Lrng Gains-Math 55 55 61 63 61 Gains-Rdg-25% 67 75 71 70 69 Gains-Math-25% 64 70 71 74 66

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Pura M. Labrada-Ricardo	Elem. Ed. Reading ESOL Ed. Leadership	3	3	'12 '11 '10 '09 '08 School Grade A B No previous High Standards Rdg. 48 37 36 data available. High Standards Math 58 63 66 Instructional/ Lrng Gains-Rdg 70 52 51 Non. Lrng Gains-Math 65 75 70 instructional Gains-Rdg-25% 79 62 49 personnel Gains-Math-25% 69 79 81
Reading	Yvette Gonzalez	English Reading ESOL Ed. Leadership	3	4	'12 '11 '10 '09 '08 School Grade A D B B High Standards Rdg. 48 37 43 50 45 High Standards Math 58 63 51 60 63 Lrng Gains-Rdg. 70 52 53 64 60 Lrng Gains-Math 65 75 61 72 80 Gains-Rdg-25% 79 62 59 72 64 Gains-Math-25% 69 52 58 67 75

## 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 Learning Communities	Patrick Vega/Irledia Martinez	June 7, 2013	
2	2. Professional Development Opportunities	Patrick Vega/Irledia Martinez	June 7, 2013	

## 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
N/A	N/A

## 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
95	4.2%(4)	17.9%(17)	54.7%(52)	23.2%(22)	46.3%(44)	62.1%(59)	12.6%(12)	6.3%(6)	27.4%(26)

## 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
NA	NA	NA	NA

## 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

At Westland Hialeah Senior services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental

Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Westland Hialeah Senior provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

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

#### Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

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

#### Career and Technical Education

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

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

#### Job Training

N/A

#### Other

##### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

##### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:  
Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Coaches who share the common goal of improving instruction for all students; and  
Team members who will work to build staff support, internal capacity, and sustainability over time.

The School- Based MTSS/RtI Team for the 2010-2011 school year will include:

- Principal
- Assistant Principal
- Reading Coach
- Mathematics Department Head
- Guidance Department Head
- SPED Department Chair

2. The School- Based MTSS/RtI Team at Westland Hialeah will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

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

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze Edusoft, PMRN, Cella, and FCAT data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

#### MTSS Implementation

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

1. At Westland Hialeah Senior, Edusoft, PMRN, Cella, and FCAT data will be used to guide instructional decisions and system procedures for all students to:
  - adjust the delivery of curriculum and instruction to meet the specific needs of students
  - adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development
  - create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
  - Academic
    - FAIR assessment
    - Interim assessments
    - State/Local Math and Science assessments
    - FCAT
    - Student grades
    - School site specific assessments
  - Behavior
    - Student Case Management System
    - Detentions
    - Suspensions/expulsions
    - Referrals by student behavior, staff behavior, and administrative context
    - Office referrals per day per month
    - Team climate surveys
    - Attendance
    - Referrals to special education programs

Describe the plan to train staff on MTSS.

- The district professional development and support will include:
1. Training for all administrators in the MTSS/RTI problem solving, data analysis process;
  2. Providing support for school staff to understand basic MTSS/RTI principles and procedures; and
  3. Providing a network of ongoing support for MTSS/RTI organized through feeder patterns.

Describe the plan to support MTSS.

1. The Leadership Team will monitor and adjust progress of MTSS interventions.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction

across the curriculum. The Reading Coach must be a member of the Leading Leadership Team.  
The Leading Leadership Team for the 2012-2013 school year will include:

- Guillermo Munoz, Principal
- Beatriz C. Sears, Assistant Principal
- Pura Labrada-Ricardo, Reading Coach
- Naidy Ortiz, SPED Department Chair
- Maria Fundora, ESOL Department Chair
- Susan Feliciano, Fine Arts Department Chair
- Arelys Gonzalez, World Languages Department Chair
- Patrick Vega, Language Arts Department Chair
- Tania Mondol, Mathematics Department Chair
- Jose Alvarez, Physical Education Department Chair
- Kim Ovcarch, Reading Department Chair
- Andres Jimenez, Science Department Chair
- Jose Miranda, Social Studies Department Chair
- Margarita Carrasco, Vocational Department Chair

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

The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often. The principal will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/18/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

- Build adolescent literacy awareness through professional development opportunities, providing teachers instructional strategies that will target struggling readers;
- Schedule regular meetings with DATA team to drive all literacy instruction and monitor student progress;
- Create a consistent focus on direct classroom teaching of critical reading skills through building Literacy Across the Curriculum Professional Learning Communities
- Provide professional development that will allow teachers opportunities to share best practices and discuss research-based strategies.
- Literacy coaches will assist teachers in developing techniques to elevate the reading achievement of all students.
- Administrators will implement instructional rounds to monitor instruction and measure progress.



## \*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?

Westland Hialeah Senior has a mandatory freshman orientation class that prepares students for the rigors of high school, as well as, providing them with the skills necessary for academic success. Also, several academies allow students to explore the careers for which they have an interest in. Those academies include Early College Pathways, Education, Health-Science, and International Business. Students are encouraged to take Advanced Placement course so that they may become familiar with the commitment necessary for college work. Other courses which allow students the possibility of expanding students' academic exposure, includes the Extended Foreign Language History classes, Engineering, Critical Thinking Skills, World Literature, and Creative Writing. Also, tenth grade students that have met proficiency in the College Placement Test (CPT) or PERT will begin dual enrollment in the 2012-2013 school year, taking a Humanities and a Social Science course each semester.

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

The articulation process is paved by student requests for the upcoming school year. Hence, students are offered a series of courses that are geared for their academic improvement, advancement or remediation. Several elective courses are offered. There are four Academies where students' aptitudes as well as their career interests are taken into consideration. Additionally, students are required to declare a major interest of study in their freshmen year. Students meet with their counselor to discuss the course selection, and the final selection is sent home for parental signature.

## Postsecondary Transition

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

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

The strategies used for improving student readiness for the public postsecondary level include:

- Promoting the Dual Enrollment Program with Miami Dade Community College- allows students to earn college and postsecondary credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
- Promoting enrollment in Advanced Placement courses – Westland offers 16 AP courses that expose students to academic rigor and allow them the opportunity to earn college credits in high school.
- Promoting the Magnet School Academies- Students will gain an understanding of business and industry workforce requirements by acquiring industry certifications.

These strategies allow students to have a better understanding and appreciation of the postsecondary opportunities available and to plan for how to acquire the skills necessary to take advantage of those opportunities.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The result of the 2011-2012 FCAT 2.0 Reading administration indicate that 21% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7% points to 28%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (211)	28% (278)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process.  Students need strong research skills to understand informational text successfully.	During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text.	LLT/MTSS/RtI	Ongoing classroom assessments focusing on students' knowledge of Informational Text/ Research Process.	Formative: Mini assessments  Summative: 2013 FCAT Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process.  Students need strong research skills to understand informational text successfully.	During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text.	LLT/MTSS/RtI	The LLT will review ongoing classroom assessments focusing on students' knowledge of Informational Text/Research Process and adjust instruction as needed.	Formative: Mini assessments  Summative: 2013 FCAT Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Our goal for 2012-2013 is to increase levels 4, 5, and 6 student proficiency in the Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need opportunities to work to their potential in each content area.	During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text.	MTSS/RtI	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments Summative: 2013 Florida Alternate Assessment.
2	Students require multiple reads of a selection prior to responding to comprehension questions.	During pre-reading activities, students will use highlighting and think-alouds to identify and analyze text features, titles, subtitles, charts, map, diagraphs, illustrations, graphs, bold or italicized text.	MTSS/RtI	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments Summative: 2013 Florida Alternate Assessment.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2011-2012 FCAT Reading administration indicate that 18% of students achieved levels 4 and 5 proficiency. Our goal for 2012-2013 is to increase levels 4 and 5 student proficiency by 3 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (178)	21% (209)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process.  Students need strong research skills to understand informational text successfully.	Use real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.	LLT/MTSS/RtI	Ongoing classroom assessments focusing on students' knowledge of text features.	Formative: Mini assessments Summative: 2013 FCAT Assessment
2	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/ Research Process.  Students need strong research skills to	Use real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.	LLT/MTSS/RtI	The LLT will review ongoing classroom assessments focusing on students' knowledge of Informational Text/Research Process and adjust instruction as needed.	Formative: Mini assessments Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Our goal for 2012-2013 is to increase level 7 student proficiency in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need opportunities to work to their potential in each content area.	Use real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.	MTSS/RTI	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments  Summative: 2013 Florida Alternate Assessment.
2	Students need guidance when reading fiction, nonfiction and informational text to identify the differences.	Use real world documents such as how-to articles, brochures, fliers and websites to locate, interpret and organize information.	MTSS/RTI	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments  Summative: 2013 Florida Alternate Assessment.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading administration indicate that 70% of students made learning gains. Our goal for 2012-2013 is to increase learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (621)	75% (655)

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	Based on three years' worth of FCAT Reading data and the 2012 FCAT 2.0 Reading results, the number of students making learning increased by 18 percentage points.  In order to increase gains, students need increased remediation and	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs;	MTSS/RTI	Monitor student progress by reviewing results of local assessments to gauge student progress.	Formative: Local assessments  Summative: 2013 FCAT 2.0 Reading assessment.

	intervention tailored to weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.	•and encouraging students to read from a wide variety of texts			
2	Based on three years' worth of FCAT Reading data and the 2012 FCAT 2.0 Reading results, the number of students making learning increased by 18 percentage points.  In order to increase gains, students need increased remediation and intervention tailored to weakest content areas, Reporting Category 3, Reading Application and Literary Analysis/Fiction/Nonfiction.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts	MTSS/Rti	The LLT will review ongoing classroom assessments focusing on students' knowledge of Reading Application and Literary Analysis/Fiction/Nonfiction and adjust instruction as needed.	Formative: Local assessments  Summative: 2013 FCAT 2.0 Reading assessment.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Our goal for 2012-2013 is to increase learning gains in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In order to increase gains, students need increased remediation and intervention tailored to weakest content areas.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts	MTSS/Rti	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments  Summative: 2013 Florida Alternate Assessment
2	Students need opportunities to make choices using concrete objects, real pictures and symbols paired with words.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs;	MTSS/Rti	The MTSS/Rti will monitor ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments  Summative: 2013 Florida Alternate Assessment

		•and encouraging students to read from a wide variety of texts		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading administration indicate that 79% of students in the lowest 25% made learning gains. Our goal for 2012-2013 is to increase learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (189)	84% (201)

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	Based on three years' worth of FCAT Reading data and the 2012 FCAT Reading results, the number of students in the lowest 25% making learning increased by 5 percentage points.  Students are in need of increased remediation and intervention tailored to address weakest content areas.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts	MTSS/Rti	Monitor student progress by reviewing results of local assessments to gauge student progress.	Formative: Local assessments  Summative: 2013 FCAT Reading assessment.
2	Based on three years' worth of FCAT Reading data and the 2012 FCAT Reading results, the number of students in the lowest 25% making learning increased by 5 percentage points.  Students are in need of increased remediation and intervention tailored to address weakest content areas.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: •graphic organizers; •summarizing and note-taking; •opinion proofs; •and encouraging students to read from a wide variety of texts	MTSS/Rti	The MTSS/Rti teams will monitor student progress by reviewing results of local assessments to gauge student progress.	Formative: Local assessments  Summative: 2013 FCAT Reading assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2011-2012 FCAT Reading administration indicate that 55% of students in the White subgroup and 42% in the Hispanic subgroup achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 6 percentage points to 61% and 9 percentage points to 51%, respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 55% (11) Hispanic 42% (403)	White 61% (12) Hispanic 51% (490)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading, the Hispanic subgroup did not make satisfactory progress.  In order to reach satisfactory progress and increase proficiency, students are in need of increased remediation and intervention tailored to address Reading Application and Literary Analysis/Fiction/Nonfiction.	Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2012-2013 school year, focusing on:  •graphic organizers; •concept maps; •open compare/contrast;  •signal or key words (e.g., since, because, after, while, both, however); and •encouraging students to read from a wide variety of texts.	MTSS/RtI Team	The MTSS/RtI Team will monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Fair, District, and School-site assessment data, intervention assessments.  Summative: 2013 FCAT Reading assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2011-2012 FCAT Reading administration indicate that 21% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 11 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (70)	32% (107)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2013 FCAT Reading, the English Language Learners (ELL) subgroup did not make satisfactory progress.  In order to achieve satisfactory progress and increase proficiency, students are in need of	Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2011-2012 school year focusing on: - Illustrations/Diagrams - Task Cards; - Variety in the complexity of	MTSS/RtI Team	The MTSS/RtI Team will monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Fair, District, and School-site assessment data, intervention assessments.  Summative: 2013 FCAT Reading assessment.

increased remediation and intervention that address Reading Application and Literary Analysis/Fiction/Nonfiction.	assignments; - Chunking - Story Maps - Retelling - Audio Books		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2011-2012 FCAT Reading administration indicate that 38% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 11 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (320)	49% (412)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did not make satisfactory progress.  In order to make satisfactory progress and increase proficiency, students are in need of increased remediation and intervention that address weakest content areas, Reading Application and Literary Analysis/Fiction/Nonfiction.	Utilizing data, identify tier 2 and tier 3 students, place in appropriate interventions within the first two weeks of the 2012-2013 school year focusing on: •graphic organizers; •concept maps; •open compare/contrast;  •signal or key words (e.g., since, because, after, while, both, however); and •encouraging students to read from a wide variety of texts.	MTSS/Rtl Team	The MTSS/Rtl will monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Fair, District, and School-site assessment data, intervention assessments.  Summative: 2013 FCAT Reading assessment.



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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC: Classroom Best Practices	9-12 Reading/Language Arts	Patrick Vega	Reading/language arts teachers and department chairs, reading coaches, APC	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign in sheets and teacher reflection logs	Administrator

Reading 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
Pull-out Tutoring	Benchmark-specific small group tutoring	Title I	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$10,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2011-2012 CELLA Listening/Speaking administration indicate that 36% of students achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 5 percentage points to 41%.

2012 Current Percent of Students Proficient in listening/speaking:					
36% (201)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased remediation and intervention that address the processing and articulating of information in English.	Utilizing data, place students in appropriate interventions within the first two weeks of the 2012-2013 school year focusing on: <ul style="list-style-type: none"> <li>• Language Experience Approach</li> <li>• Modeling</li> <li>• Illustrations and diagrams</li> <li>• Simple and direct language</li> </ul>	MTSS/RtI	Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Fair, District, and School-site assessment data, intervention assessments.  Summative: 2013 CELLA assessment.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			The results of the 2011-2012 CELLA Reading administration indicate that 22% of students achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 5 percentage points to 27%.		
2012 Current Percent of Students Proficient in reading:					
22% (127)					
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	In order to increase proficiency, students are in need of increased remediation and intervention that address activating students' background knowledge that support the oral or written information.	Utilizing data, place students in appropriate interventions within the first two weeks of the 2012-2013 school year focusing on: <ul style="list-style-type: none"> <li>• Picture Walk</li> <li>• Context Clues</li> <li>• Multiple Meanings</li> <li>• Graphic Organizers</li> <li>• Task Cards</li> <li>• Cooperative Learning</li> <li>• Reciprocal Teaching</li> </ul>	MTSS/RtI	Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Fair, District, and School-site assessment data, intervention assessments.  Summative: 2013 CELLA assessment.

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			The results of the 2011-2012 CELLA Writing administration indicate that 25% of students achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 5 percentage points to 30%.		
2012 Current Percent of Students Proficient in writing:					

25% (139)

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	In order to increase proficiency, students are in need of increased remediation and intervention that address the processes of pre-writing, drafting and revising in a variety of different formats.	Utilizing data, place students in appropriate interventions within the first two weeks of the 2012-2013 school year focusing on: <ul style="list-style-type: none"> <li>• Dialogue Journals</li> <li>• Process Writing</li> <li>• Summarizing</li> <li>• Letter Writing</li> <li>• Personal Journals</li> <li>• Illustrating and labeling</li> </ul>	MTSS/RtI	Monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Fair, District, and School-site assessment data, intervention assessments.  Summative: 2013 CELLA assessment.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-out Tutoring	Benchmark-specific small group tutoring	Title I	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$10,000.00

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	Our goal for 2012-2013 is to increase levels 4, 5, and 6 student proficiency in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on students' individual needs.	MTSS/RtI Team	The MTSS/RtI Team will monitor ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments  Summative: 2013 Florida Alternate Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	Our goal for 2012-2013 is to increase level 7 student proficiency in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on students' individual needs.	MTSS/RtI Team	The MTSS/RtI Team will monitor ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments  Summative: 2013 Florida Alternate Assessment

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

3. Florida Alternate Assessment: Percent of students	
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making learning gains in mathematics. Mathematics Goal #3:	Our goal for 2012-2013 is to increase learning gains in the Florida Alternate Assessment.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on students' individual needs.	MTSS/RtI Team	The MTSS/RtI Team will monitor ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments Summative: 2013 Florida Alternate Assessment

## High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	33	39	45	51	57	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of High School Mathematics Goals

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

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 Algebra I EOC indicate that 42% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (174)	43% (177)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the Algebra EOC was Rationals, Radicals, Quadratics and Discrete Mathematics.</p> <p>Students have few opportunities to engage in hands-on activities involving real-world problems involving mathematics.</p> <p>Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.</p>	<p>Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on:</p> <ul style="list-style-type: none"> <li>• - more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations;</li> <li>• - inductive reasoning strategies that include discovery learning activities;</li> <li>- Develop departmental guidelines for all student learning notebooks designed to increase student achievement.</li> <li>- an instructional model that embraces diverse learning styles and the brain's natural learning cycle.</li> </ul>	MTSS/RtI Team	The MTSS/RtI Team will review formative benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District interim data reports; Authentic student work.</p> <p>Summative: Results from the 2013 EOC Algebra</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	The results of the 2011-2012 Algebra I EOC indicate that 7% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (28)	8% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the Algebra EOC was Rationals, Radicals, Quadratics and Discrete Mathematics.</p> <p>Students have few opportunities to engage in hands-on activities involving real-world problems involving relations and functions.</p> <p>Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.</p>	<p>Increase enrichment opportunities through:</p> <ul style="list-style-type: none"> <li>• Individualized, standards-based reading and math instruction and assessment;</li> <li>• Computer-based exploration and investigation;</li> <li>• Problem solving.</li> </ul>	MTSS/RTI Team	The MTSS/RTI Team will review formative benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District interim data reports; Authentic student work.</p> <p>Summative: Results from the 2013 EOC Algebra I</p>

*End of Algebra EOC Goals*

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	The results of the 2012 Geometry EOC administration indicate that 30% of students scored within the middle third. Our goal for the 2012-2013 school year is to increase student proficiency by 4% percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (139)	34% (157)

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the Geometry EOC was Trigonometry and Discrete Mathematics.</p> <p>Students need opportunities to engage in hands-on activities involving real-world problems involving mathematics.</p> <p>Students need opportunities to engage in hands-on activities tailored to their individual learning styles.</p>	<p>Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on:</p> <ul style="list-style-type: none"> <li>- Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines</li> <li>- Inductive reasoning strategies that include discovery learning activities</li> <li>- Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.</li> </ul>	MTSS/RTI Team	The MTSS/RTI Team will review formative benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District interim data reports; Authentic student work.</p> <p>Summative: Results from the 2013 EOC Geometry.</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The results of the 2012 Geometry EOC administration indicate that 15% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (69)	17% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the Geometry EOC was Trigonometry and Discrete Mathematics.</p> <p>Students have few opportunities to engage in hands-on activities involving real-world problems involving mathematics.</p> <p>Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.</p>	<p>Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on:</p> <ul style="list-style-type: none"> <li>- Practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines</li> <li>- Inductive reasoning strategies that include discovery learning activities</li> <li>- Student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.</li> </ul>	MTSS/RTI Team	The MTSS/RTI Team will review formative benchmark assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District interim data reports; Authentic student work.</p> <p>Summative: Results from the 2013 EOC Geometry.</p>

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: Classroom Best Practices	9-10 Math	Patrick Vega and Tania Mondol	Mathematics teachers and department chairs, APC	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign in sheets and teacher reflection logs	Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Consumables	Mathematics workbooks	Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday and After School Tutoring	Benchmark-specific small group tutoring	Title I	\$40,000.00
			Subtotal: \$40,000.00
			Grand Total: \$45,000.00

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:	Our goal for 2012-2013 is to increase level 7 student proficiency in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on students' individual needs.	MTSS/RtI Team	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments Summative: 2013 Florida Alternate Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Our goal for 2012-2013 is to increase level 7 student proficiency in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have few opportunities to engage in hands-on activities tailored to their individual learning styles.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on students' individual needs.	MTSS/RtI Team	Ongoing classroom assessments focusing on individual students' areas of need.	Formative: Mini assessments Summative: 2013 Florida Alternate Assessment

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The 2012 Biology EOC administration data indicates that 28% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (136)	32% (154)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Based on Biology EOC administration data, the area of deficiency was Molecular and Cellular Biology.</p> <p>Students have few opportunities to engage in hands-on activities that allow them to make real-life connections to science concepts.</p>	<p>Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on:</p> <ul style="list-style-type: none"> <li>- comparing, contrasting, interpreting, analyzing, and explaining science concepts during laboratory activities and classroom discussions;</li> <li>- incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions;</li> <li>- inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.</li> </ul>	MTSS/RtI Team	Monitor student progress by reviewing results of local assessments to gauge student progress.	<p>Formative: Local biweekly assessments</p> <p>Summative: 2013 Biology EOC</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	The 2012 Biology EOC administration data indicates that 20% of students scored within proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (96)	21% (104)

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
	<p>Based on Biology EOC administration data, the area of deficiency was Molecular and Cellular Biology.</p> <p>Students need additional support focusing on enrichment opportunities such as independent projects</p>	<p>Increase benchmark specific enrichment opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on:</p> <ul style="list-style-type: none"> <li>- comparing, contrasting, interpreting, analyzing, and explaining science</li> </ul>	LLT/MTSS/RtI	Informal and formal teacher observations of classroom instruction	<p>Formative: Local biweekly assessments</p> <p>Summative: 2013 Biology EOC</p>

1	that aid students in making real-life connections to science concepts.	concepts during laboratory activities and classroom discussions; - incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions; - inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.			
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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: Classroom Best Practices	9-10 Science	Irledia Martinez and Andres Jimenez	Science teachers and department chairs, APC	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign in sheets and teacher reflection logs	Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Consumables	Science workbooks	Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$5,000.00

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:	The 2012 Florida Writes data indicates that 74% of tenth grade students scored a 3.0 or higher. Our goal for the 2012-2013 school year is to increase the level of proficiency by 3 percentage point to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (364)	77% (377)

### 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 need additional support to pre-write, draft, and revise writing in a variety of different formats.	Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and published pieces across the curriculum.	LLT/MTSS/RtI	Informal and formal teacher observations of classroom instruction and student folders	Formative: Local biweekly assessments  Summative: 2013 Florida Writes

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:	Our goal for 2012-2013 is to increase levels 4 or higher in the Florida Alternate Assessment/.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to pre-write, draft, and revise writing in a variety of different formats.	Students will develop and maintain Writer's Notebooks and/or Portfolios in which they will keep samples of drafts, peer editing pieces, and revised and	LLT/ MTSS/RtI	Informal and formal teacher observations of classroom instruction and student folders	Formative: Local biweekly assessments  Summative: 2013 Florida Alternate

	published pieces across the curriculum.		Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Writing Portfolios: Formal and Informal Writing	9-10	Irledia Martinez	9th and 10th grade Language Arts teachers	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign-in sheets, teacher reflection logs	Administrator
PLC Writing Across the Curriculum	9-10	Irledia Martinez	9th and 10th grade teachers	Monthly; after school, beginning September 11, 2012 through June 7, 2013	Sign-in sheets, teacher reflection logs	Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Essay Scoring 1.1	Students submit essays to computer program that will score writing based on the Florida Writes rubric.	Title I	\$8,000.00
			Subtotal: \$8,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The U.S. History Baseline Assessment data indicates that 0% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on U.S. History Baseline data, the areas of deficiency were content area strands: United States History, Geography, and Humanities.  Students need opportunities to engage in current event activities that allow them to make real-life connections to historical events.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - activities which help students develop an understanding of the content-specific vocabulary taught in history. - opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. - activities that allow students to interpret primary and secondary sources of information.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - activities which help students develop an understanding of the content-specific vocabulary taught in history. - opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. - activities that allow students to interpret primary and secondary sources of information.	LLT/MTSS	Formative: Local biweekly assessments  Summative:  2013 U.S. History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The 2011 U.S. History Baseline Assessment data indicates that 0% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Based on U.S. History Baseline assessment data, the areas of deficiency were content area strands: United States History, Geography, and Humanities.  Students have few opportunities to engage in current event activities that allow them to make real-life connections to historical events.	Increase benchmark specific tutoring opportunities through increased after-school, pull-out, and Saturday tutoring sessions, focusing on: - activities which help students develop an understanding of the content-specific vocabulary taught in history. - opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. - activities that allow students to interpret primary and secondary sources of information.	LLT/MTSS	Informal and formal teacher observations of classroom instruction and student folders	Formative: Local biweekly assessments  Summative:  2013 U.S. History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC: Classroom Best Practices	9-10 Social Studies	Irledia Martinez and Jose Miranda	Mathematics teachers and department chairs, APC	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign in sheets and teacher reflection logs	Administrator

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Social Studies Consumables	Social Studies workbooks	Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to 95.35% reducing absenteeism through the creation of a welcoming learning environment.  Also, our goal is to decrease the number of students with excessive absences to 675 and the number of students with excessive tardies to 205.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.84% (1915)	95.34% (1925)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
710	675
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
216	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	1.1. Our current level of attendance increased to 94.84% in the 2011-2012 school year.  Hispanic students often incur excessive non-school board approved absences to travel to native countries.	Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services.  Provide a quarterly reward through assemblies that promote regular attendance and make connections to its importance in the workplace.  Provide a quarterly reward through assemblies.	Administrator	TCST logs and attendance rosters	End of nine week attendance reports
	Our number of students	Identify students who	Administrator	Log in sheets and	End of nine week

2	with excessive absences for the 2012 school year was 710 and the number of students with excessive tardies was 216.  Hispanic students often incur excessive non-school board approved absences to travel to native countries.	may be developing a pattern of absenteeism and tardiness and establish a support group of peers and support service specialists who will contact targeted students, parents, and faculty members in order to identify problems and solutions to remedy chronic absenteeism and/or tardiness.		attendance rosters	attendance reports
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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
Truancy Prevention Team	All grade levels/Attendance	Student Services Representative	All teachers, support service specialists, attendance clerk	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	A Truancy Prevention Team and strategies will be created. AP will monitor implementation and progress.	AP and support services personnel

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
100% Attendance Quarterly Reward Assembly	Provide incentives for students with 100% attendance.	Title I	\$2,500.00
Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	\$1,000.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		Our goal for the 2012-2013 school year is to decrease the number of in-school suspensions to 472 and out-of-school suspensions to 89.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
472		425			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
308		277			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
89		80			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
78		70			
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	In the 2012 school year the total number of outdoor suspensions decreased to 78.  Students need conflict resolution strategies that will help them resolve conflict in a constructive manner.	Utilize the Student Code of Conduct by providing incentives for compliance through the use of SPOT Success Recognition program.	Leadership Team	Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	SPOT Success log, monthly COGNOS suspension report
2	In the 2012 school year the total number of indoor suspensions decreased to 472.  Students need conflict resolution strategies that will help them resolve conflict in a constructive manner.	Implement a Peer Mediator conflict resolution team made up of Support Service Specialists and student leaders who will be available to work one-on-one with students who struggle to handle conflict in a constructive way.	Leadership Team	Reflection logs and log-in sheets for Peer Mediator meetings/sessions	SPOT Success log, monthly COGNOS suspension 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
The Student Code of Conduct	9-12	School wide	School wide	August 20, 2012	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct, Monitor SPOT Success report	Leadership team
The Student Code of Conduct Refreshers	9-12	School wide	School wide	August 20, 2012 through June 7, 2013	Review teacher communication logs to monitor suspended students' parent contact	Leadership team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance counselor and Community Involvement Specialist will contact parents of students who have been placed on suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$50.00
			Subtotal: \$50.00
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: \$50.00

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	In the 2013 school year, our dropout rate will decrease to 5.36% and our graduation rate will increase to 68.6%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
5.64% (114)	5.36% (108)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
66.6% (295)	68.6% (304)

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 dropout rate increased from 1.34% percent in the 2011 school year to 5.64% in the 2012 school year.  Students not meeting graduation requirements need appropriate interventions and awareness of available resources.	Identify and target at-risk students and provide tiered interventions that will provide additional academic support such as after school tutoring and mentoring programs.	MTSS/RtI Team	Sign-in sheets and tutoring rosters for at-risk student participation.	Sign-in sheets and tutoring rosters
2	The graduation rate will increase in the 2013 school year to 68.8% from 66.6% in the 2013 school year.  Parents are unaware of graduation requirements.	Schedule parent workshops to provide graduation requirement information and explain available resources.	Student Services	Sign-in sheets and contact logs	Sign in sheets and contact logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dropout Prevention	9-12	Zaida Mesa	School-wide	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Monitor sign in sheets and parent contact logs	Administration

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance counselor and Community Involvement Specialist will contact parents of at-risk students. Parents will be provided with information on graduation requirements.	Handouts of high school graduation requirements and tutoring options	EESAC	\$50.00
			Subtotal: \$50.00
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: \$50.00

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1:		NA		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
CIS representative	CIS representative	Title I	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,000.00</b>

*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:		In the 2012-2013 school year, we will increase opportunities for STEM applied learning by increasing opportunities for students to participate in Career Technical Student Organizations career and technical skill competitions.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack opportunities to engage in rigorous and relevant	- Utilize Career Technical Student Organization (CTSO)	Leadership Team	Monitor the implementation of the guidelines and timeline	Teacher lesson plans and Science Fair sign-in-



1	STEM activities.	Career Development Events and related curriculum aligned to appropriate STEM program to increase rigor, relevance, and opportunities for STEM activities. - Increase enrollment of CTSO aligned to STEM program curriculum standards. - Develop career development events lesson plans using Project Based Learning instructional elements. - Implement Science Fair events that will focus on interdisciplinary project-based learning projects.		for the STEM lesson plans and implementation and the progress of the Science Fair student competition projects.	sheets and attendance logs.
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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: STEM Best Practices	Schoolwide	Irledia Martinez and Andres Jimenez	Science teachers and department chairs, APC	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign in sheets and teacher reflection logs	Administrator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Training and informational workshop fees; event	Teacher professional development and event	Title I	\$10,000.00

registration	registration fees	
		Subtotal: \$10,000.00
		Grand Total: \$10,000.00

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:			Our goal for the 2012-2013 school year is to increase enrollment in CTE courses and dual enrollment courses.		
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	Creating awareness and interest in post-secondary career pathways and college readiness has been a challenge in a low-income and working-class community.	Enroll students in career-themed courses for the 2012-2013 school year that will lead to industry certification.  Increase dual enrollment program by providing more opportunities to average academic-standing students and providing more in-school dual enrollment courses.	Leadership Team	Monitor enrollment in CTE and dual enrollment courses by grade level and monitor student retention rates in said courses.	End of nine week reports

## 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
Vocational Education Department PLC	Vocational Education Department 9-12	Irledia Martinez and Margarita Carrasco	Vocational Education teachers and department chairs, APC	Monthly during scheduled department meetings, beginning September 11, 2012 through June 7, 2013	Sign in sheets and teacher reflection logs	Administrator

CTE Budget:

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

Industry certification consumables	Workbooks	Title I	\$10,000.00
			Subtotal: \$10,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Mathematics Consumables	Mathematics workbooks	Title I	\$5,000.00
Science	Science Consumables	Science workbooks	Title I	\$5,000.00
U.S. History	Social Studies Consumables	Social Studies workbooks	Title I	\$5,000.00
Attendance	100% Attendance Quarterly Reward Assembly	Provide incentives for students with 100% attendance.	Title I	\$2,500.00
Attendance	Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	\$1,000.00
Suspension	Guidance counselor and Community Involvement Specialist will contact parents of students who have been placed on suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$50.00
Dropout Prevention	Guidance counselor and Community Involvement Specialist will contact parents of at-risk students. Parents will be provided with information on graduation requirements.	Handouts of high school graduation requirements and tutoring options	EESAC	\$50.00
CTE	Industry certification consumables	Workbooks	Title I	\$10,000.00
				Subtotal: \$28,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Online Essay Scoring 1.1	Students submit essays to computer program that will score writing based on the Florida Writes rubric.	Title I	\$8,000.00
				Subtotal: \$8,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pull-out Tutoring	Benchmark-specific small group tutoring	Title I	\$10,000.00
CELLA	Pull-out Tutoring	Benchmark-specific small group tutoring	Title I	\$10,000.00
Mathematics	Saturday and After School Tutoring	Benchmark-specific small group tutoring	Title I	\$40,000.00
Parent Involvement	CIS representative	CIS representative	Title I	\$1,000.00
STEM	Training and informational workshop fees; event registration	Teacher professional development and event registration fees	Title I	\$10,000.00
				Subtotal: \$71,000.00
				Grand Total: \$107,600.00

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Provide incentives for students making significant progress toward set learning goals.	\$1,899.99
Printing graduation requirement leaflets	\$50.00
Printing of the Student Code of Conduct	\$50.00
Truancy Prevention- Provide incentives for students with improved attendance.	\$1,000.00
Classroom Management Training- Printing of Best Practices	\$1,200.00

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

- Bilingual Parent Outreach and monthly Parent Academy workshops on Saturdays focusing on a variety of topics such as Attendance, High School Graduation Requirements, Post-Secondary Success, Internet Safety, Managing Stress, Conscious Discipline, Positive Family Relationships, Nutrition, etc.
- Increase parental involvement through community outreach after school and weekend events.
- Develop and monitor the implementation of the School Improvement Plan.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District WESTLAND HIALEAH SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	63%	74%	32%	206	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	52%	75%			127	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?	62% (YES)	79% (YES)			141	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					474	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District WESTLAND HIALEAH SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	66%	90%	22%	214	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	51%	70%			121	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?	49% (NO)	64% (YES)			113	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					448	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested