

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: YOUNG WOMENS PREPARATORY ACADEMY

District Name: Dade

Principal: Concepcion I. Martinez

SAC Chair: Albert Lopez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/10/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Concepcion I. Martinez	BA-Psychology, Florida Int'l University; Master of Science-Social Science Education, Nova Southeastern University; Modified Educational Leadership Program, Nova Southeastern University; Psychology Certification (Grades 6-12), Social Science (Grades 5-9), Middle Grades Endorsement, Principal – State	4	14	'12 '11 '10 '09 '08 School Grades A A A A A AMO- Rdg 80 AMO- Math 90 High Standards – Rdg 89 83 85 78 79 High Standards – Math 89 91 89 83 82 Lrng Gains-Rdg 84 69 78 71 67 Lrng Gains-Math 93 91 81 84 81 Gains-R- 89 71 78 63 58 Gains-M- 96 90 83 73 86 '08 School Grades D AYP N High Standards – Rdg 31 High Standards – Math 35 Lrng Gains-Rdg 56 Lrng Gains-Rdg 66 Gains-R- 25

25	0.0%(0)	36.0%(9)	40.0%(10)	24.0%(6)	52.0%(13)	100.0%(25)	4.0%(1)	4.0%(1)	8.0%(2)
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Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.

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
- Team members who will work to build staff support, internal capacity, and sustainability over time

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

- Principal
- Lead Teacher
- Department Chairs
- Classroom Teachers
- School reading, math, science, and behavior specialists
- School guidance counselor and Trust Specialist
- Media Specialist
- Additional members as needed

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 MTSS/RtI Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavioral 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) and How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the need of subgroups within the expectations of 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. 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:

- Training for all administrators in the MTSS/RtI problem solving, data analysis process
- Providing support for school staff to understand basic MTSS/RtI principles and procedures
- Providing a network of ongoing support for MTSS/RtI organized through feeder patterns

Describe the plan to support MTSS.

There will be training for all MTSS members to understand basic MTSS principles, procedures and provide ongoing communication and networking. Members will help create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The MTSS team will support the development and implementation of instructional routines that use complex text and incorporate text dependent questions. MTSS teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Administrator(s) who will ensure commitment and allocate resources-Concepcion I. Martinez
- Teacher(s) and Coaches who share the common goal of improving instruction for all students-Lisette Clavell, Kenya Pares, Sergio Nieves, Anthony Cabrera, Laura Fernandez-Lambert, Yaneysi Okyle, Isis Gottlieb and Yama Paillere
- Team members who will work to build staff support, internal capacity, and sustainability over time-Lisette Clavell, Kenya Pares, Sergio Nieves, Anthony Cabrera, Laura Fernandez-Lambert, Yaneysi Okyle, Isis Gottlieb and Yama Paillere
- School reading, math, science, and behavior specialists – Yaneysi Okyle (reading specialist)
- Special Education personnel- Mindy Fernandez
- School Guidance Counselor- Isis Gottlieb
- School Psychologist- Raquel Semet
- School Social Worker- N/A
- Member of Advisory group- Albert Lopez

- Community stakeholders- Becky Adkins, Kevin Klein and Albert Lopez

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

The school-based LLT will:

1. Create reading knowledge within the school and focus on areas of literacy.
2. Represent a cross-section of all members of the school (administrator, grade level or department representative, reading coach, media specialist, special area teachers, support personnel.
3. Meet at least once a month.
4. The principal will select the members of the team.

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

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

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

A school-wide reading plan was developed and all teachers will incorporate skills and strategies learned into their classroom instruction which will contribute to the reading improvement of every student. In addition, during the Extended Homeroom/Leadership Period reading strategies will be taught school-wide on a weekly basis. Teachers will also utilize this period to provide additional reading enrichment/intervention strategies based on the results of the District Interim Assessments.

Department Heads will attend District mandated professional development and provide staff with relevant information upon return, to ensure everyone is apprised of changes and most recent effective strategies that will contribute to the reading improvement of every student. Monthly planning time will be made available, in addition to Early Release and Professional Development days to allow teachers to share and learn best practices in reading that can be Implementation of school-wide reading plan will be monitored by the Principal and all Department Chairs to provide ongoing support and gauge the effectiveness of the plan.

*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?

Through vertical and horizontal articulation, the school's curriculum is aligned to address the students' needs and school goals. The school holds a meeting in the spring with all future freshman students and parents to apprise them of the high school's graduation requirements and the different scholarship opportunities. In the fall of their freshman year, the guidance counselor meets with each student to develop a graduation plan aligned with the students' interest. Our schedule has been specifically developed to allow students with opportunities to attend and seek community internships, dual enrollment, and on the job training in order to connect course subject with future career choices. In addition, the school also offers a plethora of Advanced Placement and Virtual School courses to best meet our student's needs.

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?

Through Student Services and the articulation process students' academic and career planning will be addressed to insure that the students' course of study is personal and meaningful. Additionally, colleges and universities are invited to attend and make presentations to our students along with bi-yearly college tour trips with the junior and senior class.

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](#)

Based on our High School Feedback Report, 50% of the graduates enrolled in a Math course in Florida in the Fall, successfully completed Entry Level Math (for Math credit). This is below the state and District levels. Possible need of student readiness for the postsecondary level will be addressed through the Students Services articulation process. The school will optimize the schedule to allow for students to receive enrichment, remediation, and time to apply and take assessments such as SAT, ACT, PERT, etc.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 35% of 6th-10th grade students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (109)	36% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the High School FCAT Reading Test was Reporting Category 2-Reading Application.	1A.1. The following instructional strategies will be utilized to support Reporting Category 2-Reading Application. 1. Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as determining the main idea/relevant details and conclusions/inferences in order to address the Anticipated Barrier.	1A.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1A.1. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment
2	1A.2. The area of deficiency as noted on the 2012 administration of the Middle School FCAT Reading Test was Reporting Category 4-Information Text and Research Process.	1A.2. The following instructional strategies will be utilized to support Reporting Category 4-Information Text and Research Process. 1. Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as synthesizing and interpreting information in order to address the Anticipated Barrier.	1A.2. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1A.2. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	N/A
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Reading Goal #1b:					
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				

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 2012 FCAT Reading Test indicate that 53% of 6th-10th grade students achieved a proficiency Level 4 or above. Our goal for the 2012-2013 school year is to increase proficiency Level 4 or above by 1 percentage point to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (167)	54% (169)

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	2A.1.The area of deficiency as noted on the 2012 administration of the High School FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	2A.1.The following instructional strategies will be utilized to support Reporting Category 4- Informational Text and Research Process. 1. Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies with text features that allow for synthesis of information across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier. 2. Implement the Cognitive Complexity Model to enhance the enrichment strategies in order to address the skills identified as the Anticipated Barrier.	2A.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	2A.1. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment
	2A.2.The area of deficiency as noted on the 2012 administration of the Middle School FCAT Reading Test was	2A.2.The following instructional strategies will be utilized to support Reporting Category 3- Literary Analysis: Fiction	2A.2. The Literacy Leadership Team and Administrative Team will be responsible for	2A.2.Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make	2A.2. Formative Assessments: Weekly intervention assessments,

2	Reporting Category 3- Literary Analysis: Fiction and Non-Fiction.	and Non-Fiction. 1. Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies that allow for analysis of character and plot development and character point of view across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier. 2. Implement the Cognitive Complexity Model to enhance the enrichment strategies in order to address the skills identified as the Anticipated Barrier.	monitoring the implementation of the identified strategies.	adjustments to instruction as needed using the FCIM model.	District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	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				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 84% of 6th-10th grade students achieved Learning Gains. Our goal for the 2012-2013 school year is to increase students achieving Learning Gains by 5 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (253)	89% (268)

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	3A.1. The area of deficiency as noted on the 2012 administration of the High School FCAT Reading Test was Reporting Category 2-Reading Application.	3A.1. The following instructional strategies will be utilized to support Reporting Category 2-Reading Application. 1. Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and engaging students in activities with root words, prefixes, suffixes, synonyms and antonyms during the Language Arts Classes in order to address the skills identified as the Anticipated Barrier.	3A.1. The Literacy Leadership Team, Administrative Team, and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	3A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	3A.1. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment
2	3A.2. The area of deficiency as noted on the 2012 administration of the Middle School FCAT Reading Test was Reporting Category 4-Information Text and Research Process.	3A.2. The following instructional strategies will be utilized to support Reporting Category 4-Information Text and Research Process. 1. Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and analyzing primary and secondary sources in Language Arts Classes in order to address the skills identified as the Anticipated Barrier.	3A.2. The Literacy Leadership Team, Administrative Team, and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	3A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	3A.2. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		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				

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%	The results of the 2012 FCAT Reading Test indicate that 89% of 6th-10th grade students that scored in the Lowest
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making learning gains in reading. Reading Goal #4:	25% achieved Learning Gains. Our goal for the 2012-2013 school year is to increase the Lowest 25% making Learning Gains by 5 percentage points to 94%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (54)	94% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency as noted on the 2012 administration of the High School FCAT Reading Test was Reporting Category 2-Reading Application.	4A.1. The following instructional strategies will be utilized to support Reporting Category 2-Reading Application. 1. Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on cause and effect, main idea, and compare/contrast in order to address the Reading deficiencies identified as the Anticipated Barrier.	4A.1. The Literacy Leadership Team, Administrative Team, and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	4A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	4A.1. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Reading Assessment
2	4A.2. The area of deficiency as noted on the 2012 administration of the Middle School FCAT Reading Test was Reporting Category 4-Information Text and Research Process.	4A.2. The following instructional strategies will be utilized to support Reporting Category 4-Information Text and Research Process. 1. Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on text features, analyzing/synthesizing/evaluating information in order to address the Reading deficiencies identified as the Anticipated Barrier.	4A.2. The Literacy Leadership Team, Administrative Team, and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	4A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	4A.2. Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments Summative Assessments: Results from 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 for the 2012-2013 school year is to increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1-2 by 50% over six years, therefore reducing the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	84%	86%	88%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	

satisfactory progress in reading. Reading Goal #5B:		Student subgroups by ethnicity made satisfactory progress.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White: 92% (36) Black: 81% (52) Hispanic: 90% (188) Asian: N/A American Indian: N/A		White: 94% (37) Black: 83% (53) Hispanic: 91% (190) Asian: N/A American Indian: 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				

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:		English Language Learners made satisfactory progress.			
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				

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				

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:	Economically Disadvantaged students made satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(183)	87%(185)

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				

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
Implementation of the School-wide Reading Instructional Plan	6th-10th/All Subjects	Department Heads	School-wide	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	1. Lesson Plans 2. Classroom Visits 3. One-to-One Teacher Conferencing	Principal and Department Heads
Cognitive Complexity Model	6th-10th/All Subjects	Department Heads	School-wide	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	1. Lesson Plans 2. Classroom Visits 3. One-to-One Teacher Conferencing	Principal and Department Heads
Reading Across the Curriculum	6th-10th/All Subjects	Department Heads	School-wide	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	1. Lesson Plans 2. Classroom Visits 3. One-to-One Teacher Conferencing	Principal and Department Heads

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
Implement a School-wide Instructional Reading Plan during the Extended Homeroom/Leadership Period and Language Arts classes	After school tutoring	Magnet Funds	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

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:		Less than 10 students were administered the CELLA during the 2011-2012 school year therefore reporting on this assessment is not required.			
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was on Listening/Speaking.	1.1. The following instructional strategies will be utilized to support Listening/Speaking. 1. Incorporate teacher-led groups to introduce material, sum-up conclusions made by individual groups, meet the common needs of a large or small group, and provide individual attention or instruction in order to address the skills identified as the Anticipated Barrier.	1.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 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:	Less than 10 students were administered the CELLA during the 2011-2012 school year therefore reporting on this assessment is not required.
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2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was on Reading.	2.1. The following instructional strategies will be utilized to support Reading. 1. Incorporate material that is meaningful and that is clearly related to existing knowledge that the learners already possess. Plan activities with instruction to provide the relevant context to activate students' knowledge on the topic discussed, therefore increasing comprehension in order to address the skills identified as the Anticipated Barrier.	2.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	2.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 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:	Less than 10 students were administered the CELLA during the 2011-2012 school year therefore reporting on this assessment is not required.
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2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the CELLA Test was on Writing.	1.1. The following instructional strategies will be utilized to support Writing. 1. Incorporate journal-like diaries that record personal thoughts, feelings, ideas for exploration, and perplexing questions in	1.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments:

order to address the skills identified as the Anticipated Barrier.

Results from 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
META Strategies	Department provided PD	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
ELL Strategies in Language Arts	Data Analysis	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics 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 mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Math Test indicate that 32% of 6th-8th grade students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (73)	37% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 The area of deficiency as noted on the 2012 administration of the 6th grade FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.	<p>1A. 1. The following instructional strategies will be utilized to support Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.</p> <p>1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.</p>	1A.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	<p>1A.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</p>
	1A.2. The area of deficiency as noted on the 2012 administration of the 7th grade FCAT Math Test was Reporting Category 2- Ratios and Proportional	1A.2. The following instructional strategies will be utilized to support Reporting Category 2- Ratios and Proportional Relationships.	1A.2. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of	1A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	1A.2. Formative Assessments: Weekly intervention assessments and District Baseline and Interim

2	Relationships.	<p>1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on solving problems involving scale factors using ratio and proportion in a real world context in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department head and students in order to address the Anticipated Barrier.</p>	the identified strategies.	using the FCIM model.	<p>Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</p>
3	1A.3. The area of deficiency as noted on the 2012 administration of the 8th grade FCAT Math Test was Reporting Category 3-Geometry and Measurement.	<p>1A.3. The following instructional strategies will be utilized to support Reporting Category 3-Geometry and Measurement.</p> <p>1. Provide differentiated instruction via evidence-based instruction/interventions focusing on solving and graphing equations, as well as, increasing the use of manipulatives to explore measurement with non-traditional units within the mathematics blocks in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department head and students in order to address the Anticipated Barrier.</p>	1A.3. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1A.3. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	<p>1A.3. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</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:	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal #1b:</p>	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				

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 mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Math Test indicate that 52% of 6th-8th grade students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 54%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (118)	54% (124)

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	2A.1. The area of deficiency as noted on the 2012 administration of the 6th grade FCAT Math Test was Reporting Category 2-Expressions and Equations.	<p>2A. 1. The following instructional strategies will be utilized to support Reporting Category 2-Expressions and Equations.</p> <p>1. Use inductive reasoning as an enrichment strategy such as the use of number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers in order to provide students with opportunities to complete more rigorous mathematical equations to address the skills identified as the Anticipated Barrier.</p> <p>2. Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills in order to address the Anticipated Barrier.</p> <p>3. Teachers will engage in Data Chats/Data Protocol with department chairperson and students</p>	2A.1 The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2A.1 Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	<p>2A.1 Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</p>

		in order to address the skills identified as the Anticipated Barrier.			
2	2A.2. The area of deficiency as noted on the 2012 administration of the 7th grade FCAT Math Test was Reporting Category 3-Geometry and Measurement.	2A.2. The following instructional strategies will be utilized to support Reporting Category 3-Geometry and Measurement. 1. Use inductive reasoning as an enrichment strategy to include comparing, contrasting, and converting units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems in order to address the skills identified as the Anticipated Barrier.	2A.2. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	2A.2. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math Assessment
3	2A.3. The area of deficiency as noted on the 2012 administration of the 8th grade FCAT Math Test was Reporting Category 2-Expressions, Equations, and Functions.	2A.3. The following instructional strategies will be utilized to support Reporting Category 2-Expressions, Equations, and Functions. 1. Use inductive reasoning as an enrichment strategy to include the use of graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions in order to address the skills identified as the Anticipated Barrier.	2A.3. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2A.3. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	2A.3. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		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				

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2012 FCAT Math Test indicate that 93% of 6th-8th grade students achieved Learning Gains.</p> <p>Our goal for the 2012-2013 school year is to increase students achieving Learning Gains by 2 percentage points to 95%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>93% (207)</p>	<p>95% (212)</p>

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>3A.1. The area of deficiency as noted on the 2012 administration of the 6th grade FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.</p>	<p>3A.1. The following instructional strategies will be utilized to support Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.</p> <p>1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on the use of number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.</p>	<p>3A.1. The Leadership Team, Administrative Team and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.</p>	<p>3A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.</p>	<p>3A.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</p>
2	<p>3A.2. The area of deficiency as noted on the 2012 administration of the 7th grade FCAT Math Test was Reporting Category 2- Ratios and Proportional Relationships.</p>	<p>3A.2. The following instructional strategies will be utilized to support Reporting Category 2- Ratios and Proportional Relationships.</p> <p>1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on solving problems involving scale factors using ratio and proportion in a real world context in order to address the skills</p>	<p>3A.2. The Leadership Team, Administrative Team and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.</p>	<p>3A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.</p>	<p>3A.2. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</p>

		<p>identified as the Anticipated Barrier.</p> <p>2. Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.</p>			
3	<p>3A.3. The area of deficiency as noted on the 2012 administration of the 8th grade FCAT Math Test was Reporting Category 3-Geometry and Measurement.</p>	<p>3A.3. The following instructional strategies will be utilized to support Reporting Category 3-Geometry and Measurement.</p> <p>1. Provide differentiated instruction via evidence-based instruction/interventions focusing on infusing literacy in the mathematics classroom such as the use of mathematics terminology, reflective journals and interactive "Word Walls" in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.</p>	<p>3A.3. The Leadership Team, Administrative Team and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.</p>	<p>3A.3. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.</p>	<p>3A.3. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Math Assessment</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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		N/A			
Mathematics Goal #3b:					
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				

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 mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Math Test indicate that 96% of 6th-8th grade students that scored in the Lowest 25% achieved Learning Gains. Our goal for the 2012-2013 school year is to maintain the Lowest 25% making Learning Gains at 96% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (36)	96% (36)

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	4A.1. The area of deficiency as noted on the 2012 administration of the 6th grade FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.	4A.1. The following instructional strategies will be utilized to support Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics. 1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on visual models to explain multiplication and division of fractions. in order to address the skills identified as the Anticipated Barrier. 2. Utilize School-wide Math Instructional Focus Calendar during the Leadership/Extended Homeroom period and in Math classes differentiating instruction to address the areas of deficiencies identified as the Anticipated Barrier.	4A.1. The Leadership Team, Administrative Team and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	4A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	4A.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math Assessment
2	4A.2. The area of deficiency as noted on the 2012 administration of the 7th grade FCAT Math Test was Reporting Category 2- Ratios and Proportional Relationships.	4A.2. The following instructional strategies will be utilized to support Reporting Category 2- Ratios and Proportional Relationships. 1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics block focusing on the use of manipulatives (Algebra Tiles or Integer Chips) to represent negative and positive integers and to develop meanings for integers and related vocabulary and represent and compare quantities	4A.2. The Leadership Team, Administrative Team and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	4A.2. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	4A.2. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math Assessment

		with them in order to address the skills identified as the Anticipated Barrier. 2. Utilize School-wide Math Instructional Focus Calendar during the Leadership/Extended Homeroom period and in Math classes differentiating instruction to address the areas of deficiencies identified as the Anticipated Barrier.			
3	4A.3 The area of deficiency as noted on the 2012 administration of the 8th grade FCAT Math Test was Reporting Category 3-Geometry and Measurement.	4A.3. The following instructional strategies will be utilized to support Reporting Category 3-Geometry and Measurement. 1. Provide differentiated instruction via evidence-based instruction/interventions focusing on the use of Gizmos and Florida Achieves website to draw various polygons and investigate their interior angles in order to address the skills identified as the Anticipated Barrier. 2. Utilize School-wide Math Instructional Focus Calendar during the Leadership/Extended Homeroom period and in Math classes differentiating instruction to address the areas of deficiencies identified as the Anticipated Barrier.	4A.3. The Leadership Team, Administrative Team and MTSS/RtI Team will be responsible for monitoring the implementation of the identified strategies.	4A.3. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	4A.3. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math 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%.		Middle School Mathematics Goal # Our goal for the 2012-2013 school year is to increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1-2 by 50% over six years, therefore reducing the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	92%	93%	93%	94%	95%	

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:	The results of the 2012 FCAT Mathematics Test indicate that 78% of 6th-8th grade students in the Black subgroup and 91% of 6th-8th grade students in the Hispanic subgroup did not make satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the proficiency level in the Black subgroup by 7 percentage points to 85% proficiency and increase the proficiency level in the Hispanic subgroup by 2 percentage points to 93% proficiency.
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	The White subgroup made satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 97% (27) Black: 78% (36) Hispanic: 91%(140) Asian: N/A American Indian: N/A	White: 98% (27) Black: 85% (39) Hispanic: 93%(143) Asian: N/A American Indian: 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	5B.1 The area of deficiency as noted on the 2012 administration of the 6th grade FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.	5B.1 The following instructional strategies will be utilized to support Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics. 1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals in order to address the skills identified as the Anticipated Barrier. 2. Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier. 3. Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.	5B.1 The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	5B.1 Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	5B.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math 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 mathematics. Mathematics Goal #5C:	English Language Learners made satisfactory progress.
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				

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
1	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 mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 87% of 6th-8th grade students in the Economically Disadvantaged subgroup did not make satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the proficiency level in the Economically Disadvantaged subgroup by 3 percentage points to 90% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(137)	90%(142)

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
	5E.1 The area of deficiency as noted on the 2012 administration of the 6th grade FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics.	5E.1 The following instructional strategies will be utilized to support Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics. 1. Provide differentiated instruction via evidence-based instruction/interventions within the mathematics	5E.1 The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	5E.1 Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	5E.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 FCAT Math Assessment

1		<p>blocks focusing on opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.</p>		
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Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 group:

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra I EOC assessment indicate that 32% (23) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 3-5) at 32% (23) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (23)	32% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. According to the results on the 2012 Algebra I EOC	1.1. The following instructional strategies will be utilized to support	1.1. The Leadership Team and Administrative	1.1. Results of the Interim Assessments data reports will be reviewed	1.1. Formative Assessments: Weekly

1	assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials.	<p>Reporting Category 2- Polynomials.</p> <p>1. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks to address the areas of deficiency identified as the Anticipated Barrier.</p> <p>2. Engage in opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the Anticipated Barrier.</p>	Team will be responsible for monitoring the implementation of the identified strategies.	to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	<p>intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 Algebra I EOC</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC assessment indicate that 65% (46) of students scored at or above proficiency (Levels 4-5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 4-5) at 65% (46) or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (46)	65% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. According to the results on the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Reporting Category 1-Functions, Linear Equations and Inequalities.	<p>2.1. The following instructional strategies will be utilized to support Reporting Category 1- Functions, Linear Equations and Inequalities.</p> <p>1. Use inductive reasoning as an enrichment strategy to include discovery learning activities and provide students with opportunities to practice exploring slopes, graphs, and tables of linear functions in order to address the skills</p>	2.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	<p>2.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 Algebra I EOC</p>

1	<p>identified as the Anticipated Barrier.</p> <p>2. Provide opportunities for exploration and inquiry activities to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the skills identified as the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department chairperson and students in order to address the skills identified as the Anticipated Barrier.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our goal for the 2012-2013 school year is to increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1-2 by 50% over six years, therefore reducing the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	92%	93%	93%	94%	95%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	<p>The results of the 2012 Algebra I EOC assessment indicate that 78% of 6th-8th grade students in the Black subgroup and 91% of 6th-8th grade students in the Hispanic subgroup did not make satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to increase the proficiency level in the Black subgroup by 7 percentage points to 85% proficiency and increase the proficiency level in the Hispanic subgroup by 2 percentage points to 93% proficiency.</p> <p>The White subgroup made satisfactory progress.</p>				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White: N/A Black: 78% (10) Hispanic: 91%(46) Asian: N/A American Indian: N/A	White: N/A Black: 85% (11) Hispanic: 93%(47) Asian: N/A American Indian: 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
	3B.1. According to the results on the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials.	3B.1. The following instructional strategies will be utilized to support Reporting Category 2- Polynomials. 1. Plan differentiated	3B.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of	3B.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	3B.1. According to the results on the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was

1	<p>instruction using evidence-based instruction/interventions within the mathematics blocks to address the areas of deficiency identified as the Anticipated Barrier.</p> <p>2. Engage in opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier.</p> <p>3. Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the Anticipated Barrier.</p>	the identified strategies.	using the FCIM model.	Reporting Category 2- Polynomials.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The English Language Learners subgroup made satisfactory progress.
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				

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

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

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	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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra I EOC assessment indicate that 87% of 6th-8th grade students in the Economically Disadvantaged subgroup did not make satisfactory progress in Mathematics. Our goal for the 2012-2013 school year is to increase the proficiency level in the Economically Disadvantaged subgroup by 3 percentage points to 90% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(44)	90%(45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. According to the results on the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials.	3E.1. The following instructional strategies will be utilized to support Reporting Category 2- Polynomials. 1. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks to address the areas of deficiency identified as the Anticipated Barrier. 2. Engage in opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier. 3. Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the Anticipated Barrier.	3E.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	3E.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	3E.1. According to the results on the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials.

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 Assessment indicate that 18% (8) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 3-5) at 18% (8) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (8)	18% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results on the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Three-Dimensional Geometry.	1.1. According to the results 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Three-Dimensional Geometry. 1. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks to address converting two dimensional shapes into three dimensional models using materials found in the environment in order to address the deficiency identified as the Anticipated Barrier. 2. Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier. 3. Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the skills identified as the Anticipated Barrier.	1.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	1.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 Geometry EOC

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

	The results of the 2012 Geometry EOC assessment
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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	indicate that 77% (34) of students scored at or above proficiency (Levels 4-5). Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 4-5) at 77% (34) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (34)	77% (34)


Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. According to the results on the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 1- Two-Dimensional Geometry.	2.1. The following instructional strategies will be utilized to support Reporting Category 1- Two-Dimensional Geometry. 1. Use inductive reasoning as an enrichment strategy to include discovery learning activities and provide students with opportunities to find the perimeters and areas of composite two-dimensional figures, the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles in order to address the skills identified as the Anticipated Barrier. 2. Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the skills identified as the Anticipated Barrier. 3. Engage in Data Chats/Data Protocol with department chairperson and students in order to address the skills identified as the Anticipated Barrier.	2.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	2.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives

Geometry Goal #

Our goal for the 2012-2013 school year is to increase the 

(AMOs). In six year school will reduce their achievement gap by 50%.

3A : percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1-2 by 50% over six years, therefore reducing the achievement gap by 50%.

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal # 3B:	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				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal # 3C:	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				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal # 3D:	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				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	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				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6th-10th/Math	Mathematics Department Head	Math Department	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Principal, Lead Teacher and Mathematics Department Head will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence-based instruction/ interventions within the mathematics blocks	Principal, Lead Teacher, and Mathematics Department Head
FCIM	6th-10th/Math	Mathematics Department Head	Math Department	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Principal, Lead Teacher and Mathematics Department Head will monitor through Grade Level Data Protocol meetings	Principal, Lead Teacher, and Mathematics Department Head

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Utilize School-wide Instructional Mathematics Plan during the Extended Homeroom/Leadership Period and in Math classes	After school tutoring	Magnet Funds	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

End of Mathematics Goals

Elementary and Middle School Science 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 science.		The results of the 2012 FCAT Science Test indicate that 38% of 8th grade students achieved Level 3 proficiency.			
Science Goal # 1a:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 41%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (27)		41% (29)			
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
	1A.1.The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category 3- Physical Science.	1A.1. The following instructional strategies will be utilized to support Reporting Category 3- Physical Science. 1. Provide	1A.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the	1A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1A.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments

1		<p>supplemental instruction using technology and other science materials during the Leadership/Extended Homeroom period to address the areas of deficiencies in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Monitor the implementation of reading informational text and writing in Science in order to address the skills identified in as the Anticipated Barrier.</p>	implementation of the identified strategies.		Summative Assessments: Results from 2013 FCAT Science Assessment
2	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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	<p>The results of the 2012 FCAT Science Test indicate that 15% of 8th grade students achieved Level 4 and 5 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 17%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (11)	17% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category 4- Life Science.	<p>2A.1. The following instructional strategies will be utilized to support Reporting Category 4- Life Science.</p> <p>1. Provide supplemental enrichment instruction using technology and other science materials during the Leadership/Extended Homeroom period to address the areas of deficiencies in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; life and environmental science concepts in real-world scenarios in order to address the skills identified as the Anticipated Barrier.</p>	2A.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2A.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	<p>2A.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 2013 FCAT Science Assessment</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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	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				

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:			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				

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:			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				

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology I EOC Assessment indicate that 32% (14) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 1 percentage point to 33% (14).

2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (27)	33% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results on the 2012 Biology I EOC assessment, the area of greatest difficulty for students was Reporting Category 1-Molecular and Cellular Biology.	<p>1.1. The following instructional strategies will be utilized to support Reporting Category 1-Molecular and Cellular Biology.</p> <p>1. Adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides and utilize the Biology Item Specifications strategies in order to address the skills identified as the Anticipated Barrier.</p> <p>2. Utilize diagrams, bell ringers, and charts that describe the process of Molecular and Cellular Biology and have students practice those benchmarks through hands-on laboratories activities, Gizmos, FCAT Explorer, Discovery Education, and whole group instruction in order to address the skills identified as the Anticipated Barrier.</p>	1.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	<p>1.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments</p> <p>Summative Assessments: Results from 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.	The results of the 2012 Biology I EOC assessment indicate that 52% (23) of students scored at or above proficiency (Levels 4-5).
Biology Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 4-5) by 1 percentage point to 53% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (23)	53% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2.1. According to the results on the 2012 Biology I EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Organisms, Populations, and Ecosystems.	2.1. The following instructional strategies will be utilized to support Reporting Category 3- Organisms, Populations, and Ecosystems. 1. Provide a variety of hands-on inquiry based learning opportunities for students to analyze Genetic variation in order to draw appropriate conclusions, apply key instructional concepts and to compare genetic engineering and changes in our human genome and genetic make-up in today's science world in order to address the skills identified as the Anticipated Barrier. 2. Utilize the Biology Item Specifications strategies Provide instructional strategies for promoting rigor in the classroom through laboratory investigations and opportunities for students to participate in enrichment activities in order to address the skills identified as the Anticipated Barrier.	2.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	2.1. Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments Summative Assessments: Results from 2013 Biology EOC
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Instruction with Supplemental Technology-based programs	8th grade Science and Biology EOC	Science Department Head	Science Teachers	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Science teachers will attend the training and ensure program is implemented with fidelity	Principal, Lead teacher, and Science Department Head are responsible for monitoring the use of the supplemental technology-based programs

Science 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
Physical Science Best Practices Supplemental Material	Department Provided PD	Magnet	\$5,000.00
Biology Best Practices	Department Provided PD	N/A	\$0.00
			Subtotal: \$5,000.00
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 results of the 2012 FCAT Writing Test indicate that 99% of 8th and 10th grade students scored Level 3 or above. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring Level 4 or above at 99% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99%(110)	99%(110)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the 8th grade FCAT Writing Test was in conventions.	1A.1. The following instructional strategies will be utilized to support the use of conventions in writing. 1. Require students to revise for clarity of content, organization, and word choice, as well as, incorporate a selection of sentence variety and sentence combining activities in order to address the	1A.1. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1A.1. Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1A.1. Formative Assessments: Weekly intervention assessments and District Writing Assessments Summative Assessments: Results from 2013 FCAT Writing Assessment

		skills identified as the Anticipated Barrier. 2. Monitor student writing utilizing the FCAT Writing Rubric in the Language Arts classes and during the Leadership/Extended Homeroom period in order to address the skills identified as the Anticipated Barrier.			
2	1A.2. The area of deficiency as noted on the 2012 administration of the 10th grade FCAT Writing Test was in conventions.	1A.2. The following instructional strategies will be utilized to support the use of conventions in writing. 1. Conduct peer sharing and editing, as well as, student-teacher writing conferences using editor's checklist focusing on correct use of conventions in order to address the skills identified as the Anticipated Barrier. 2. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest in order to address the skills identified as the Anticipated Barrier. 3. Monitor student writing utilizing the FCAT Writing Rubric in the Language Arts classes and during the Leadership/Extended Homeroom period in order to address the skills identified as the Anticipated Barrier.	1A.2. The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1A.2. Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.	1A.2. Formative Assessments: Weekly intervention assessments and District Writing Assessments Summative Assessments: Results from 2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A			
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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
Teaching of the FCAT Writing Rubric	8th and 10th grade Language Arts	Language Arts Department Head	Language Arts and Social Studies Teachers	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Monitor student writing utilizing the FCAT Writing Rubric	Principal, Language Arts Department Head, and Social Students Department Head

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
Use of Promethean Board	LCD Bulbs	Magnet Funds	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Across Curriculum/Conventions	Department Provided PD	N/A	\$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 Writing Goals

Civics 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 Civics.	The results of the 2012 Civics Baseline Assessment indicate that 0% (1) student scored in the upper third (Levels 3-5).

Civics Goal #1:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 11 percentage point to 11% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	11%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results on the 2012 Civics Baseline assessment, the area of greatest difficulty for students was the Reporting Category dealing with the origin of government.	1.1. The following instructional strategies will be utilized to support the Reporting Category dealing with the origin of government. 1. Demonstrate an understanding of the origins and purposes of government, law, and the American political system in order to address the skills identified as the Anticipated Barrier. 2. Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks. This will maximize opportunities for students to master tested content in order to address the skills identified as the Anticipated Barrier.	1.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	1.1. Formative Assessments: Weekly intervention assessments and District assessment Summative Assessments: Results from 2013 Civics Spring assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	The results of the 2012 Civics Baseline Assessment indicate that 0% (1) student scored at or above proficiency (Levels 4-5).
Civics Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 4-5) by 11 percentage point to 11% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	11%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2.1. According to the results on the 2012 Civics Baseline assessment, the area of greatest difficulty for students was in the Reporting Category dealing with civic duty.	2.1. The following instructional strategies will be utilized to support Reporting Category dealing with civic duty. 1. Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system in order to address the skills identified as the Anticipated Barrier. 2. Provide students with enrichment activities allowing opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues in order to address the skills identified as the Anticipated Barrier.	2.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	2.1. Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	2.1. Formative Assessments: Weekly intervention assessments and District assessment Summative Assessments: Results from 2013 Civics Spring 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
EOC Exam Benchmarks/Pacing Guide	7th grade Civics	Social Studies Department Head	Social Studies Teachers	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Teacher created lesson plans	Principal and Social Studies Department Head

Civics 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
Collaboration on Pre AP: Strategies in Social Studies supplemental resources	Department Provide PD	Magnet Funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Civics 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 End-of-Course EOC will not be administered. We currently offer Advance Placement American History to all 11th grade students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(0)

Problem-Solving Process to Increase Student Achievement

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The U.S. History End-of-Course EOC will not be administered. We currently offer Advance Placement American History to all 11th grade students.
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				
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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
N/A						

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	<p>Our goal for this year is to increase attendance to 97.26% by minimizing absences due to illness, truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.</p> <p>Our goal is to decrease the number of students with excessive absences (10 or more) by 4.</p> <p>Our goal is to maintain the number of excessive tardies (10 or more) at 3 or below.</p>
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.76%(354)	97.26%(356)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
74	70
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
3	3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. As noted on the District Percent of Attendance Report, students lack knowledge on the impact of good attendance and academic success.	1.1. The following strategies will be utilized to support the attendance goal of increasing attendance. 1. Infuse leadership qualities as indicated by The 7 Habits of Highly Effective Teens with an in-school Big Sister / Little Sister program to encourage students to come to school in order to address the Anticipated Barrier.	1.1. The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the quarterly and annual attendance reports will be reviewed.	1.1. Results District Percent of Attendance 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
Refresher on The 7 Habits of Highly Effective Teens	All Grades/All Staff	7 Habits Coordinator and Student Services Department	All Staff	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Monthly Attendance Reports	Principal, Lead Teacher and Student Services

Attendance Budget:

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
7 Habits of Highly Effective Teens/ Big Sister / Little Sister	School-wide program	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The total number of indoor and outdoor suspension increased from 0 during the 2010-2011 school year to 1 in the 2011-2012 school year. Our goal for the 2012-2013 school year is to maintain the total number of suspensions at 1 or below.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. As noted on the analysis of suspension data, in reference to "Guiding Questions", the percentage of school suspensions increased by one incident due to peer pressure.	1.1. The following strategies will be utilized to decrease the number of suspensions. 1. Infuse leadership qualities as indicated by The 7 Habits of Highly Effective Teens program, an in-school anti-bullying campaign and the Girl Talk one-on-one conference in order to address the Anticipated Barrier.	1.1. The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the quarterly and annual attendance reports will be reviewed.	1.1. Results District Percent of Attendance 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
Refresher on The 7 Habits of Highly Effective Teens	All Grades/All Staff	7 Habits Coordinator and Student Services Department	All Staff	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Monthly Attendance Reports	Principal, Lead Teacher and Student Services

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
7 Habits of Highly Effective Teens/ Anti-bullying campaign	School-wide program	N/A	\$0.00

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
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>	Our goal for the 2012-2013 school year is to maintain the dropout rate at 0%. Our goal for the 2012-2013 school year is to maintain the graduation rate at 100%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
100% (17)	100% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. As noted on the analysis of dropout data, the percentage of students who dropped out remained at 0%.	1.1. The following strategies will be utilized to maintain the dropout rate of 0%. 1. Schedule parent, student, teachers, administration, and counselor conferences for students at risk of dropping out and continue to host college visits at the school, provide school initiated College Road trip, hold National Honor Society events and promote District College Fairs in order to address the Anticipated Barrier.	1.1. The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Identify students at risk of dropping out by meeting with general education teachers, setting up intervention and performance plans for identified students and requiring parents to attend the meeting.	1.1. Records of conferences held identifying subject areas not meeting standards
	1.2. As noted on the analysis of graduation data, the percentage of students who graduated remained at 100%.	1.2. The following strategies will be utilized to maintain the graduation rate of 100%. 1. Schedule parent, student, teachers, administration, and	1.2. The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of	1.2. Identify students at risk of not meeting graduation requirements by meeting with general education teachers, setting up intervention and performance plans for identified students and requiring parents to	1.2. Records of conferences held identifying subject areas not meeting standards

2		counselor conferences for students at risk of not meeting graduation requirements and continue to host college visits at the school, provide school initiated College Road trip, hold National Honor Society events and promote District College Fairs in order to address the Anticipated Barrier.	the identified strategies.	attend the meeting.	
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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
Drop Out Prevention	All Grades/All Staff	Student Services Department	All staff	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	At Risk students	Principal and Student Services
Graduation Requirements	All Grades/All Staff	Student Services Department	All staff	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Students meeting graduation requirements	Principal and Student Services

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
College Road Trip	Student and school sponsored fieldtrip	Magnet Funds	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for the 2012-2013 school year is to maintain the percentage of parents participating in School-wide activities at 100%.
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2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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100%	100%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. As noted on previous school-developed surveys parents have limited access to email, which may lead to limited communication with parents, resulting in a partial parental participation in events.	1.1. The following strategies will be utilized to increase parent participation rate in School-wide activities. 1. Use of CoNect Ed messaging system both through E-mail and telephone calls to communicate time and date of meetings in order to address the Anticipated Barrier.	1.1. The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Collect and monitor sign-in logs tracking parents' participation at School-wide events.	1.1. Sign-in 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
B.U.D.S	All Grades/All Staff	Parent Academy	All staff and parents	November 6, 2012 December 13, 2012	Meeting Sign-in Logs	Principal and PTSA

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
Tea Social	PTSA sponsored events	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal for the 2012-2013 school year is to maintain the percentage of students participating School-wide in STEM practices such as Honors, AP and SECME at 100%.			
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. As noted on the analysis of STEM data, the percentage of High School students who engaged in STEM practices remained at 100%.	1.1. The following strategies will be utilized to maintain the STEM practices rate at 100%. 1. Continue to offer Honors, AP and SECME school-wide insuring that all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.	1.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	1.1. Formative Assessments: Weekly intervention assessments and District Interim Assessments Summative Assessments: Results from 2013 EOC, AP Exams and FCAT
2	1.1. As noted on the analysis of STEM data, the percentage of Middle School students who engaged in STEM practices remained at 100%.	1.1. The following strategies will be utilized to maintain the STEM practices rate at 100%. 1. Continue to offer Honors and Science Fair participation opportunities school-wide insuring that all	1.1. The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.	1.1. Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.	1.1. Formative Assessments: Weekly intervention assessments and District Interim Assessments Summative Assessments: Results from 2013

	standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.		EOC and FCAT
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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
STEM Best Practices	All Grades/All Staff	Teachers	All staff	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Teacher created lesson plans	Principal and Department Heads

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
Use of Promethean Board	LCD Bulbs and print cartridges	Magnet Funds	\$5,000.00
MacBook Maintenance	Replacement of chargers and batteries	Magnet Funds	\$10,000.00
			Subtotal: \$15,000.00
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
Youth Fair/Science Projects	Student participation	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

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	We currently do not offer Career and Technical Education

CTE Goal #1:		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	N/A				

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
N/A						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
Civics	No Data	No Data	No Data	\$0.00
U.S. History	N/A			\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	N/A			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	No Data	No Data	No Data	\$0.00
Writing	Use of Promethean Board	LCD Bulbs	Magnet Funds	\$5,000.00
Civics	No Data	No Data	No Data	\$0.00
U.S. History	N/A			\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	Use of Promethean Board	LCD Bulbs and print cartridges	Magnet Funds	\$5,000.00
STEM	MacBook Maintenance	Replacement of chargers and batteries	Magnet Funds	\$10,000.00
CTE	N/A			\$0.00
				Subtotal: \$20,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
CELLA	META Strategies	Department provided PD	N/A	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	Physical Science Best Practices Supplemental Material	Department Provided PD	Magnet	\$5,000.00
Science	Biology Best Practices	Department Provided PD	N/A	\$0.00
Writing	Writing Across Curriculum/Conventions	Department Provided PD	N/A	\$0.00
Civics	Collaboration on Pre AP: Strategies in Social Studies supplemental resources	Department Provide PD	Magnet Funds	\$2,000.00
U.S. History	N/A			\$0.00
Attendance	No Data	No Data	No Data	\$0.00
Suspension	No Data	No Data	No Data	\$0.00

Dropout Prevention	No Data	No Data	No Data	\$0.00
Parent Involvement	No Data	No Data	No Data	\$0.00
STEM	No Data	No Data	No Data	\$0.00
CTE	N/A			\$0.00
				Subtotal: \$7,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement a School-wide Instructional Reading Plan during the Extended Homeroom/Leadership Period and Language Arts classes	After school tutoring	Magnet Funds	\$2,000.00
CELLA	ELL Strategies in Language Arts	Data Analysis	N/A	\$0.00
Mathematics	Utilize School-wide Instructional Mathematics Plan during the Extended Homeroom/Leadership Period and in Math classes	After school tutoring	Magnet Funds	\$2,000.00
Science	No Data	No Data	No Data	\$0.00
Writing	No Data	No Data	No Data	\$0.00
Civics	No Data	No Data	No Data	\$0.00
U.S. History	N/A			\$0.00
Attendance	7 Habits of Highly Effective Teens/ Big Sister / Little Sister	School-wide program	N/A	\$0.00
Suspension	7 Habits of Highly Effective Teens/ Anti-bullying campaign	School-wide program	N/A	\$0.00
Dropout Prevention	College Road Trip	Student and school sponsored fieldtrip	Magnet Funds	\$3,000.00
Parent Involvement	Tea Social	PTSA sponsored events	N/A	\$0.00
STEM	Youth Fair/Science Projects	Student participation	N/A	\$0.00
CTE	N/A			\$0.00
				Subtotal: \$7,000.00
				Grand Total: \$34,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 10/5/2012)

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 materials and incentives to improve students' academic performance such as the End of the Year Awards and School-wide Achievement Fieldtrip.	\$2,000.00

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

The School Advisory Council (SAC) has an important function for the success of Young Women's Preparatory Academy. Listed below are some of the functions of the SAC.

- Reach out to community to obtain more partners
- Sponsor drives to increase parent involvement
- Assist the school with academic initiatives and resources
- Approve and monitor the implementation of the SIP goals

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 YOUNG WOMENS PREPARATORY ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	91%	92%	58%	324	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	69%	91%			160	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	71% (YES)	90% (YES)			161	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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District YOUNG WOMENS PREPARATORY ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	89%	90%	49%	313	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	78%	81%			159	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	78% (YES)	83% (YES)			161	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					633	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested