FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ROBERT MORGAN EDUCATIONAL CENTER

District Name: Dade

Principal: Kimberly Y. Davis

SAC Chair: Patty Rucker-Williams

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kimberly Davis	Degrees Master's in Mathematics Education Bachelor's in Business Administration Certifications Mathematics 6-12, Middle Grades Math, Educational Leadership	3	11	Year '12 '11 '10 '09 '08 School Grade P A A B A High Standards Reading 63 57 64 64 56 High Standards Math 79 78 86 84 78 Lrng Gains – Rdg. 68 56 60 64 58 Lrng.Gains – Math 67 79 81 82 73 Gains – Rdg – 25% 77 44 52 53 45 Gains – Math – 25% 56 65 67 71 65
Assis Principal	Maria Medina	Bachelor's in Business Administration Master's in Educational Leadership	1	16	Year '12 '11 '10 '09 '08 School Grade P B F B B High Standards Rdg. 63 64 15 37 42 High Standards Math 79 71 48 73 76 Lrng Gains-Rdg. 68 61 34 51 54 Lrng Gains-Math 67 67 66 78 84 Gains-Rdg-25% 77 60 35 57 48 Gains-Math-25% 56 66 64 79 82

Assis Principal	Ricardo Blanco	Degrees Bachelor's of Science in Biology Master's of Science in Educational Leadership Certifications Biology (6-12) Earth Space (6-12) Educational Leadership	6	6	Year '12 '11 '10 '09 '08 School Grade P A A B A High Standards Rdg. 63 56 57 51 55 High Standards Math 79 84 82 79 80 Lrng Gains-Rdg. 68 56 58 54 63 Lrng Gains-Math 67 83 78 71 79 Gains-Rdg-25% 77 55 55 50 59 Gains-Math-25% 56 76 64 59 71
Assis Principal	Jennifer Rodriguez-Ledesma	Degrees Bachelor's in Special Education Master's in Educational Leadership Certifications Specific Learning Disabilities K-12 Educational Leadership	2	5	Year '12 '11 '10 '09 '08 School Grade P A B A A High Standards Reading 63 57 64 64 56 High Standards Math 79 78 86 84 78 Lrng Gains – Rdg. 68 59 60 64 58 Lrng.Gains – Math 67 79 81 82 73 Gains – Rdg – 25% 77 44 52 53 45 Gains – Math – 25% 56 65 67 71 65

INSTRUCTIONAL COACHES

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

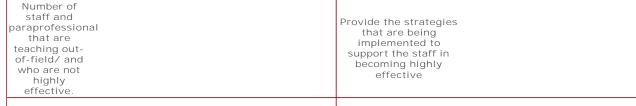| Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly Beginning Teacher program to retain highly qualified teachers	Vice Principal	June 2013	
2	2. Partnering new teachers with veteran teachers	Vice Principal	June 2013	
3	3. Recruitment from colleges & universities	Principal	June 2013	
4	4. Provide opportunities for leadership within the academies	Principal, Vice Principal and Assistant principals	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	0

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
99	1.0%(1)	7.1%(7)	44.4%(44)	48.5%(48)	44.4%(44)	100.0%(99)	7.1%(7)	7.1%(7)	14.1%(14)

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
Ms. April Sharpe	Ms. Amanda Spencer	Ms, Sharpe is in the same academy as Ms. Spencer. Ms. Sharpe has leadership skills and qualities which will allow her to provide Ms. Spencer with quality teaching information.	Bi-weekly review meetings with mentee, monthly department meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Mutli-Tiered System of Supports (MTSS)/ Response to Intervention, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Vice Principal: Assists in the implementation of the Principal's vision to use data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals: Assist in the implementation of the Principal's vision to use data-based decision-making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Department Chairperson- Mathematics, Language Arts, and Science: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Reading Department Chairperson: Provide guidance on 9-12 reading plan; develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Professional Development Liaison: Provides professional development and technical assistance to teachers regarding data-

based instructional planning.

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 Leadership Team focuses meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students?

The team meets bi-weekly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share best practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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?

Members of the MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline data:
•Florida Comprehensive Assessment Test (FCAT)
•Florida Assessment for Instruction in Reading (FAIR)
•District's Fall Baseline Assessment
•Edusoft
•Cognos
Progress Monitoring:
•Florida Assessment for Instruction in Reading (FAIR)
•Interim Assessments – Fall & Winter
Midyear:
•Florida Assessments for Instruction in Reading (FAIR)
•Edusoft
•Cognos
End of year:
•Florida Assessments for Instruction in Reading (FAIR)
•Florida Comprehensive Assessment Test (FCAT)
•Edusoft
•Cognos
Leadership Team Data Analysis Meetings:
•FAIR (quarterly)
•Interim/District Assessments (quarterly)
FCAT - (annually)
•Edusoft

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Additional professional development will be provided during department meetings, early release activities and during faculty meetings.

The RtI team will also evaluate additional staff PD needs during the biweekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Ms. Kimberly Davis
Vice Principal: Ms. Maria Medina
Reading Department Chair : Christine Scheck
Mathematics Department Chair: Dennis Williams
Science Department Chair: Angela Bouza-Kaufman
Social Studies Department Chair: Robert Barnett
PE Department Chair: Sheila Chance
Vocational Department Chair: Brenda Andre
SPED Teacher Facilitator: Vivian Vieta
Student Activities Director: Magaly Medina-Perez
Paraprofessional/Bilingual: Maria Santa-Cruz

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

The team will meet six times a year to plan and coordinate school-wide literacy functions which may include:
School-wide literacy day (to be held several times a year)
Book clubs
Book studies
Reading Chains
Literacy Classroom Makeovers

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

The major initiatives will strive to meet two goals: Creating literacy role models among staff, and motivating students to read. Monthly meetings will be conducted during the school wide planning time. A professional development (PD) plan offering master plan points (MPP) is scheduled for the 2011-2012, including sessions on incorporating literacy across the curriculum. The LLT will help implement the Word of the Day practice and common graphic organizing across content areas. The LLT will create and implement literacy partnerships amongst students, parents and teachers to promote literacy at Robert Morgan Educational Center.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Children who are behind in reading are not the only children who benefit from being taught specific reading strategies. By introducing/modeling a variety of reading strategies at faculty meetings, departmental meetings and by offering professional developments, such as CRISS training, that emphasize utilizing reading strategies in the content areas, will ensure that all teachers are implementing effective reading strategies in their classrooms. In all content areas, the Reading Department Chair

will introduce and model a new reading strategy, monthly, which will ensure the effective reading strategies are being implemented in the classroom. The Vice Principal will monitor that the monthly reading strategy is being used across the curriculum.

*High Schools Only

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

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended major. The academy programs ensure content related to a career of study, and focus on job skills and offer internship opportunities.

Students are also given the opportunity to participate in co-curricular clubs and further explore career options and participate in competitions at the district, state and national level.

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?

RMEC offers the following Career Academies and Strands:
Academy of Design Arts & Entertainment
- Commercial Art Technology
- Graphic Animation
- TV Production
The Design Arts & Entertainment Academy represents the wave of the future. Students will be involved in multimedia activities such as live broadcasting, commercial art, and graphic animation. Hands on experience with our state of the art equipment will prepare students for careers in design arts and television.
Academy of Engineering
- Engineering Technology
The Engineering Academy presents the cutting edge of technology in the field of Engineering. Students with an interest in math and science have the opportunity to develop and showcase their talents and abilities in this academy.
Academy of Health Science
- Dental Aide
- Medical Assisting
- Nursing
- Physical Therapy
- Sports Medicine
- Veterinary Assisting
The Health Sciences Academy offers a multitude of programs designed to meet the interests of any student interested in pursuing a career in health care. Our programs are designed to fulfill predicted critical shortage areas in the health services industry. State of the art equipment, school site working labs, direct clinical experiences on site medical facilities and high level math and science courses provide students with a well- rounded background to meet today's medical needs.
Academy of Hospitality & Tourism (AOHT)
The Academy of Hospitality & Tourism (AOHT) prepares students for hospitality and tourism careers with a focus on business marketing and management. AOHT is affiliated with the National Academy Foundation (NAF); DECA, an Association of Marketing Students; and The American Hotel and Lodging Association. The program provides training for entry-level management positions in lodging, food service, travel, tourism, and sporting/entertainment events.
Academy of Information Technology & Business Services
- Computer Electronics Technology
- International Business
Information Technology & Business Services students may choose from exciting and profitable fields such as Computer Electronics Technology and International Business. Internships may be available.
Academy of Specialty Service Industries
- Cosmetology
- Culinary Arts
- Early Childhood Education
The Specialty Service Industries Academy covers three diverse strands that have been identified as growth areas in the 21st century. It offers rigorous curriculum in Cosmetology, Culinary Arts, and Early Childhood Education, which provides students opportunities for success in these service industries.
Academy of Technical Career Services
- Major Appliance Technology
- Automotive Youth Education Systems (AYES)
The School-to-Career Initiative is exemplified in the Technical Career Services Academy. Students will be given hands-on experience with the mechanical and technological aspects of careers in each strand while maintaining high academic standards. Within the framework set by industry and government, this academy offers a curriculum that meets the needs of the participants and the growing industry.
Academy of Visual and Performing Arts

- Band (Music for Stage & Screen)
- Chorus
- Dance
- Drama
- Sound & Recording Engineering
- Strings (Orchestra)
- Visual Arts

Students enrolled in this academy will have the opportunity to acquire knowledge in the rapidly growing area of arts and entertainment. This academy is geared towards live stage performance and the performing arts.

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

RMEC has demonstrated overall effective strategies in regards to graduating students and a seamless transition into postsecondary vocational and college/university programs as evidenced by the following data:

Students in Career Technical Courses were able to receive Occupational Completion Points, College Credit and graduate with certifications in many programs. The data for our 2011 graduating class includes:

OCP "B" for Electrocardiogram Tech – 11 seniors
OCP "B" for Home Health Aide - 11 seniors
OCP "B" for Nursing Assistant - 1 senior
Dental Industry Certification Exam – 5 completers
OCP A,B,C,D,E Bus Person, Steward, Salad Person, Utility Cook, Breakfast Cook – 18 Seniors
OCP: D Child Care Development Specialist - 10 seniors
Directed Study in Physical Therapy – three (3) college credits applied to the Physical Therapy assistant program at MDC – 15 seniors
CMAA- certified medical administrative assistant - industry certification exam – 3 seniors
OCP "A"– Computing for College Careers – 22 Seniors
OCP "A" Automobile Services Assistor – 31 seniors
OCP "E" Automobile Suspension and Steering Technician – 31 seniors
OCP "F" Automotive Brake System Technician – 30 seniors
OCP "G" Automotive Electrical/Electronic System Technician - 29 seniors
OCP "I" Automotive Engine Performance Technician – 16 seniors
OCP - B- Allied Health Assisting= 27 seniors
NHA- National Certifications Certified Electrocardiogram Technician= 28
NHA- National Certifications Certified Medical Administrative Assistant = 28
Medical Assisting Program - 19 Students graduated from Vocational program

82.5% of RMEC's 2010 graduates scored at Level 3 or higher in Mathematics which is higher than the district percent (73.2%) and the state percent (78.4%); in Reading at 54.6%, while the district percent is 41.7% and the state percent is 46.8%. Overall, RMEC's 2010 graduates scored at Level 3 or higher in both Mathematics and Reading with 50.6%, while the district percent is 38.6% and the state percent is 44.3%.

In addition, RMEC's 2009 graduates achieved a higher percent than the state in the following areas: completion of college prep curriculum (RMEC = 64.6% State= 59.8%); graduates enrolled in Algebra I or equivalent prior to the 9th grade (RMEC= 47.5% State = 42.4%); graduates who completed at least one Level 3 high school math course (RMEC= 56.3% State = 47.2%); who completed at least one Level 3 high school science course (RMEC= 74.6% State = 53.9%).

93.6% of RMEC's students participated in the PSAT two year prior to graduation, in contrast to the district at 80.3% and the state at 69.4%.

65.5% of RMEC's 2009 graduates participated in the SAT, in contrast to the district's 54.7% and the state's 48.0%.

This data also indicates an increase over RMEC percentages for the graduating classes of 2007 and 2008. RMEC will continue the implementation of strategies provided by administrators, student services team, college assistance program (CAP) counselor, advanced placement teachers and overall faculty members. The CAP counselor will maintain a record of exit interviews conducted with graduating seniors including data regarding postsecondary plans and awarded scholarships. In addition, RMEC will continue to sponsor open dialogue with local, state and national level colleges/universities and/or vocational programs. RMEC will maintain a collaborative relationship with district support staff in order to provide students current and accurate information through the post graduation transition process.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 32% percent of students achieved level 3 High Standard 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% (384)	37% (439)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT Reading Assessment revealed that Category 2: Reading Application is the targeted area.	Practice locating and verifying details and critically analyzing text, to draw correct conclusions.	Principal, Assistant Principal, MTSS Team	Review FAIR data reports and adjust instruction as necessary	Print-out of FAIR assessments.
2	1.1. The 2011 FCAT Reading Assessment revealed that Category 2: Reading Application is the targeted area.	1.1. Practice locating and verifying details and critically analyzing text, to draw correct conclusions.	1.1. Principal, Assistant Principal, MTSS Team	1.1. Review FAIR data reports and adjust instruction as necessary	1.1. Print-out of FAIR assessments.
3	1.2. Students demonstrate difficulty in evaluating descriptive language and text features in both fiction and nonfiction.	1.2. Emphasize instruction across the curriculum that helps students build stronger arguments to support their answers.	1.2. Principal, Assistant Principal, MTSS Team	1.2. Ongoing classroom assessments. Review of data and adjust instruction as necessary	1.2. Formative: Interim assessments Summative: The 2013 FCAT Assessment
4	1.3 Providing teachers with professional development that will provide them with strategies to be used in their content areas.	1.3. Students will actively participate in Readings across the curriculum to build understanding of Category 2: Reading Application's Main Idea and Author's Purpose.	1.3. Principal, Assistant Principal, MTSS Team	1.3. Ongoing classroom assessments/ observations focusing on the students' ability to complete assignments as teachers become facilitator guiding students to become independent learners.	1.3. Formative: Interim assessments Summative: The 2013 FCAT Assessment

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 30% percent of students achieved level 4 and 5 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:
30% (360)	32% (380)

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 lack of access to real world Informational Text materials limited the students ability to interpret these materials.	2.1. Increase enrichment opportunities for students including: real-world documents to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. USA Today snapshots, tradebooks and teacher made research and reference materials.	2.1. Principal, Assistant Principal, MTSS Team	2.1. Monitor evidence of application of common strategies and techniques and adjust instruction as needed.	2.1. Formative: Baseline and interim assessments. Summative: 2013 FCAT

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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 68% of students made learning gains in Reading. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (798)	73% (856)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students demonstrate a deficiency in analyzing and evaluating information from a variety of texts	3.1. Develop a schedule to support targeted remedial strategies in analyzing and evaluating information text.	3.1. Principal, Assistant Principal, MTSS Team	3.1. Review data reports (FAIR and Interim Assessments) to ensure progress is being made and remedial and intervention instruction is adjusted after each assessment	3.1. Formative: FAIR, Interim Assessments and teacher feedback. Summative: Results from the 2013 FCAT Reading Assessment.
2	3.2. In order to increase the percentage of students learning gains an initiative to promote tutoring before and after school, as well as, Saturday will be offered. However, since Robert Morgan is a school of choice, transportation would be an issue for most students.	3.2. Saturday tutoring will be offered to all students to reduce the transportation barriers	3.2. Principal, Assistant Principal, MTSS Team	3.2. Administration will monitor the attendance of those students attending tutoring and compare to data from Interim Assessments.	3.2. Formative: Attendance logs, FAIR, Interim Assessments and teacher feedback. Summative: Results from the 2013 FCAT Reading Assessment.
3	3.3.	3.3.	3.3.	3.3.	3.3.

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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate that 77% of the Lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the number of student in the Lowest 25% to make learning gains by 5 percentage points to 82%
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (242)	82% (257)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students lack the necessary skills to inference, draw conclusions, and identify implied main idea and author's purpose.	4.1. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	4.1. Principal, Assistant Principal, MTSS Team	4.1. Review of student work samples and adjust instruction as needed	4.1. Formative: FAIR, Interim, Assessments and teacher feedback. Summative: Results from the 2013 FCAT Reading Assessment
2	4.2.	4.2.	4.2.	4.2.	4.2.

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 # Based on the AMO-2 for 2012-2013, 69% of students will achieve Level 3 in Reading on the FCAT 2.0 Test. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that the students in our subgroups did not make AYP. Our goal for the 2012-2013 school year is to have 80% of White students, 67% of Black students, 68% of hispanic students and 76% of Asian students make Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% (117) Black: 58% (144) Hispanic: 61% (461) Asian: 71% (12) American Indian:N/A	White: 80% (123) Black: 67% (167) Hispanic: 68% (514) Asian: 76% (13) 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	5A.1. White: As noted on the 2012 FCAT 2.0 Reading Test, the White subgroup did not meet AYP. Black: As noted on the 2012 FCAT 2.0 Reading Test, the Black subgroup did not meet AYP. Hispanic: As noted on the 2012 FCAT 2.0 Reading Test, the Hispanic subgroup did not meet AYP. Asian: As noted on the 2012 FCAT 2.0 Reading Test, the Asian subgroup did not meet AYP. American Indian: N/A Students lack interest in the choices of literature due to a disconnect from their own culture and experiences. Limited financial resources by families limit the access students have in their homes to quality literature.	5A.1. Students will be provided opportunities to read books and short stories from a variety of minority authors to generate an interest in multicultural literature and provide them opportunities to relate to the characters. Continue to promote Literacy and focus on placing a variety of reading materials in the hands of all students.	5A.1. Principal, Assistant Principal, MTSS Team and Literacy Leadership Team	5A.1. Student choices for literature and greater interest in multicultural literature will be monitored. RtI Leadership Team will meet to monitor student progress and effectiveness of program delivery using data from identified intervention assessments.	5A.1. Student participation in Read-Alouds and reading logs. Formative: FAIR, Interim Assessments. Summative: Results from the 2013 FCAT Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The 2011-2012 FCAT 2.0 Reading test shows that 43% of the ELL students achieved proficiency on the test. Therefore, 57% of ELL students need to achieve Level 3 proficiency. Our goal for the 2012-2013 FCAT 2.0 Reading Test is to increase by 3% points the number of ELL students achieving Level 3 proficiency on the test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

43% (9)	46% (10)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New ELL students arriving to our school with little and/or no understanding of the English language.	Provide them with the proper scheduling of classes. Provide them strategies that will enhance their language and provide ELL students with opportunity to work with HLAP teacher.	Principal, Assistant Principal	Monitor student reading progress through the use of the District Interim Assessments, in addition to teacher made assessments on a weekly basis.	Interim Assessments The 2013 FCAT 2.0 Reading Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The data from the 2011-2012 FCAT 2.0 Reading Test indicates that 39% of SWD students achieved a Level 3 or above the test. Our goal for the 2012-2013 school year is to increase the number of SWD students achieving Level 3 proficiency on the test by 6 percentage points on the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (38)	45% (44)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling time in the schedule for teachers to work together.	Ensure that the inclusion teams plan and collaborate in order to develop strong differentiated lessons for students.	Principal, Assistant Principal, Department Chairperson	Monitor of inclusion by the use of monthly anectodals.	Baseline Assessment, District Interim Assessment 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 59% of students who are economically disadvantaged made Adequate Yearly Progress. Our goal for the 2012-2013 school year is to increase achievement of economically disadvantaged students by 7 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (445)	66% (498)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Limited financial resources by families limit the access students have in their homes to quality literature.	5E.1. Continue to promote Literacy and focus on placing a variety of reading materials in the hands of all students.	5E.1. Principal, Assistant Principal, MTSS Team and Literacy Leadership Team	5E.1. MTSS Leadership Team will meet to monitor student progress and effectiveness of program delivery using data from identified intervention assessments.	5E.1. Review of logs and journals.

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
Engage the faculty in professional discourse focused on instruction and assessment (formative and summative), as well as models of student work	Language Arts, Reading, Mathematics, American History, Scienc	Vice Principal and Department Heads	Language Arts, Reading, Mathematics, American History, Science	October 25, 2012; December 13, 2012; February 14, 2013	Analyze results of ongoing assessments to determine progress towards goals and conduct classroom walk-throughs	Principal, Vice Principal, Assistant Principals
Using real world Documents to Advance Comprehension	Career/Technical 9-12	Vocational Department Head	Career/Technical 9-12	October 25, 2012	Evidence of real-world documents in classrooms	Principal, Vice Principal, Assistant Principals

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
After Schoo tutoring	hourly tutoring	Principal's hourly account	$4,000.00
			Subtotal: $4,000.00
			Grand Total: $4,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA indicate that 75% of ELL students are proficient in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the ELL student proficiency.

2012 Current Percent of Students Proficient in listening/speaking:

75% (39)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More ELL students have been accepted to Robert Morgan Education Center, therefore, creating a burden for the scheduling process.	Schedule ELL students with appropriate teachers in all areas so to ensure success.	Principal, Vice Principal, ELL Assistant Princi	Monitor students success with progress reports and report cards every 4 weeks.	2013 CELLA Test

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA indicate that 35% of ELL students are proficient in Reading. The 2012-2013 school year goal is to increase the number of proficient students in Reading on the CELLA test.

2012 Current Percent of Students Proficient in reading:

35% (18)

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
	Limited financial resources by families	Continue to promote Literacy and focus on	Principal, Assistant Principal	Reading logs and use of classroom library books.	2013 CELLA Test

1	limit the access students have in their homes to quality literature.	placing a variety of reading materials in the hands of all students.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The 2011-2012 CELLA test scores show that 35% of ELL students are writing at proficiency. The 2012-2013 school year goal is to increase the writing proficiency of students on the CELLA test.
2012 Current Percent of Students Proficient in writing:	
35% (18)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of writing skills, including grammar of ELL students makes it difficult to teach effective analytical writing.	Provide opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes.	Principal, Vice Principal, Department Chairs in Language Arts/ELL	Samples of student work will be collected and analyzed each quarter, and instruction will be modified as required.	2013 CELLA Writing Test

CELLA Budget:

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

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
No Data Submitted				

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
No Data Submitted				

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # Based on the data provided by the AMO, the mathematics achievement gap will be reduced at a rate of 4% points per year for the next six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

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 Algebra I EOC data shows that 85% (44) of White students, 75% (57) of Black students, and 78% (159) of Hispanic students made AYP. Our goal for the 2012-2013 school year is to increase the number of White students making AYP by 2% points to 87% (45), increase the number of Black students making AYP by 3% points, 78% (59) and increase the number of Hispanic students making AYP by 2% points, 80% (163).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White Students: 85% (44) Black Students: 75% (57) Hispanic Students: 78% (159) Asian Students: N/A American Indian Students: N/A	White Students: 87% (45) Black Students: 78% (59) Hispanic Students: 80% (163) Asian Students: N/A American Indian Students: 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	Need for ongoing professional development for teachers to increase capacity to provide quality/content rich small group tasks.	Provide small group differentiated instruction to address the needs of all learners	Principal, Vice Principal, Mathematics Department Chairperson	Classroom walkthroughs. Survey and sharing at co-planning meetings. Review of data and adjust instruction as needed.	Formative: Interim Assessments and teacher feedback. Summative: Results from the 2013 Algebra 1 EOC Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The Algebra I EOC data shows that the ELL students did not meet AYP, 61% (7) of students are at proficient. Our goal for the 2012-2013 school year is to increase the number of ELL students to proficiency by 6% points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (7)	67% (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	Need for ongoing professional development for teachers to increase capacity to provide quality/content rich small group tasks	Provide small group differentiated instruction to address the needs of all learners.	Principal, Vice Principal, Mathematics Department Chairperson	Classroom walkthroughs. Survey and sharing at co-planning meetings. Review of data and adjust instruction as needed.	Formative: Interim Assessments and teacher feedback. Summative: Results from the 2013 Algebra 1 EOC Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The 2011-2012 Algebra I EOC data shows that our Students with Disabilites (SWD) met AYP, 56% (25) of students made satisfactory progess. Our goal for the 2012-2013 school year is to increase the number of SWD meeting satisfactory progress by an increase of 5% points, 61% (27).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (25)	61% (27)

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	Need for ongoing professional development for teachers to increase capacity to provide quality/content rich small group tasks	Provide small group differentiated instruction to address the needs of all learners.	Principal and Vice Principal	Classroom walkthroughs. Survey and sharing at co-planning meetings. Review of data and adjust instruction as needed.	Formative: Interim Assessments and teacher feedback. Summative: Results from the 2013 Algebra 1 EOC Assessment

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

E. Economically Disadvantaged students not making	The 2011-2012 Algebra I EOC data shows that 76% (163) of Economically Disadvantaged students achieved satisfactory

satisfactory progress in mathematics.	progress.
Mathematics Goal E:	Our goal for the 2012-2013 school year is to increase the number of ED students achieving satisfactory progress on the Algebra I EOC 2% points to 77% (165).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (163)	77% (165)

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	Need for ongoing professional development for teachers to increase capacity to provide quality/content rich small group tasks	Provide small group differentiated instruction to address the needs of all learners.	Principal and Vice Principal, Mathematics Department Chairperson	Classroom walkthroughs. Survey and sharing at co-planning meetings. Review of data and adjust instruction as needed.	Formative: Interim Assessments and teacher feedback. Summative: Results from the 2013 Algebra 1 EOC Assessment

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 Algebra I EOC indicate that 54% of students achieved proficiency in the middle and upper 3rd level. Our goal for the 2012-2013 school year is to increase the amount of students that achieve the middle and upper 3rd level proficiency on the Algebra I EOC by 1 percentage point to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (183)	55% (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	Student's lack of mathematical skills, work ethics and attitudes, coupled with teacher's expectations of mathematical concepts is evidenced by student's inability to	Implement CCSS Mathematical Practice with the idea of developing vocabulary, collaborating with tiered intervention to assist students with the ability to complete	Principal, Vice Principal, Department Chairperson	Alignment of Scope and Sequence of Algebra 1 Ongoing analysis by the MTSS Leadership Team.	Formative: Baseline Assessments 2012, District Interim Assessments Summative:

	master polynomials and multi-tiered problems.	algebra work. Additionally, continue the collaboration of the Algebra I team to instill work ethics in students.			EOC 2013 Algebra

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra I EOC indicate that 12% of students achieved a Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase/maintain the number of students achieving a Level 4 or 5 above by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (39)	12% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hands-on activities, manipulative and cooperative group assignments hinders students' understanding of content material in Algebra.	Creation of common lesson plans that incorporate enrichment activities such as cooperative learning activities, use of manipulative, and provide students with the opportunities for high order cognitive thinking.	Principal, Vice Principal, Department Chairperson	Review ongoing classroom assignments and assessments that target application of the skills on a monthly basis.	Formative: Baseline Assessments 2012, District Interim Assessements Summative: EOC 2013 Algebra

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2011-2012 Geometry EOC indicates that 40% of students achieved a Level 3. Our goal for the 2012-2013 school year is to increase Level 3 students by 1% point to 41% on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% ((245)	41% (257)

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
	Student's level of geometrical thinking	Utilize a variety of cognitive levels, i.e.	Principal, Vice Principal,	Alignment of Scope and	Formative: Baseline

| 1 | and visualization, and basic mathematical application is a cause for students not performing satisfactorily. | visual, analytical, abstract to allow students the opportunity to formally make deductions and increase rigor. | Mathematics Department Chairperson | Sequence of Algebra 1

Ongoing analysis by the MTSS RtI Leadership Team. | Assessments 2012, District Interim Assessments

Summative: EOC 2013 Geometry |

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012-2012 Geometry EOC indicated that 34% of students achieve a Level 4 or 5 on the test. Our goal for the 2012-2013 school year is to increase the percentage of students achieving a Level 4 or Level 5 by 1% point to 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (209)	35% (214)

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	Higher level cognitive problem solving for use in the mathematical application.	Geometry instructors will utilize enrichment strategies to incorporate writing higher-order questions, collaboration, and reading into their lesson plans.	Principal, Vice Principal, Department Chairperson	Review of lesson plans and classroom walkthroughs, review data and adjust instruction as needed	Formative: Baseline Assessments 2012 and District Interim Assessments Summative: EOC 2013 Geometry

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of mathematics manipulatives in the classroom	Algebra 1, Geometry and Algebra 2 teachers	MathematicsDepartment Chairperson	Mathematics teachers – Algebra I, Geometry, Algebra 2	PD – Early Release, October 26, 2012	Classroom Walkthroughs with evidence of manipulative use	Principal, Vice Principal, Mathematics Department Chairperson

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
Afterschool tutoring	Hourly tutoring	Principal's hourly account	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2011-2012 Biology EOC indicates that 40% of students achieved in the middle third on the test. Our goal for the 2012-2013 school year is to increase the number of students achieving 1% point in the middle third on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (237)	41% (246)

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. There are many disparate levels of prior knowledge of science within the same classroom, therefore, evidenced in the weakness of the Reporting Category of Molecular and Cellular Biology is evident.	1.1. Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts including environmental and ecological concepts during field experiences, laboratory activities, and classroom discussions.	1.1. Principal, Vice Principal, Science Department Chair	1.1. Review of Student Usage Report	1.1. Student Usage Report

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2011-2012 Biology EOC indicates that 38% of students achieved in the upper third of the test. Our goal for the 2012-2013 school year is to increase the number of students by 1% point that achieve the upper third on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

38% (229)	39% (233)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack opportunities for independent research in Science.	Incorporates inquiry-based virtual science experiments through the use of GIZMO's and foster creativity and critical thinking in students.	Principal, Asst. Principal and Science Department Chair	Increased student achievement on benchmark assessments on a monthly basis.	2012 Baseline data and District Interim Assessment

Summative: Results from the 2013 EOC |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Professional Development targeting use of Physical Science materials.	Physical Science	MDCPS Science District Office	All Physical Science teachers	Nov 6, 2012 Feb. 1, 2013	Allow the teachers participating in PD to turnkey with the department.	Administrative Team
Review of the Biology Pacing Guide and develop best practices/strategies as a content area	Biology	Science Department Chairperson	All Biology Teachers	Early Release, November, 2012	Monitor effectiveness during the walkthrough process	Administrative Team, Science Department Chairperson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Replenish science consumable materials in Biology, Chemistry and Physics/Physical Sciences.	Consumables	Breakage & Materials Fees	$4,000.00
		Subtotal: $4,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The 2011-2012 Writing scores show that student achievement Levels at 3 and higher in writing were at 95%. Our goal for the 2012-2013 school year is to increase the number of students writing at Level 4 and higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (509)	95% (509)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students interest level must be maintained and may decrease without an ongoing increase in rigor of writing requirements. Students need more opportunities to write in a variety of formats.	1.1. Provide opportunities for students to write in a variety of formats, analyze work, rebuttals across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes.	1.1. Principal, Vice Principal, Department Chairs in Language Arts, Social Studies, and Science	1.1. Samples of student work will be collected and analyzed each quarter, and instruction will be modified as required.	1.1. Students writing samples will be evaluated monthly according to the type of writing required and the associated rubrics. FCAT Writing exam in 2012

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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Writing Workshop	10th grade Language Arts teachers	Language Arts - MDCPS	Participants are 10th grade Writing teachers	October 11, 2012	Administrative walkthroughs with the purpose to monitor the writing process	Principal, Assistant Principal, Language Arts Department Chairperson

Writing Budget:

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History.	The 2012 MDCPS Baseline data for U.S. History shows that 0% of the students achieved a level of proficiency on the test.
U.S. History Goal #1:	The goal for the 2013 U.S. History EOC is for 10% (37) of students to achieve a level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (37)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited knowledge of U.S. History.	Teachers will teach from the District Pacing Guide that is aligned for the U.S. History EOC.	Principal, Vice Principal	Monitor teacher assessment data to ensure that students are understanding/comprehending the material.	U.S. History Baseline data, District Interim Assessments. U.S. History EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	The 2012 MDCPS Baseline data for U.S. History shows that 0% of the students achieved a level of proficiency on the test.
U.S. History Goal #2:	The goal for the 2013 U.S. History EOC is for 10% (37) of students to achieve a level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (37)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited knowledge of U.S. History.	Teachers will teach from the District Pacing Guide that is aligned for the U.S. History EOC.	Principal, Vice Principal	Monitor teacher assessment data to ensure that students are understanding/comprehending the material.	U.S. History Baseline data, District Interim Assessments. 2013 U.S. History EOC

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Given emphasis to student attendance, the average daily attendance rate for the 2012-2013 school year should be 95.36% or higher, the number of students with excessive absences should not exceed 752, and the number of students with excessive tardies should not exceed 669.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.86% (2116)	95.36% (2126)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
802	762
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)	Tardies (10 or more)
704	669

	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. Because we are a magnet school, students have district transportation, however, sometimes students miss the school bus and therefore, have difficulty attending school due to lack of transportation by parents.	1.1. Meet with students that have excessive absences and ensure that the students, along with the participation of the parent are on an attendance contract.	1.1. Principal, Assistant Principal	1.1. Monitor the daily attendance and tardy policy.	1.1. Attendance Bulletin
2	1.2 As a magnet school, many students do not live in the immediate vicinity and may have a lax attitude towards punctuality.	1.2 Incentives to students who are punctual both to school and individual classes will be provided.	1.2 Principal, Assistant Principal	1.2 Daily teview record of tardies	1.2 Tardy/Attendance Bulletin

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						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	The 2011-2012 school year suspension data shows that 13% of students were suspended indoor and that 3% of students were suspending outdoor. The 2012-2013 school year goal is to decrease the amount of indoor suspensions by 1% to 12% and that outdoor suspensions will be maintained
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
13% (296)	12% (266)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10% (214)	9% (193)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3% (66)	2% (59)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3% (58)	2% (52)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack of knowledge about behavior modification tools to draw back from a disagreement.	1.1. The assistant principal will work with the counselors to address minor infractions to reduce further discipline incidents. Students will be trained in using anger management and mediation techniques.	1.1. Principal, Vice Principal, Counselors	1.1. Reduction in referrals and subsequent suspensions should be monitored each month.	1.1. Suspension log

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						

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The 2011-2012 dropout data shows that .26% of students at RMEC do not complete high school. The goal for the 2012-2013 school year is to decrease the dropout rate by .5% points to .25%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

0.26% (6)		.25% (6)	

2012 Current Graduation Rate:	2013 Expected Graduation Rate:
89.2% (511)	89.2% (511)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not knowledgeable about their credit history and graduation requirements.	1.1. Begin credit history conferences in the sophomore year and continue with the reviews at the beginning of each year.	1.1. Counselors and Vice Principal	1.1. Analyze Credit Histories in October and January for seniors and make comparison year to year of progress.	1.1. Percentage of students graduating
2	1.2. Students may be unaware of programs which are available as an alternative to dropping out and enabling them to recover failed courses.	1.2. Provide opportunities for course recovery through the school 2-H and night school program.	1.2. Vice principal	1.2. Monitor enrollment in 2-H courses	1.2. Roster of student enrollment. Parent contact logs.

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

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

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

Dropout Prevention Budget:

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, parent sign-in logs indicate that only 12% of parents attend a school function. Our goal for the 2012- 2013 school year is to increase parent participation in school functions by 4% points to 16%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12%	16%

		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 school is a magnet school which draws students from the entire southern half of Miami-Dade County.	1.1. Provide long term notice of events at the school through the use of the school activities calendar, website calendar and ConnectEd messages to provide parents with enough lead time to make arrangements to attend events.	1.1. Principal, Assistant Principal	1.1. Review of Sign-in sheets and Evaluation forms from activities and meetings	1.1. Review of Sign-in sheets and Evaluation forms from activities and meetings

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Through collaboration between academy teachers, core subject area teachers and the CAP advisor, RMEC will: 1. Increase student interest in STEM topics 2. increase the number of students who take Advanced Placement courses and STEM –based elective classes 3. expose students and parents to STEM-related career options and scholarship opportunities in STEM majors

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	Teachers feel overwhelmed with work and therefore may not want to add to their workload by collaborating on projects	Use projects that are well established, such as the Fairchild Challenge, to increase collaboration.	Principal Vice Principal And/or Assistant Principals	Teacher involvement in the Fairchild Challenge	Discussion with the Fairchild Challenge school site coordinator

2	1.2. Low student enrollment in STEM courses after the minimum requirements are met	1.2. Individual class presentations/discussions Whole class (i.e. sophomores, juniors) presentations during subject selection time	1.2 Science teachers, Engineering Academy teacher	1.2 Monitor student enrollment and participation to show an increase	1.2 Student Enrollment Numbers
3	1.3 Parental involvement	1.3 College Fairs, College Nights, Connect ED messages	1.3 Counselors	1.3 Parental Response	1.3 Surveys

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
Provide all teachers with STEM information during a Faculty Meeting	All areas	Academy Leader	All Teachers	Faculty Meeting in December, 2012	Monitor student enrollment in STEM courses during articulation	Principal, Assistant Principal, STEM teacher

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	During the 2012-2013 school year, the CTE Teachers will meet with their designated Advisory Boards at least once each semester.

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	A great number of the members of our Academy advisory board are community/business people and therefore scheduling meeting to accommodate members is difficult.	Provide members of the community/business community the opportunity to meet early in the morning before their day begins and maintain the meetings to a reasonable time frame with agenda.	Principal, Vice Principal, Academy Lead Teacher	Participation of the community/business members in the Advisory Board.	Review the sign in sheets and minutes from the meetings to determine participation of members.

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

The 2011-2012 Master Schedule indicates that there is one Dual Enrollment course available to students.

Our goal for the 2012-2013 school year is to add two additional Dual Enrollment courses to the Master Schedule.

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. The 2011-2012 Master Schedule indicates that there is one Dual Enrollment course available to students. Our goal for the 2012-2013 school year is to add two additional Dual Enrollment courses to the Master Schedule. Goal The 2011-2012 Master Schedule indicates that there is one Dual Enrollment course available to students. Our goal for the 2012-2013 school year is to add two additional Dual Enrollment courses to the Master Schedule. Goal #1:	Dual Enrollment Participation
2012 Current level:	2013 Expected level:
1	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	Improve the rigor and academic offerings for the 2012-2013 school year by adding new courses to the schedule.	Add dual enrollment courses to the 2012-2013 academic schedule to support Language Arts and Social Studies. New courses and teachers will be evaluated monthly to assure quality instruction, rigor and pacing with curriculum scope and sequence.	Principal, Vice Principal, Assistant Principal	Classroom walkthroughs	Assessments and Teacher feedback

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Dual Enrollment Courses	Funding for university fees	Principal's Special Purpose Acct	$2,400.00
			Subtotal: $2,400.00
			Grand Total: $2,400.00

End of The 2011-2012 Master Schedule indicates that there is one Dual Enrollment course available to students.

Our goal for the 2012-2013 school year is to add two additional Dual Enrollment courses to the Master Schedule.

Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Replenish science consumable materials in Biology, Chemistry and Physics/Physical Sciences.	Consumables	Breakage & Materials Fees	$4,000.00
				Subtotal: $4,000.00

Technology

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

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After Schoo tutoring	hourly tutoring	Principal's hourly account	$4,000.00
Mathematics	Afterschool tutoring	Hourly tutoring	Principal's hourly account	$2,000.00
The 2011-2012 Master Schedule indicates that there is one Dual Enrollment course available to students. Our goal for the 2012-2013 school year is to add two additional Dual Enrollment courses to the Master Schedule.	Dual Enrollment Courses	Funding for university fees	Principal's Special Purpose Acct	$2,400.00
				Subtotal: $8,400.00
				Grand Total: $12,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Awards and Incentives	$1,500.00
FCAT Students Snacks	$1,500.00

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

Develop and monitor the School Improvement Plan, review student data to be ensure students are making progress, approve and monitor funds for student awards and incentives.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ROBERT MORGAN EDUCATIONAL CENTER
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	84%	86%	45%	271	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	56%	83%			139	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	76% (YES)			131	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					541	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
ROBERT MORGAN EDUCATIONAL CENTER
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	82%	90%	39%	268	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	58%	78%			136	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	64% (YES)			119	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					533	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested