FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COPE CENTER NORTH

District Name: Dade

Principal: Dr. Lillian K. Cooper

SAC Chair: Gia Braynon

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending Board Approval

Last Modified on: 11/16/2012

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	Dr. Lillian K. Cooper	BA- Elementary Education, Fisk University MA- Reading University of Michigan 36 hours toward Specialist, Nova Southeastern University Ed.D Educational Leadership Nova Southeastern University Certifications: Admin./Supervision	4	22	'12 '11 '10 '09 '08 School Grades NG C AMO High Standards-Rdg. 14 6 19 NA 48 High Standards-Math 41 43 43 NA 43 Lrng Gains- Rdg. NA NA 44 NA 48 Lrng Gains- Math NA NA 62 NA 62 Gains- Rdg- 25% NA NA 37 NA 67 Gains- Math- 25% NA NA 60 NG 90

		(Grades K-12); Elementary Education (Grades 1-6); English (Grades 5-9; Reading (Grades K-12_ and School Principal (All Levels)			

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Carolyn Hazelton (Part-Time)	BA- Elementary Education MA- Elementary Education Specialist Degree Pending- 36 hours in Reading	4	17	'12 '11 '10 '09 '08 School Grades NG C AMO High Standards-Rdg. 14 6 19 NA 48 High Standards-Math 41 43 43 NA 43 Lrng Gains- Rdg. NA NA 44 NA 48 Lrng Gains- Math NA NA 62 NA 62 Gains- Rdg- 25% NA NA 37 NA 67 Gains- Math- 25% NA NA 60 NG 90

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	Principal Chats with Teachers	Principal	On-going (monthly)	
2	On-going Professional Development	Principal Professional Development Liaison	June 7, 2013	
3	Utilize Hotline (principal's monthly newsletter to keep staff informed of opportunities relative to upward mobility)	Principal Professional Development Liaison	June 7, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out-of-field: 5% [1] Less than effective: 0% [0]	Out-of-field: Certification courses and passing subject area test Less than effective: N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
21	4.8%(1)	4.8%(1)	38.1%(8)	52.4%(11)	66.7%(14)	100.0%(21)	19.0%(4)	0.0%(0)	19.0%(4)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

The District provides after school tutoring through Title I via various providers in the Supplemental Educational Services (SES) plan. Students in need of remediation are targeted to attend these sessions. Through Title I funding, a part-time reading coach is available to coach teachers, mentor teachers, model lessons and to participate actively on the MTSS/RtI team. Along with the school's reading teacher, the reading coach assists with the implementation of the Edge, research based curriculum. The coaches also assist with the development of the school's focus calendar and program implementation and evaluation as we implement Florida's Continuous Improvement Model. The reading coach works closely with the administration to identify student needs, utilizing trend data to prescribe attainable goals. The coaches also work with the administration to effectively plan early release days and professional development days for workshops for teachers. For the enrichment students, this administration plans to initiate a component of the North Miami Senior High School's Academy of Aerospace Science and Engineering grant. The school's administration will also work closely with the parenting group, providing monthly 2nd Cups of Coffee (parent workshops), and encouraging them to be involved in the students' education through volunteering. Sub group and special needs populations are also targeted for specialized assistance from the teachers, with guidance from the coaches. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The District coordinates with Title II in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum coaches, develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need, while working with District personnel to identify appropriate evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

The District used supplemental funds for improving basic education as follows: training to certify qualified mentors for the New

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

Title III

Services are provided through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

In collaboration with the District Homeless Social Worker, resources (clothing, school supplies, and social services referrals) are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

N/A

Nutrition Programs

COPE Center North adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition Education, as per state statute, is taught through Parenting Classes and the Food & Nutrition Classes. COPE Center North's food service program, school breakfast and school lunch, follow the Healthy Food and Beverage
Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible COPE Center North students in the evenings at their home schools, based on the recommendations of the school's counselors. Courses can be taken for credit recovery at COPE Center North or through the adult programs at the various schools, as well as courses for promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will be program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for ways to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

NA

Other

Parental

Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy

Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising out Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Business Teacher
Reading Leader
LA Department Chairperson
Math Department Chairperson
Science Department Chairperson
School Nurse
School Social Worker

Principal: Duties include but are not limited to the following: ensure school's vision is emulated throughout the learning facility; utilize data-driven decision in establishing curricular needs; facilitate the MTSS/RtI process; ensures implementation of intervention support and documentation; ensure professional development supports the MTSS/RtI implementation; consistently communicates with students and parents in reference to students' progression. Provide workshop and support to ensure the implementation of Common Core State Standards.
Reading Leader, Department Chairpersons, and Business Teacher: Create the school's focus calendars; Disaggregate data; Conferences with teachers about students on an individualized basis; keeps abreast of existing literature on scientifically researched based curriculum/ behavior assessments and intervention approaches; communicates with Region and District personnel to identify appropriate evidence-based intervention strategies; provides early intervention; design and deliver professional development; provide overall support to instructional staff; ensures MTSS/RtI implementation. Student Services Personnel: Provides individual student counseling and referral to appropriate agencies to address student issues; provides interventions to support the MTSS/RtI implementation; supports the child's academic, emotional, behavioral, and social development.

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

The MTSS/RtI Leadership team at COPE will:

Monitor academic and behavior data evaluating progress by addressing the following important questions:
What will all students learn? (Common Core Standards)
How will we determine if the students have learned? (common assessments)
How will we respond when students have not learned? (MTSS/RtI problem solving process and monitoring progress of interventions)
How will we respond when students have learned or already know? (Enrichment opportunities).
Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
Hold regular team meetings.
Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific Interventions, and student behavior.
Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of Literacy Leadership Team (LLT)
NCLB Public School Choice
Describe the role of the school-based MTSS/RtI 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?
program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives.

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

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

The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through daily classroom walkthroughs.

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

The Leadership Team will disaggregate data from baseline testing, monthly assessments and interim assessments.

The Leadership Team will meet individually with teachers for data chats in preparation for teachers to meet individually with students and parents.

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.

The MTSS/RtI team will disaggregate data from baseline, monthly and interim tests, and review student case management forms. Quarterly, the MTSS/RtI team will meet and confer with teachers regarding student progress as indicated on baseline assessment, monthly assessments and interim assessments. Recommendations will be made to ensure student achievement is evident. Subsequent to these meetings teachers will meet with students and parents to set goals.

Describe the plan to train staff on MTSS.

Training for the staff will occur during the first semester. Teachers will participate in district and region generated workshops as well as in-house professional development.

Describe the plan to support MTSS.

An implementation calendar for MTSS/RtI will be established for instructional staff to include the following pertinent components:
1. Professional development
2. Quarterly teacher chats
3. Monthly student/teacher chats
4. Parent sessions to review program outcomes and student impact
5. Ongoing EESAC review sessions

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Lillian K. Cooper, Principal
Gia Braynon, EESAC Chair
Carolyn Hazelton, Part-Time Reading Coach
Angelina Vinent, Language Arts Chair/ESE/ESOL
Tashina Moore, Math Chair
Carol Wilson, Science
Judy Rodriguez, CTE Teacher
Roberta Kaplan, Media Specialist

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

COPE's Literacy Leadership Team is a viable component in creating in extended capacity for the knowledge of reading throughout the curriculum. The focus of the Literacy Team will be to ensure best practices and research-based strategies are implemented. Additionally, cross-curricular strategies will be facilitated through the media center. The Literacy Team will meet monthly to discuss issues and concerns and to evaluate program effectiveness.

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

Disaggregating data to determine student performance growths and weaknesses in order to adjust curricular strategies
Implement innovative strategies such as CRISS Strategies, Differentiated Instruction, Research-Based Technology, Common Core Standards, and methodologies, instructional strategies that engage the brain.

Offer professional growth opportunities to the entire staff and communicate with stakeholders in order to obtain proficiency in delivery.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teacher will attend Professional Learning Communities (PLC) in which they will share best practices and be introduced to strategies that can be incorporated in all content areas. The PLC will also cover topics such: Using Data to Drive Instruction and Reading Across The Curriculum. The reading coaches will also provide support to all teachers assisting by modeling and providing support to teachers when needed.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

COPE Center North uses interdisciplinary project-based learning that incorporates real-world connections. This method allows students to expand the skills they have acquired while providing relevancy to their future.

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?

COPE Center North has an eight-period day. The eight-period day allows the students to take not only required courses, but also credit recovery courses, intensive math/reading courses, virtual school and career and technical educational courses. We offer courses in the following four major areas of interests: (1) Fashion Design (2) Health (3) Business and (4) Administrative Support Technology. When students are registered they are asked to choose one of the majors that are offered. Students are then enrolled in courses in their major area of interest.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

The following strategies to improve student readiness for postsecondary level include financial aid workshops, tutorials for college entrance (ACT, SAT, PERT) exams, college tours, career evaluations and money matters workshops. The school will also provide opportunities for students to attend college fairs. Additionally, our partnerships with Miami Dade College and Florida Memorial University will continue and students will be mentored by providing assistance in their completion of college applications and helping them apply for scholarships. These strategies will improve our data for our graduates, but it will not be reflected in the High School Feedback Report since our students do not graduate from here but from their home schools.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 3% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 17% percentage point to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (2)	20% (13)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Administration of the FCAT 2.0 Reading for 6,7,8th grade was Reporting Category 2-Reading Application.	Students will utilize grade level appropriate text using: Reciprocal Teaching; Modeling Think Aloud; Activate prior Knowledge; Use Task Cards; Chunking; Retelling; Note taking/ Outlining Notes; Encouraging students to read from a wide variety of texts; Opinion proofs.	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Ongoing classroom assessments. Focusing on the following skills: Main Idea; Author's Purpose; Compare and Contrast; Cause and effect; Text Structure. Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed. MTSS/RtI and Leadership Team will meet monthly to monitor students' progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR, Monthly School-site Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Summative: Results from 2013 FCAT 2.0 Reading Assessment Technology: Accelerated Reader Destination Reading Jamestown Reading Plus
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading for 9 & 10th grade was Reporting Category 2- Literary Analyses- Fiction/Nonfiction	Students will utilize grade level appropriate text using: Theme, Character Development, Setting, Plot Development, Conflict Resolution, Descriptive Language, Figurative Language, Text Features	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Ongoing classroom assessments. Focusing on the following skills: Main Idea; Author's Purpose; Compare and Contrast; Cause and effect; Text Structure. Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed. MTSS/RtI and Leadership	Formative: FAIR, Monthly School-site Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Summative: Results from 2013 FCAT 2.0 Reading Assessment Technology:

				Team will meet monthly to monitor students' progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Accelerated Reader Destination Reading Jamestown Reading Plus

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
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 2.0 Reading Test indicate that 0 % of students achieved Levels 4 & 5 proficiency. Our goal for the 2013 Administration of the FCAT 2.0 Reading Test is to increase levels 4& 5 student proficiency by 0 percentage points to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	8% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area which showed minimum growth as noted on the 2012 administration of the FCAT 2.0 Reading Test for High School, Grades 9 & 10, was Reporting Category 2 Reading Application.	Students will analyze the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. The following strategies and enrichment activities are suggested to reinforce the Reading Application learning process: *graphic organizers (note taking, mapping) *Summarization activities;	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed.	Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.

1		*Questioning the author; *Anchoring conclusions back to the text (explain and justifying decisions); *Opinion proofs (giving an opinion, finding facts to support the opinion within text) *Text marking (making margin notes, highlighting) *Avoiding the interference of prior knowledge when answering a question; *and encouraging students to read from a wide variety of texts			
2	The area which showed minimum growth as noted on the 2012 administration of the FCAT 2.0 Reading Test for Middle School, Grades 6, 7, & 8, was Reporting Category 4 Informational Text and Research Process.	Students will have a thorough understanding of the benchmark. By using the following instructional strategies and enrichment activities to explain how text features enhance the reader's understanding. Students will organize, synthesize, and evaluate the validity and reliability of information. the following instructional strategies will be implemented: *Reciprocal teaching; *Opinion Proofs; *Question-and-answer relationships; summarization skills; *Questioning the author; and *Encouraging students to read from a wide variety of text	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed.	Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.

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

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

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Due to the mobility rate of our students it was not possible to calculate learning gains. However, we will be addressing the needs of all students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
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<tr>
<td>1</td>
<td>The area of deficiency as noted on the 2012 Administration of the FCAT 2.0 Reading for 10th grade was Reporting Category 2-Reading Application.</td>
<td>Students will utilize grade level appropriate text using Reciprocal Teaching. Implement the following: Modeling, Think Aloud, Activate prior Knowledge, Use Task Cards, Chunking, Retelling, Note taking/ Outlining Notes; Encouraging students to read from a wide variety of texts; opinion proofs.</td>
<td>MTSS/Response to Intervention (RtI) Team Literacy Leadership Team</td>
<td>Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed.</td>
<td>Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.</td>
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<tr>
<td>2</td>
<td>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading for 8th grade was Reporting Category 4- Informational Text/Research Process</td>
<td>Students will utilize grade level appropriate text using Reciprocal Teaching. Teacher will implement the following: Question and- Answer Relationships; Note taking skills; Analyzing the text; synthesizing details to draw correct conclusions; Use how to articles, brochures fliers and other real world documents to identify text features</td>
<td>MTSS/Response to Intervention (RtI) Team Literacy Leadership Team</td>
<td>Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed.</td>
<td>Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.</td>
</tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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

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<td>Person or</td>
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Due to the mobility rate of our students it was not possible to calculate students in lowest 25% making learning gains. However, we will be addressing the needs of all students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Reading Application Grades 6, 7 & 8; and Literacy Analysis 9 & 10	Students will utilize grade level appropriate text to enhance skills, such as: Theme, Character Development, Setting, Plot Development, Conflict Resolution, Descriptive Language, Figurative Language, and Text Features	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed.	Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to decrease by 50% the nonproficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	14	22	30	37	45	

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:	Due to the mobility rate of our students it was not possible to calculate student subgroups not making satisfactory progress. However, we will be addressing the student when necessary. Our goal for the 2012-2013 school year for expected level of performance is to increase Black students performance by 23 percentage points to 23% for the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: N/A Black: *** Hispanic: N/A Asian: N/A American Indian: N/A	White: N/A Black: 23% Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: The area of deficiency as noted on the 2012on the FCAT 2.0 Reading Test was Reporting Category Reading Application for Grades 6, 7 & 8; and Literacy Analysis for Grades 9 & 10	Students will utilize grade level appropriate text to enhance skills, such as: Theme, Character Development, Setting, Plot Development, Conflict Resolution, Descriptive Language, Figurative Language, and Text Features	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed	Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that *** % in the Economically Disadvantaged Subgroup made learning gains. Due to the mobility rate of our students it was not possible to calculate economically disadvantaged students not making satisfactory progress. However, we will be addressing the student when necessary. Our goal for the 2012-2013 year is to increase the percentage of students in the Economically Disadvantaged Subgroup by 22 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
***	22% (13)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012on the FCAT 2.0 Reading Test was Reporting Category Reading Application for Grades 6, 7 & 8; and Literacy Analysis for Grades 9 & 10	Students will utilize grade level appropriate text to enhance skills, such as: Theme, Character Development, Setting, Plot Development, Conflict Resolution, Descriptive Language, Figurative Language, and Text Features	MTSS/Response to Intervention (RtI) Team Literacy Leadership Team	Following the FCIM, review formative Monthly assessment data reports to ensure progress in being made and adjust intervention as needed.	Formative: Monthly Assessments, Classroom Assessments, District Assessments. FCAT Explorer, Destination Reading. Reading Plus. Summative: results from 2013 FCAT 2.0 Reading Assessment.

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

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

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

Career Readiness Anchor Standards for Reading: Literature, and Informational Reading Standards.	6-12	Reading Coach	School-wide: Language Arts, Social Science, History, and Reading Teachers, and other Technical Subjects.	September 26, 2012 October 26, 2012 November 6, 2012	Students' Portfolio with samples of lessons strategically taught, Exit Slips, Formative Assessments.	Reading Coach, Teacher, Principal
Common Core Standards	6-12	Regional Trainings for Secondary Content	Reading Coach Language Arts Department Chair	November 29-30, 2012	Participants will begin to develop curriculum maps for these courses that include specific learning goals and progress monitoring tools	Kelly Seay, M.Ed. Deputy Director of Educator Relations Florida Department of Education Just for Teachers 850.245.5029
CRISS	6-12	CRISS Trainer	All teachers who have not been CRISS trained	11/06/2012 and/or 02/01/2013	Review Students' Portfolio with samples of lessons strategically taught, Exit Slips, Formative Assessments.	Reading Coach, Teacher, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Part-time Reading Coach	Personnel to assist with reading efforts.	Title I Funds	$14,400.00
			Subtotal: $14,400.00
			Grand Total: $14,400.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A

2012 Current Percent of Students Proficient in listening/speaking:

N/A

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

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:	

2012 Current Percent of Students Proficient in reading:

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				

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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				

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 indicate that 7% of the students in 6th – 8th grade achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 students in 6th-8th grades by 16 percentage points to 18 % for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	18% (3)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6, 7 & 8 was Reporting Category Geometry & Measurement.

The deficiency is due to limited tangible resources that would provide the students with first hand experiences involving real world situations.</td>
<td>Provide the students with more activities that require the student to be completely involved in the thinking process of how changes in data values impact measures of central tendency.

Increase the use of manipulatives, both digital and tangible to enable the students to be completely involved in using order of operations to solve real world problems. Also, increase the use of statistics in order to analyze real world data.</td>
<td>Administrators</td>
<td>Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed.

District Interim Data will be reviewed and adjustments to strategies made as needed.</td>
<td>Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets.

Summative: 2013 FCAT 2.0</td>
</tr>
</table>

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 mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
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<td>Process Used to Determine Effectiveness of</td>
<td>Evaluation Tool</td>
</tr>
</table>

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT indicate that 0% of the students in 6th – 8th grade achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 students in grades 6th-8th by 7 percentage points to 5% for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5%(1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grade 8 was Reporting Category 1 - Number: Operations, Problems, and Statistics	Use enrichment activities to foster understanding of key concepts, such as: Develop hands on activities that help students to understand operations with integers. Develop thematic projects (model scale construction) that help students to understand the relative size of numbers. Use real world mathematics examples to introduce expressions of rational numbers in exponential notation, including negative exponents, and/or numerical or algebraic expressions that contain exponential notation.	Administrators	Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed. District Interim Data will be reviewed and adjustments to strategies made as needed.	Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets. Summative: 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase the learning gains of students in grades 6th-8th by 2% to 3% percentage for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the areas of greatest difficulty for students in grades 6, 7, and 8 were Reporting Category 1 - Number: Operations, Problems, and Statistics. Also, Category 3 – Geometry and Measurement.	Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Implement differentiated instruction for students.	Administrators	Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed. District Interim Data will be reviewed and adjustments to strategies made as needed.	Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets. Summative: 2013 FCAT 2.0.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the learning gains of students in 6th-8th grades by 2% to 3% for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grade 8 was Reporting Category 1 - Number: Operations, Problems, and Statistics . Also, Category 2 – Expressions, Equations, and Functions.	To write, interpret, and use mathematical expressions and equations, use inductive reasoning strategies that include discovery learning activities. Develop students understanding of linear equations. Solve mathematical problems graphically	Administrators	Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed. District Interim Data will be reviewed and adjustments to strategies made as needed.	Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets. Summative: 2013 FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal is to decrease by 50% the nonproficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

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:	Due to the mobility rate of our students it was not possible to calculate student subgroups not making satisfactory progress. However, we will be addressing the student when necessary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6, 7 & 8 was Reporting Category Geometry & Measurement.

The deficiency is due to limited tangible resources that would provide the students with first hand experiences involving real world situations | Provide the students with more activities that require the student to be completely involved in the thinking process of how changes in data values impact measures of central tendency.

Increase the use of manipulatives, both digital and tangible to enable the students to be completely involved in using order of operations to solve real world problems. Also, increase the use of statistics in order to analyze real world data. | Administrators | Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed.

District Interim Data will be reviewed and adjustments to strategies made as needed. | Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets.

Summative: 2013 FCAT 2.0 Mathematics |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

Mathematics Goal #5D: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

1	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is to increase Economically Disadvantaged students' performance by 8 percentage points to 44% for the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5)	44% (6)

<table>
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<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6, 7 & 8 was Reporting Category Geometry & Measurement.

The deficiency is due to limited tangible resources that would provide the students with first hand experiences involving real world situations.</td>
<td>Provide the students with more activities that require the student to be completely involved in the thinking process of how changes in data values impact measures of central tendency.

Increase the use of manipulatives, both digital and tangible to enable the students to be completely involved in using order of operations to solve real world problems. Also, increase the use of statistics in order to analyze real world data.</td>
<td>Administrators</td>
<td>Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed.

District Interim Data will be reviewed and adjustments to strategies made as needed.</td>
<td>Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets.

Summative: 2013 FCAT 2.0 Mathematics</td>
</tr>
</table>

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

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:	Our goal for the 2012-2013 school year is to increase Black students by 8 percentage points to 50% for the Algebra I EOC test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 42% (6) Hispanic: N/A Asian: N/A American Indian: N/A	White: N/A Black: 50% (8) Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra 1 EOC assessment, the greatest difficulty for the students was Reporting Category 1 – Functions, Linear Equations, and Inequalities; as well as Category 2 - Polynomials	Provide with more practice in solving real world problems involving relations and functions. Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers.	Administrators	Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed. District Interim Data will be reviewed and adjustments to strategies made as needed.	Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets. Summative: Algebra 1 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 subgroup:

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

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is to increase Level 3 students by 8 percentage points to 44% for the Algebra I EOC test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36 (5)	44 (7)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra 1 EOC assessment, the greatest difficulty for the students was Reporting Category 1 – Functions, Linear Equations, and Inequalities; as well as Category 2 - Polynomials	Provide with more practice in solving real world problems involving relations and functions. Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers.	Administrators	Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed. District Interim Data will be reviewed and adjustments to strategies made as needed.	Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets. Summative: Algebra 1 EOC

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.	The results of the 2012 Algebra I EOC test indicate that 33% of the students achieved Level 3 proficiency.

	Algebra Goal #1:	Our goal for the 2012-2013 school year is to increase Level 3 students by 10 percentage points to 43% for the Algebra I EOC test.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	33% (6)	43% (8)

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>According to the results of the 2012 Algebra 1 EOC assessment, the greatest difficulty for the students was Reporting Category 1 – Functions, Linear Equations, and Inequalities; as well as Category 2 - Polynomials</td><td>Provide with more practice in solving real world problems involving relations and functions.

Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers.</td><td>Administrators</td><td>Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed.

District Interim Data will be reviewed and adjustments to strategies made as needed.</td><td>Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets.

Summative: Algebra 1 EOC</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC test indicate that 0% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 students by 4 percentage points to 4% for the Algebra I EOC test
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	4% (1)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>According to the results of the 2012 Algebra 1 EOC assessment, the greatest difficulty for the students was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics</td><td>Use enrichment activities to foster understanding of key concepts, such as:

Provide all students with practice in identifying relationships and patterns.

Provide all students with more practice creating a logical argument and inductive reasoning strategies that include discovery learning activities.

Provide all students with practice using a</td><td>Administrators</td><td>Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed.

District Interim Data will be reviewed and adjustments to strategies made as needed.</td><td>Formative: School site monthly assessments, students' work in math portfolio, district assessments, and weekend packets.

Summative: 2013 FCAT 2.0, Algebra 1 EOC</td></tr>
</table>

	Venn diagram to identify relationships and patterns and to create an argument about relationships between sets.			

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC test indicate that 13% of the students achieved Middle Third proficiency. Our goal for the 2012-2013 school year is to increase Middle Third students by 6 percentage points to 19% for the Geometry test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (5)	19% (7)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Category 3 – Trigonometry	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).	Administrators	Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed. District Interim Data will be reviewed and adjustments to strategies made as needed.	Formative: School site monthly assessments, students' work in math portfolio, district interim assessments, and weekend packets. Summative: Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC test indicate that 0% of the students achieved Upper Third proficiency. Our goal for the 2012-2013 school year is to increase Upper Third students by 3 percentage points to 3% for the Geometry test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (1)

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

				Monitoring	Strategy	
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty included Category I – Coordinate Geometry; Finding the lengths and midpoints of line segments in two-dimensional coordinate systems.	Use enrichment activities to foster understanding of key concepts, such as: Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. Assist teachers with effective strategies for integrating technology in their lesson designs. Honor students learning styles through an instructional model that embraces diversity and the brain's natural learning cycle	Administrators		Following the FCIM, review monthly assessment data reports to determine if progress is being made and adjust instruction as needed.	Formative: Monthly assessments and District Interim Assessment Summative: Results from the 2013 Geometry EOC assessment

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Explore Learning Gizmos	6-12	District	Math Teachers	October 18, 2012	Monitor student folders, lesson plans, Observe computer lab activities	Principal, Math Dept. Head
Clinical Supervision for Teachers	6-12	District	Math Teachers	Ongoing from August 17, 2012 through June 7, 2013	Observe classroom activities	Principal
Educational Impact (on-line courses)	6-12	District/PD-Online	Math Teachers	October 2012	Monitor/Observe classroom, Review lesson plans	Principal

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT indicate that 9% of the 6th through 8th grade students achieved Level 3 proficiency. Our goal for the 2012-2013 school Year is to increase 6th through 8th grade student proficiency by 6 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(1)	15%(2)

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	Results of the 2012 FCAT 2.0 Science assessment indicate that students had the greatest difficulties with Reporting Category 1 Nature of Science; category 2- Earth & Space Science; category 3 – Physical Science; category 4 – Life Science	Provide students with strategies to implement inquiry based activities, as well as technologies to allow students to form and test hypothesis, use data analysis and manipulate variables to design experiments. Provide students with extended opportunities to design and develop science projects to increase scientific-thinking. Include laboratory/hands-on activities, interactive technology such as Gizmos, and videos such as these provided by Discovery Learning.	MTSS/RtI Team Administrator	Ongoing monthly classroom assessments on Nature of Science. The Science Department Head and teacher will use Edusoft reports to review the results of monthly assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary. Following the FCIM, review formative Monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: Biweekly and interim assessments will be administered using Edusoft. Summative: The 2013 FCAT 2.0 Science assessment
2	N/A	N/A	N/A	N/A	N/A

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

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

		Problem-Solving Process to Increase Student Achievement		

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT indicate that 0% of the 8th grade students achieved Levels 4 and 5 proficiency. Our goal for 2012-2013 school year is to increase 8th grade student levels 4 and 5 proficiency by 3 percentage points to 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (0)

		Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in analyzing data and synthesizing independent projects/lab/reports. The area which showed least growth as noted on the 2012 FCAT 2.0 Science Assessment for 8th grade was reporting category 2-Earth & Space Science; category 3 – Physical Science; category 4 – Life Science	Use enrichment activities to foster understanding of key concepts, such as: Identify students scoring 4 or 5 on the reading and math portion of the FCAT and provide opportunities for enrichment activities such as science club and student leadership tutorials. Provide students with hands-on Labs so that they will make the connections to real life experiences.	MTSS/RtI Team	Following FCIM, projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are necessary.	Formative: School-site monthly assessments and interim assessments Summative: 2013 FCAT 2.0 Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	N/A

Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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:	The results of the 2012 FCAT indicate that 9% of the 6th through 8th grade students achieved Level 3 proficiency. Our goal for the 2012-2013 school Year is to increase 6th through 8th grade student proficiency by 6 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(1)	15%(2)

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

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

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 end of the Biology test indicate that 8% of students achieved Middle Third proficiency Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage point to 15%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Biology 8% (3)	Biology 15% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Biology End of the Year Course(EOC) Examination indicated that students experienced the most difficulty in Reporting Category I – Molecular and Cellular Biology	Provide students the opportunity to compare, contrast, interpret, analyze, and explain Biological concepts, particularly in the areas of Molecular and Cellular Biology, as well as Classification, Heredity, and Evolution during laboratory activities and classroom discussions. Provide inquiry-based laboratory activities of Molecular and Cellular Biology, Classification, Heredity and Evolution systems, for students to make connections to real –life experiences, and explain and write about their results and experiences.	MTSS/RtI Team	Ongoing monthly classroom assessments focusing the following: Molecular and Cellular Biology, Classification, Heredity, and Evolution. The Science Department Head and teacher will use Edusoft reports to review the results of monthly assessments and conduct data chat. Instruction will be intensified and curriculum focus will be adjusted as necessary. Following the FCI, review formative Monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: Monthly assessment will be administered using Edusoft. Lab Reports District Interim Assessment Summative: The 2013 Biology 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 Biology.	The results of 2012 end of Biology EOC test indicate that 0% of students achieved Upper Third proficiency.

	Biology Goal #2:		Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 3%.
	2012 Current Level of Performance:		2013 Expected Level of Performance:
	Biology 0% (0)		Biology 3% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in analyzing data and synthesizing independent projects/lab/reports The areas which showed the least growth as noted on the 2012 Biology end of the year course (ECO) examination for high school were reporting category 3- Organisms, Populations & Ecosystems.	Identify students scoring 4 or 5 on the reading and math portion of the FCAT and provide opportunities for enrichment activities such as computer-based virtual simulations of Biology concepts, science club and student leadership tutorials. Provide students with hands-on Labs so that they will make the connections to real life experience.	MTSS/RtI Team	Following FCIM, projects will be reviewed periodically using a rubric to be sure students are making progress and that necessary adjustments are made	Formative: School-site monthly assessment will be administered using Edusoft. Project Reports District Interim Assessment Summative: The 2013 Biology 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
Explore Learning Gizmos	6-12	PD Liaison EduSoft trainer	Science teachers	November 6, 2012	Teachers utilization of Gizmos	Principal , PD Liaison , and Science Department Chair
Science Content and Pacing Guide	6-8	District office	Science teachers	February 1, 2013	Teachers utilization of pacing guide and subject contents	Department Chair

Science Budget:

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

N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 68% of students scored level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of student scoring level 3 or higher from 68% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (26)	72% (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	The anticipated barrier for the 2013 FCAT Writing for 8th and 10th grade is Persuasive Writing. Writing Process: Focus, Organization, Support, Conventions: The area of deficiency as noted on the 2012 administration of the Writing FCAT Test was Support, and Conventions.	Students will develop a Writer's Notebook and/or Portfolio centered on prewriting, drafting, revising, editing, and publishing. Model effective writing; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purposes.	MTSS/RtI Team	Monthly writing prompts will be administer and scored in order to monitor students' progress and to adjust the instructional focus. Literacy Leadership Team will evaluate the Writing Portfolios to determine placement and differentiation.	Formative: District Pre-writing Prompts. Mid-year Writing Prompts. Writing Portfolio (Rubric) District Interims Summative: FCAT 2.0 Writing
	Writing Application: Prose, Creative, Informative, and Persuasive writing.	Students will use graphic organizers (Essay, Plot) outlines, to create a plan for writing that identifies the purpose, intended audience and write for a variety of purposes;	MTSS/RtI Team	Monthly writing prompts will be administer and scored in order to monitor students' progress and to adjust the instructional focus. Literacy Leadership	Formative: District Pre-writing Prompts. Mid-year Writing Prompts. Writing Portfolio (Rubric) District Interims

#					
2		incorporating the use of figurative and descriptive language to convey style and tone. Analyze text such as poetry, speeches, narratives, print and media advertisements to enrich student writing.		Team will evaluate the Writing Portfolios to determine placement and differentiation.	Summative: FCAT 2.0 Writing
3	Conventions: Grammar, Spelling, Capitalization, Punctuation, eight parts of speech, subject/verb agreement. Vocabulary: Context Clues, Determine the correct meaning of words/phrases in context. Students will distinguish literal from figurative interpretations	Project based lessons to review and practice the conventions on areas of students' need. The use of highlighters to edit and review conventions. Students will understand the Elements of Writing/Reading (shades of meaning) implementing Cooperative Vocabulary Learning Maps	MTSS/RtI Team	Monthly writing prompts will be administer and scored in order to monitor students' progress and to adjust the instructional focus. Literacy Leadership Team will evaluate the Writing Portfolios to determine placement and differentiation.	Formative: District Pre-writing Prompts. Mid-year Writing Prompts. Writing Portfolio (Rubric) District Interims Summative: FCAT 2.0 Writing
4	Writing Application: The area of deficiency as noted on the 2012 administration of the Writing FCAT was Writing Application. Mature command of language not apparent.	Students will read "Challenge" novels and write Research Based Projects on the Author's theme, comparing and contrasting in and across a variety of genres. Making emphasis on the implicit meaning.	MTSS/RtI Team	Monthly writing prompts will be administer and scored in order to monitor students' progress and to adjust the instructional focus. Literacy Leadership Team will evaluate the Writing Portfolios to determine placement and differentiation.	Formative: District Pre-writing Prompts. Mid-year Writing Prompts. Writing Portfolio (Rubric) District Interims Summative: FCAT 2.0 Writing
5	Creative Writing: Narratives, Poetry The area of deficiency as noted on the 2012 administration of the Writing FCAT was narrative accounts with an engaging plot and a range of appropriate and specific narrative actions.	Using the Plot graphic organizer during writing instruction, students will write creatively utilizing universal themes, incorporating the use of figurative and descriptive language to convey style and tone. Students will create a Poetry Book using different Poetic Forms.	MTSS/RtI Team	Monthly writing prompts will be administer and scored in order to monitor students' progress and to adjust the instructional focus. Literacy Leadership Team will evaluate the Writing Portfolios to determine placement and differentiation.	Formative: District Pre-writing Prompts. Mid-year Writing Prompts. Writing Portfolio (Rubric) District Interims Summative: FCAT 2.0 Writing
6	Attendance, parenting teenagers: Additional area of deficiency is appropriate and timely placement of students in intervention has been an obstacle due to budget constraints, attendance, minimal parental involvement, and student mobility (pregnant/parenting teenagers, economy), and lack of educational interest.	The use of Technology and Pacing Guides bridges these barriers and incorporates differentiated instructions based on multiple intelligences and interest.	MTSS/RtI Team	Monthly writing prompts will be administer and scored in order to monitor students' progress and to adjust the instructional focus. Literacy Leadership Team will evaluate the Writing Portfolios to determine placement and differentiation.	Formative: District Pre-writing Prompts. Mid-year Writing Prompts. Writing Portfolio (Rubric) District Interims Summative: FCAT 2.0 Writing

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.

N/A

Writing Goal #1b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
N/A		N/A	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary Development	6-12	PLC Leader	Language Arts	September 26, 2012	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of the writing instruction.	Administration Reading/Writing Coaches
Writing Workshops	6-12	PLC Leader	Language Arts	September 17, 2012	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of the writing instruction.	Administration Reading/Writing Coaches
Common Core Standards	6-12	Regional Training for Secondary Content	Reading Coach/ Language Arts Department Chair	November 29-30, 2012	Participants will begin to develop curriculum maps for these courses that include specific learning goals and progress monitoring tools.	Kelly Seay, M.Ed. Deputy Director of Educator Relations Florida Department of Education Just for Teachers 850.245.5029

Writing Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the Baseline (Pre-test), August 2012 indicated that all students scored non proficient at 0% mastery. Our goal for 2012-2013 school year is to increase student proficiency by 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Anticipated barriers include a lack of background knowledge in the structure and purpose of the American Governmental System and Reading comprehension in the content area. 2. Inability to interpret and identify text features such as graphs, charts, maps, timelines and other graphic representations. 3. Additionally, appropriate and timely placement of students in intervention will be an obstacle due to budget constraints, attendance, minimal parental involvement, and student mobility (pregnant/parenting teenagers, economy) and lack of educational	1. Incorporating reading strategies through the use of CRISS strategies. Use timed readings in Social Studies to increase reading rate, fluency and comprehension. 2. Use of differentiated instruction based on multiple intelligences and interests. 3. Technology: Reading Plus Discovery Education PowerPoint- (Project Based Learning-Differentiated Instruction). Microsoft Word Project Based Learning-Differentiated Instruction). 4. Provide classroom activities which assist students with understanding of	MTSS/RtI Team Literacy Leadership Team	FCIM The use of collaborative projects, monthly assessments, student portfolios and formative and summative assessments will be administer and scored in order to monitor students' progress and to adjust the instructional focus. The Social Studies Department Chair and the Reading Coach will evaluate the data to determine effectiveness and differentiation.	Formative: District Interim Assessment Summative: The 2013 Civics EOC

| | interest. | content-specific vocabulary taught in government/civics.

5. Providing a variety of instructional Strategies to assist student's abilities to read and interpret graph, charts, maps timelines, political cartoons, and other graphic representations with the use of Microsoft Excel and the textbook. | | | |

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the Baseline (Pre-test), August 2012 indicated that all students scored non proficient at 0% mastery. Our goal for 2012-2013 school year is to increase student proficiency by 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Anticipated barriers include a lack of background knowledge in the structure and purpose of the American Governmental System. 2. Inability to identify points of view and utilize reference and research skills. 3. Additionally, appropriate and timely placement of students in intervention will be an obstacle due to budget constraints, attendance, minimal parental involvement, and student mobility (pregnant/parenting teenagers, economy) and lack of educational interest.	Use enrichment activities to foster understanding of key concepts, such as: Use enrichment activities to foster understanding of key concepts, such as: 1. Incorporating reading strategies through the use of CRISS strategies. Use timed readings in Social Studies to increase reading rate, fluency and comprehension. 2. Use of differentiated instruction based on multiple intelligences and interests. 3. Technology: Reading Plus Discovery Education PowerPoint- (Project Based Learning-Differentiated Instruction). Microsoft Word Project Based Learning-Differentiated Instruction).	MTSS/RtI Team Literacy Leadership Team	FCIM The use of collaborative projects, monthly assessments, student portfolios and formative and summative assessments will be administer and scored in order to monitor students' progress and to adjust the instructional focus. The Social Studies Department Chair, the Reading Coach, and Teacher will evaluate the data to determine effectiveness and differentiation.	Formative: District Interim Assessment Summative: The 2013 Civics EOC

1

4. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues, assist students in developing well-reasoned positions on issues using primary and secondary sources of information.

5. Provide opportunities for students to examine opposing points of view on a variety of issues.

6. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternative solutions to problems researched.

7. Provide opportunities for students to participate in project – based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.

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
Vocabulary Development	6-12	PLC Leader	Social Studies Teachers	September 26, 2012	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of strategies for vocabulary development.	Administrator
Social Studies Work shops	6-12	District	Social Studies Teachers	December 13, 2012	Student work folders	Principal

Civics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The result of the 2012 U.S .History Baseline Exam indicate that 0% of students achieve proficiency level. Our goal for 2012-2013 school year is to increase student proficiency by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Anticipated barriers include: a) lack of background knowledge of History b) lack of reading fluency and problems understanding historical charts, timelines and statistics) minimal motivation d) lack of understating, concerning the importance of history both academically and practically. In addition, barriers may include a) inconsistent attendance b) interference of home/child care responsibilities with	Implement coordinated planning periods to ensure that the U.S. History curriculum is accurately taught. Use lesson plans, published by the District that are aligned to the End of Course Exam. Conduct activities that include content-specific vocabulary. Plan lessons that give students the opportunity to read and understand graphs, charts, maps, timelines, political cartoons, and other graphic representations.	MTSS/RtI Team Literacy Leadership Team	FCIM The use of collaborative projects, monthly assessments, student portfolios and formative and summative assessments will be administer and scored in order to monitor students' progress and to adjust the instructional focus. The Social Studies Department Chair, the Reading Coach, and Teacher will evaluate the data to determine effectiveness and differentiation.	Formative: District Interim Assessment Summative: 2013 US History End of Course Exam

1	academic work.				
	Teach the differences between primary and secondary sources. Promote opportunities for debate on opposing sides on different issues Initiate student discussion on values and dilemmas involved in social, economic, and political history. Conduct research of specific events and personalities in history, using print and non-print sources. Direct students in their participation in project-based learning.				

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers include: a) inconsistent attendance b) home and child care responsibilities c) lack of home resources to conduct historical research, such as research Paper, PowerPoint presentations, and expository and persuasive essays.	Use enrichment activities to foster understanding of key concepts, such as: Promote problem solving and question-based knowledge acquisition. Conduct research-based activities on a variety of issues that affect the world community. Provide opportunities for students to write informative and persuasive articles. Conduct a Model of the United Nations Sessions Promote an in-depth understanding of democratic principles.	MTSS/RtI Team Literacy Leadership Team	FCIM The use of collaborative projects, monthly assessments, student portfolios and formative and summative assessments will be administer and scored in order to monitor students' progress and to adjust the instructional focus. The Social Studies Department Chair, the Reading Coach, and Teacher will evaluate the data to determine effectiveness and differentiation.	Formative: District Interim Assessment Summative: 2013 US History End of Course Exam

		Guide student research on the Constitution and Bill of Rights. Organize mock Congressional hearings.				

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
Social Studies Work shops	6-12	District	Social Studies Teachers	December 13, 2012	Student work folders	Principal
Vocabulary Development	6-12	PLC Leader	Social Studies Teachers	September 26, 2012	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of strategies for vocabulary development.	Administrator

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

of improvement:

1. Attendance Attendance Goal #1:	Our goal for 2012-13 school year is to increase attendance to 86.73% by minimizing absences due to truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition our goal for this year is to decrease the number of students with excessive absences (10 or more) to 137, and excessive tardiness (10 or more) to 63
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
83.73 % (129)	86.73 % (134)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
144	137
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
66	63

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	Teen Parents daily attendance rate suffers for the following reasons: 1.Sick babies 2.No daytime babysitters	Establish communication between school and home to ensure babies are released from illness with minimal time loss by receiving medical release forms faster. Refer students to school clinic for that purpose. Attendance Incentive Program	Nurse Practitioner Administrator School Social Worker MTSS/RtI Team	School social worker will communicate with family daily through home visitations, telephone contact, written correspondence, and make appropriate referrals. School counselors will assist school social worker as needed and follow up with students upon returning to school. School nurse practitioner will follow with returning sick babies and students. This process will take place on a daily basis. This data will be used to determine if students are eligible for incentives such as certificates for improved attendance and field trips.	Daily attendance bulletins will be collected

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy prevention	6-12	District and/or regional personnel	Student Services	August 20, 2012 through June 8th, 2013	Monthly review	School counselors and school social worker

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide information on Florida Kidcare, WIC, and Healthy Start resources	Student incentives	EESAC or community partners	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

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 2012 number of out-of-school suspensions was 43 and the total number of students suspended out–of-school was 26. Our goal for the 2012-2013 school year is to decrease in school suspension by 2% and students suspended in-school by 2% and students suspended out-of school from 26 to 23
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
19	17

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
14	13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
43	39
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
26	23

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Unfamiliar with Code of Student Conduct. Limited resources to deal with students' aberrant behavior for repeat offenders.	Establish a school wide discipline plan that includes: 1. Mentoring program 2. Peer mediation 3. A voluntary CSI – manned by staff 4. Utilized the District Wide Alternative to Suspension Parent Academy Program on Saturdays.	Administrator Counselors Social Worker	FCIM School counselors will monitor reason for referrals and establish corrective action plan Administration will implement MTSS/RtI plan School Social Worker will refer students that are in need of extra assistance to Parent Support Group	School Counselor will utilize report that is sent from District. School Social Worker will utilized referrals from teachers and follow-up with community services providers COGNOS Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management Strategies	6-12	Various Teachers	All Teachers	December 13, 2012	Follow the number of case management and referrals that are completed	Administrator

Suspension Budget:

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

N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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 students of COPE Center North are provided a curriculum which meets state requirement for graduation. Once all requirements are met, the students are returned to their home schools to participate in their graduation ceremonies, and receive diplomas from their home schools.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
6.49% (10)	6.17% (9)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
0% (0)	2% (1)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A number of the students of COPE CenterNorth, are only with us for a short period time, therefore the overall impact that we have on students prior to their graduation is limited.	Articulation efforts are put in place throughout the school year as conversations regarding students' needs and requirements are discussed and determined to ensure their successful completion of high	Principal Counselors	FCIM is utilized to ensure student retention.	Culling data to indicated the number of students sent back to home schools Maintaining Counselors' Logs Maintaining Registrar's

		school.			Student Records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Services Orientation	6-12	District and Regional Personnel	School Counselor, School Social Worker and Principal	August 20th, 2012 through June 8th, 2013	Sign-In Sheet Roster, Attendance, Parent contract, Test result	Principal
ACT/SAT Test Tutorial	6-12	District and Regional Personnel	School Counselor, School Social Worker and Principal	August 20th, 2012 through June 8th, 2013	Sign-In Sheet Roster, Attendance, Parent contract, Test result	Principal

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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.	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
.	.

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Communication	Paper	Title I funds	$400.00
			Subtotal: $400.00
			Grand Total: $400.00

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:	To enhance student participation in the following: Science Fair Projects Clinical Nursing Assistant (CNA) Program Electro Cardiogram Technician (ECGT aka EKGT)

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	Results of the 2012 FCAT 2.0 Science assessment indicate that students had the greatest difficulty with Reporting Category 1 Nature of Science; category 2-Earth & Space Science; category 3 – Physical Science; category 4 – Life Science	Provide students with strategies to implement inquiry based activities, as well as technologies to allow students to form and test hypothesis, use data analysis and manipulate variables to design experiments. Provide students with extended opportunities to design and develop science projects to increase scientific-thinking. Include laboratory/hands-on activities, interactive technology such as Gizmos, and videos such as these provided by Discovery Learning.	MTSS/RtI Team Administrator	Guide students through the research process to complete science fair projects. Provide guided practice in CNA & ECGT endeavors to ensure that students are ready for real world situations. Ongoing monthly classroom assessments on Nature of Science. The Science Department Head and teacher will use Edusoft reports to review the results of monthly assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary. Following the FCIM, review formative Monthly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative and summative assessments on the research process and completed science fair projects. Formative and summative assessments on the theory and application of skills required for CNA & ECGT success in the real world (away from the classroom). Formative: Biweekly and interim assessments will be administered using Edusoft. Summative: The 2013 FCAT 2.0 Science assessment

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

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

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

Explore Learning Gizmos	6-12	PD Liaison EduSoft trainer	Science teachers	November 6, 2012	Teachers utilization of Gizmos	Principal , PD Liaison , and Science Department Chair
Science Content and Pacing Guide	6-8	District office	Science teachers	February 1, 2013	Teachers utilization of pacing guide and subject contents	Department Chair
Common Core Standards	6-12	District office	All Teachers	November 6, 2012	Classroom visits	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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:	Increase student achievement in Senior High School Career and Professional Academies (CAPE) . Facilitate cross curricular integration by focusing on vocabulary to help increase CTE student achievement on reading component of Interim Assessments by 3 percentage points. Industry Certification Health Science Academy 60% of CNA students and 75% of EKG students achieved industry certification during 2011-12. The goal for 2012-13 school year is to increase the scores by 5%. Business Academy students will test 2012-13 Fashion Academy pending registration as CAPE Academy
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		CTE teacher is in the process of completing industry certification. Students are not prepared for certification exam in timely manner. Certification exam vouchers are needed in order for students to take industry certification exam. The identification of Dade partners who will be able to accommodate students for internships and/or on-the-job training has been a challenge.	CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills. CTE teachers integrate industry certification preparation strategies at every level of program courses. Provide opportunity for CTE teachers to attend training on how to read and use data for differentiated instruction for industry certification preparation. (FCAT, FAIR, or student LEXILE reading levels.) CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction. Teachers and administrators attend FACTE and other state teacher conferences in summer or fall of 2012 for curriculum and technical updates. Promote student development on certification goals and student awareness of industry.	Administrator MTSS/RtI Team	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Industry Certification Exams

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
Utilizing Data to Drive Instruction	6-12	District	All Teachers	October 26, 2012	Classroom visits, monitor data to identify students who might need additional support in order to gain industry certification	Administration
Common Core Standards	6-12	District	All Teachers	November 6, 2012	Classroom visits	Administration
Industry Certification	6-12	District	CTE Teachers	August 15, 2013	Certification	Administration

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Civics	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	Provide information on Florida Kidcare, WIC, and Healthy Start resources	Student incentives	EESAC or community partners	$300.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $300.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Civics	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Civics	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Part-time Reading Coach	Personnel to assist with reading efforts.	Title I Funds	$14,400.00

CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Civics	N/A	N/A	N/A	$0.00
U.S. History	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	Parent Communication	Paper	Title I funds	$400.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $14,800.00
				Grand Total: $15,100.00

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

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
The EESAC funds will be utilized to support the overall school program in the following ways: 1. Providing student and teacher incentives, (e.g. achievement recognition assemblies, school wide attendance and behavior plans, etc.) 2. Supporting the National Take Your Family to School Week.	$821.00

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

The EESAC activities for the upcoming year are inclusive of the following:
1. Monitoring the implementation of the SIP
2. Assisting with upholding the effectiveness of the school
3. Monitor and make recommendation in reference to budgetary concerns of the school
4. Monitor Student Progress

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found

Dade School District COPE CENTER NORTH 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	19%	43%	64%	0%	126	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	62%			106	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?	37% (NO)	60% (YES)			97	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					329	
Percent Tested = 95%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested