FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL

District Name: Dade

Principal: Judith C. Marty/Maria B. Nuñez

SAC Chair: Zuleika Santos-Gonzalez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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)
					2011-2012: Principal of Pinecrest Preparatory Middle School Grade = A % Making Learning Gains = Reading 66%; Math 70%; Lowest 25% Making Learning Gains = Reading 60% Math 70%; Reading Mastery 67% Math Mastery 64% , Science Mastery 43% Writing Mastery 79% 2010 – 2011: Principal of Pinecrest Preparatory Middle School Grade = A AYP =No; Reading: 70 % Making Learning Gains; 70% Lowest 25% Making Learning Gains; 77% at Mastery. Math: 68% Making Learning Gains; 66% Lowest 25% Making Learning Gains; 68% at Mastery. 48% at Mastery in Science. 84% at Mastery in Writing. 2010 – 2011: Principal of Pinecrest Preparatory High School Grade = B

Principal	Maria B. Nunez	BA - Primary K - 3 Elementary 1 – 6, Barry University; MS - Reading K – 12, Barry University; Educational Specialist - Educational Leadership, Nova Southeastern University	3	7	AYP =No; Reading: 42% Making Learning Gains; 63% Lowest 25% Percent Making Learning Gains; 47% at Mastery. Math: 72% ; 84% Writing Mastery 2009 – 2010: Principal of Pinecrest Preparatory High School Grade = D AYP = No; % Making Learning Gains = Reading 40% Math 68% Lowest 25% Making Learning Gains = Reading 40% Math 57%; Reading Mastery 26%, Math Mastery 57%, Science Mastery 34%, Writing Mastery 88% 2009 – 2010: Principal of Pinecrest Preparatory Middle School Grade = B AYP = No; % Making Learning Gains = Reading 65% Math 63% Lowest 25% Making Learning Gains = Reading 51% Math 64%; Reading Mastery 74%, Math Mastery 67%, Science Mastery 41%, Writing Mastery 91% 2008 – 2009: Principal of Pinecrest Preparatory Middle School Grade A; AYP = Yes; % Making Learning Gains = Reading 71% Math 72%; Lowest 25% Making Learning Gains = Reading 77% Math 69%; Reading Mastery 83%, Math Mastery 75%, Science Mastery 46%, Writing Mastery 96%; Science 48% Principal of Pinecrest Academy South Campus School Grade A; AYP = Yes; % Making Learning Gains = Reading 75% Math 75%; Lowest 25% Making Learning Gains = Reading 68% Math 80%; Reading Mastery 83%, Math Mastery 81%, Science Mastery 53%, Writing Mastery 98% 2007 – 2008: School Grade A; AYP = Yes; % Making Learning Gains = Reading 73% Math 80%; Lowest 25% Making Learning Gains = Reading 68% Math 72%; Reading Mastery 81%, Math Mastery 75%, Science Mastery 55%, Writing Mastery 96%
Assis Principal	Amelia Estrada	BA – Political Science, Florida International University; MA – Latin American & Caribbean History; FIU, MS – Educational Leadership, University of Phoenix	3	3	2011-2012: Assistant Principal of Pinecrest Preparatory Middle School Grade = A % Making Learning Gains = Reading 66%; Math 70%; Lowest 25% Making Learning Gains = Reading 60% Math 70%; Reading Mastery 67% Math Mastery 64% , Science Mastery 43% Writing Mastery 79%2010 – 2011: Assistant Principal of Pinecrest Preparatory Middle School Grade = A AYP =No; Reading: 70 % Making Learning Gains; 70% Lowest 25% Making Learning Gains; 77% at Mastery. Math: 68% Making Learning Gains; 66% Lowest 25% Making Learning Gains; 68% at Mastery. 48% at Mastery in Science. 84% at Mastery in Writing. 2010 – 2011: Principal of Pinecrest Preparatory High School Grade = B AYP =No; Reading: 42% Making Learning Gains; 63% Lowest 25% Percent Making Learning Gains; 47% at Mastery. Math: 72% ; 84% Writing Mastery 2009 – 2010: Assistant Principal of Pinecrest Preparatory High School Grade = D AYP = No; % Making Learning Gains = Reading 40% Math 68% Lowest 25% Making Learning Gains = Reading 40% Math 57%; Reading Mastery 26%, Math Mastery 57%, Science Mastery 34%, Writing Mastery 88% 2009 – 2010 Assistant Principal of Pinecrest Preparatory Middle School Grade = B AYP = No; % Making Learning Gains = Reading 65% Math 63% Lowest 25% Making Learning Gains = Reading 51% Math 64%; Reading Mastery 74%, Math Mastery 67%, Science Mastery 41%, Writing Mastery 91% 2008 – 2009

					Reading Coach at Mater Academy High School Grade A; AYP = No; % Making Learning Gains = Reading 58% Math 80%; Lowest 25% Making Learning Gains = Reading 61% Math 73%; Reading Mastery 48%, Math Mastery 79%, Science Mastery 34%, Writing Mastery 86% 2007 − 2008: Reading Coach at Mater Academy High School Grade A; AYP = No; % Making Learning Gains = Reading 58% Math 80%; Lowest 25% Making Learning Gains = Reading 61% Math 73%; Reading Mastery 62%, Math Mastery 84%, Science Mastery 28%, Writing Mastery 90%
Assis Principal	Jennifer Kairalla	BA − Music Education, University of Miami; MS− Educational Leadership, Nova Southeastern University.	1	3	2011-2012: Assistant Principal of Pinecrest Preparatory Middle School Grade = A % Making Learning Gains = Reading 66%; Math 70%; Lowest 25% Making Learning Gains = Reading 60% Math 70%; Reading Mastery 67% Math Mastery 64% , Science Mastery 43% Writing Mastery 79% 2010 − 2011: Administrative Assistant at Pinecrest Preparatory Middle School Grade = A AYP =No; Reading: 70 % Making Learning Gains; 70% Lowest 25% Making Learning Gains; 77% at Mastery. Math: 68% Making Learning Gains; 66% Lowest 25% Making Learning Gains; 68% at Mastery. 48% at Mastery in Science. 84% at Mastery in Writing. 2010 − 2011: Administrative Assistant at Principal of Pinecrest Preparatory High School Grade = B AYP =No; Reading: 42% Making Learning Gains ; 63% Lowest 25% Percent Making Learning Gains; 47% at Mastery. Math: 72% ; 84% Writing Mastery 2009 − 2010: Administrative Assistant at at Pinecrest Preparatory High School Grade = D AYP = No; % Making Learning Gains = Reading 40% Math 68% Lowest 25% Making Learning Gains = Reading 40% Math 57%; Reading Mastery 26%, Math Mastery 57%, Science Mastery 34%, Writing Mastery 88% 2009 − 2010: Administrative Assistant at Pinecrest Preparatory Middle School Grade = B AYP = No; % Making Learning Gains = Reading 65% Math 63% Lowest 25% Making Learning Gains = Reading 51% Math 64%; Reading Mastery 74%, Math Mastery 67%, Science Mastery 41%, Writing Mastery 91% 2008 − 2009: Teacher at Pinecrest Preparatory Elementary and Middle Schools Grade A; AYP = Yes; % Making Learning Gains = Reading 71% Math 72%; Lowest 25% Making Learning Gains = Reading 77% Math 69%; Reading Mastery 83%, Math Mastery 75%, Science Mastery 46%, Writing Mastery 96%; Science 48% 2007 − 2008: Teacher at Pinecrest Preparatory Elementary and Middle Schools Grade A; AYP = Yes; % Making Learning Gains = Reading 73% Math 80%; Lowest 25% Making Learning Gains = Reading 68% Math 72%; Reading Mastery 81%, Math Mastery 75%, Science Mastery 55%, Writing Mastery 96%

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.

	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)
No data submitted					

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	Partnering new and beginning teachers with veteran teachers.	Assistant Principal	June 2013	
2	Providing leadership opportunities for teachers.	Principal	June 2013	
3	Tailored professional development based upon teacher needs.	Professional Development Liaison, Assistant Principal and Principal.	June 2013	
4	Participation in the Professional Learning Communities (PLCs).	Department Chair, Assistant Principal and Principal.	June 2013	

Non-Highly Effective Instructors

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

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

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
11	81.8%(9)	163.6%(18)	409.1%(45)	245.5%(27)	18.2%(2)	909.1% (100)	0.0%(0)	0.0%(0)	0.0%(0)

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
		Mr. Padron is	

Virginia-Leyva Fernandez	Gabriel Padron	a first year teacher in Mathematics and he has been paired with Ms. Leyva-Fernandez who has been teaching in the field for the past 9 years.	The mentor and mentee will meet bi-monthly in a Professional Learning Community. The mentor is given release time to observe the mentee, and vice versa. Time is given for feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Pinecrest Preparatory High School MTSS/RtI I team is an extension of the school's Leadership Team and is comprised of various members of the administration, faculty and staff. The MTSS/RtI I Team engages in problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI I leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocation of resources (Principal and Assistant Principal);
• Teacher(s) who will extend and report on meeting the goals of the leadership team at grade level, subject area and intervention group, engaging in problem solving (Reading, Mathematics, Science, Social Studies and Electives teachers);
• Team members who will meet to review consensus, infrastructure, and implementation of building level (Test Chairperson, SPED Chair, Counselor).
2. MTSS/RtI I is a general education initiative in which the levels of support (resources) are allocated in direct proportion with student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI I four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data and evaluate progress at least three times per year by addressing the following important questions:
• What will students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grade levels, subject areas, a class of or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions).
• How will we respond when students have learned or already mastered content (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold monthly meetings using the four step solving process as the basis for goal setting, planning and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that particular data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with all stakeholders for input and feedback, as well as provide updates on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist in monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider data at the end of the year for Tier 1 problem solving.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures in order to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students;
• Adjust the delivery of behavior management system;
• Adjust the allocation of school-based resources;
• Drive decisions regarding targeted professional development;
• Create student growth trajectories in order to identify and develop interventions.
2. Managed data will include:
Academic
• FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory).
• Oral Reading Fluency Measures
• Baseline Benchmark Assessments
• Interim Assessments (Reading, Mathematics, Writing, Science, Algebra I, Geometry, Biology, and Civics)
• FCAT
• Student grades
Behavior
• Student Case Management System
• Detentions
• Suspensions/Expulsions
• Discipline referrals issued by staff and administration per month, per day and context
• Attendance
• Referrals to outside community agencies

Describe the plan to train staff on MTSS.

The professional development and support will include:
1. Training for all administrators in the problem solving at Tiers 1, 2 and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan;
2. Providing support for school staff to understand basic MTSS/RtI I principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI I organized through feeder patterns within Pinecrest, Inc.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving effort.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is an extension of the school's leadership team and was developed to enhance the efforts of the school's MTSS/RtI I team, specifically, in the area of literacy. The following are the members of the LLT who were elected for their ability to ensure commitment to common goals and for their ability to build support of literacy initiatives among all stakeholders.
Cindy Haim, Chair
Zuleika Santos-Gonzalez, Recording Secretary
Maria Nunez, Principal
Amelia Estrada, Assistant Principal
Adriana Almendarez, English
Florangel Goble, Language Arts
Tracey Herrera, Language Arts Department Chair
Melissa Nodarse, Social Studies
Roberto Abreu, Science
Auralila Lopez, Mathematics

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

The LLT creates capacity of reading knowledge within the school and focuses on areas of literacy concerns across the school. The school-based LLT meets once a month and mainly serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity.

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

One of the major initiatives of the LLT will be to maintain a connection to the school's RtI process by using the RtI problem solving approach to ensure that a MTSS of reading support is present and effective. Recognizing and affirming teachers' successes in the area of literacy is a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community. This will be supported by initiating sustained silent reading during homeroom. In addition, every student will be required to read a minimum of three novels per quarter and submit a literacy project to their English teacher.
The LLT will continue to implement activities such as literacy week, a book fair with a parent night, and book clubs for students and parents. The LLT will be supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The MDCPS Pacing Guides that address the NGSS and Common Core Standards will guide instruction in all content areas classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate reading strategies within lessons using exemplar texts; administrative informal and formal observations will monitor implementation; State and district mandated assessment as well as classroom-based assessment data will be disaggregated during RtI meetings.

*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?

Pinecrest Preparatory High School offers various vocational courses that lead to Industry Certification. Courses in fields such as Business, Computers, Arts and Multimedia help students understand the relevance of school to work and career planning. To that end, these courses aid in facilitating the school to work transition by providing them the necessary tools for success.

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

The Student Services Department develops a yearly Curriculum Bulletin that provides students as well as parents with the courses offered along with a brief description of each course. The Curriculum Bulletin indicates several options for academies and tracks for students to choose from. School counselors conduct presentations to all students by class and grade levels and assist students in the selection of courses by completing the Subject Selection Form.

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

Pinecrest Preparatory High School provides students with a rigorous college preparatory curriculum that meets and exceeds the requirements of the Florida State University Systems. The school requires students to graduate with four credits in English, Math, Science and Social Sciences as well as encouraged to take challenging courses to maximize their potential. PPHS continues to expand their Advanced Placement program by offering two additional courses during this school year and affording students the opportunity to participate in Dual Enrollment via its partnership with Florida International University. The PSAT will continue to be all 9th, 10th and 11th grade students. In addition, the College Advisory Program (CAP) Advisor continues to closely monitor the student body to assure effective preparation for post-secondary education as well as ensure students will meet the requirements for Bright Futures Scholarship.
Pinecrest Preparatory High School offers various vocational courses that lead to Industry Certification. Courses in fields such as Business, Computers, Arts and Multimedia help students understand the relevance of school to work and career planning. To that end, these courses aid in facilitating the school-to-work transition by providing them the necessary tools for success.

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 administration of the FCAT Reading assessment indicate that 26% (49) of students achieved level 3 proficiency, Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 33% (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (49)	33% (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	The area of deficiency as noted by the 2012 FCAT administration of the Reading assessment in 9th and 10h grade was Reporting Category 3: Literary Analysis Fiction and Non-Fiction. In 9th grade, students showed a deficiency in Reporting Category 1: Vocabulary. In 10th grade, students also showed a deficiency in Category 2: Reading Application.	Design data-driven lessons infusing Common Core State Standards that will differentiate and provide instruction by the use of grade-level appropriate text as well as the research-based SpringBoard curriculum and Achieve 3000. To address deficiency in Literary Analysis Fiction and Non-Fiction, 9thth and 10thh grade Language Arts curriculum will target: • Implementation of exemplar text; • Questioning the author; • Text marking; and • Opinion Proofs. To address deficiency in Vocabulary, the 9th grade English curriculum will target: • Word maps; • Reading from a variety of texts; and • Instruction and differences in meaning due to context. To address deficiency in Reading Application, the 10th grade English curriculum will target: • Compare and contrast text across genres; • Develop text based questions; and • Concept maps.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed.	Formative: District and State mandated assessments. Summative: FCAT 2013

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 administration of the FCAT Reading assessment indicate that 23% (43) of students achieved level 3 proficiency, Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 26% (50).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (43)	26% (50).

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 areas which showed minimal growth across all grade levels as noted by the 2012 FCAT administration of the Reading assessment Reporting Category 3: Literary Analysis: Fiction and Nonfiction and Reporting Category 4: Informational Text and Research Process.	Design data-driven lessons infusing Common Core State Standards that will differentiate and provide instruction by the use of grade-level appropriate text as well the research-based SpringBoard curriculum. To address Literary Analysis: Fiction and Non-Fiction, the English curriculum will provide enrichment strategies to target: • Implementation of exemplar text; • Compare and contrast text across genres; • Develop text based questions; • Directed note-taking;	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed.	Formative: District and State mandated assessments. Summative: FCAT 2013

1		and • Recognizing implicit meaning or the details within challenging text to support inference. To address Informational Text and Research Process the English curriculum will provide enrichment strategies to target: • Implementation of exemplar text; • Reciprocal Teaching; • Opinion proofs; • Question-Answer Relationships; and • Note-taking skills. Use of Discovery Education. Implement Achieve 3000 in Social Studies classes were teachers assign weekly content-base articles to enrich reading comprehension and writing skills.			

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 administration of the FCAT Reading assessment indicate that 64% (102) of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 69% (110).
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | 64% (102) | | | | 69% (110). |

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted by the 2012 FCAT administration of the Reading assessment in 9th and 10h grade was Reporting Category 3: Literary Analysis Fiction and Non-Fiction. In 9th grade, students showed a deficiency in Reporting Category 1: Vocabulary. In 10th grade, students also showed a deficiency in Category 2: Reading Application.	Design data-driven lessons infusing Common Core State Standards that will differentiate and provide instruction by the use of grade-level appropriate text as well as the research-based SpringBoard curriculum and Achieve 3000. To address deficiency in Literary Analysis Fiction and Non-Fiction, 9thth and 10thh grade Language Arts curriculum will target: • Implementation of exemplar text; • Questioning the author; • Text marking; and • Opinion Proofs. To address deficiency in Vocabulary, the 9th grade English curriculum will target: • Word maps; • Reading from a variety of texts; and • Instruction and differences in meaning due to context. To address deficiency in Reading Application, the 10th grade English curriculum will target: • Compare and contrast text across genres; • Develop text based questions; and • Concept maps. Use of Achieve 3000 • Students take a levelset assessment and based on the results are assigned Lexile level articles; and • Students complete two articles per week in their English class.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed.	Formative: District and State mandated assessments. Summative: FCAT 2013

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 administration of the FCAT Reading assessment indicate that 82% (34) of students in the lower quartile made Learning Gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains in the Lower Quartile by 5 percentage points to 87% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (34)	87% (37).

	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency across all grade levels as noted by the 2012 FCAT administration of the Reading assessment were Reporting Category 3: Reading Application and Reporting Category 4: Informational Text and Research Process.	Design data-driven lessons infusing Common Core State Standards that will differentiate and provide instruction by the use of grade-level appropriate text as well as the research-based SpringBoard curriculum and Achieve 3000. To address deficiency and provide remediation in Reading Application the English curriculum will: • Implement Reading Plus; • Continue to implement Vocabulary workshop; • Graphic organizers; and • Summarization activities. To address deficiency and provide remediation in Informational Text and Research Process the English curriculum will target: • Develop understanding of supporting details; and • Use of rubrics. Students will also be	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed.	Formative: Benchmark testing, District and State mandated assessments. Summative: FCAT 2013.

		afforded the opportunity to attend the after school Target Tutoring Program. Use of Achieve 3000 • Students take a levelset assessment and based on the results are assigned Lexile level articles; and • Students complete two articles per week through their English class. Students use the Jamestown Reading Navigator in their Intensive Reading class.			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	The focus for our school is to increase the proportion of student's scoring at levels 3 and above (4.83 %)and t o reduce the proportion of student's scoring at levels 1 and 2 (29)by 50% over six years(by 2016-2017) using 2010-2011

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011 administration of the FCAT Reading assessment indicate that 41% of Hispanic students achieved mastery. Our goal for the 2011-2012 school year is to increase mastery by 6 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(49)	47% (56)

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 administration of the FCAT Reading assessment indicate that 49% (51) of Economically Disadvantaged students achieved level 3 proficiency, Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 59% (62).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
49%(51)	59%(62)

		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 of deficiency as noted by the 2012 FCAT administration of the Reading assessment in 9th and 10h grade was	Design data-driven lessons infusing Common Core State Standards that will differentiate and provide instruction by the	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data	Formative: Quarterly Benchmark testing, District and State mandated

| 1 | Reporting Category 3: Literary Analysis Fiction and Non-Fiction. In 9th grade, students showed a deficiency in Reporting Category 1: Vocabulary. In 10th grade, students also showed a deficiency in Category 2: Reading Application. | use of grade-level appropriate text as well the research-based SpringBoard curriculum. To address deficiency in Literary Analysis Fiction and Non-Fiction, 9thth and 10thh grade Language Arts curriculum will target:
• Implementation of exemplar text;
• Questioning the author;

• Text marking; and
• Opinion Proofs.

To address deficiency in Vocabulary, the 9th grade English curriculum will target:
• Word maps;
• Continue Vocabulary Workshop;
• Reading from a variety of texts; and
• Instruction and differences in meaning due to context.

To address deficiency in Reading Application, the 10th grade English curriculum will target:
• Compare and contrast text across genres;
• Develop text based questions; and
• Concept maps.

Students will also be afforded the opportunity to attend the after school Target Tutoring Program.

Use of Achieve 3000
• Students take a levelset assessment and based on the results are assigned Lexile level articles; and
• Students complete two articles per week through their English class.

Students use the Jamestown Reading Navigator in their Intensive Reading class. | | disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed. | assessments. Summative: FCAT 2013. |

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
Achieve3000	9th-12th grade	Administrator	Language Arts, Social Studies and Science	August 13, 2012	Informal Observations; summative reports provided by Achieve3000	Informal Observations; summative reports provided by Achieve3000
Common Core State Standards Strategies	9th-12th grade English Teachers	Administrator	School-wide	Teacher Orientation (August 13 - 17, 2012)	Informal and formal observations, post observation dialogue and data chats.	Administration
Data disaggregation (All Reading Strategies)	9th-12th grade English Teachers	Data Team	School-wide	Ongoing; Early Release (October 25; December 13; January 17; February 14; and May 2)	Quarterly data chats with faculty to address data results (i.e. FAIR, Interim Assessments, and Reading Plus student achievement reports) to adjust instructional strategies.	Administration

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 administration of the CELLA assessment indicate that 25% (3) of students achieved proficiency in the listening/speaking section.
2012 Current Percent of Students Proficient in listening/speaking:	

25%(3)

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A challenge for the ELL population is the limited background knowledge and how such impedes a connection to the content curriculum.	Design data-driven lessons infusing Common Core State Standards that will differentiate and provide instruction by the use of grade-level appropriate text as well as the research-based SpringBoard curriculum. Implement the audio component of Achieve3000. Use illustrations and diagrams and teach visual literacy by: • Model looking at the illustrations before reading the text; • Direct their attention to the graphs and ask what information they can get from them; and • Keep questions open-ended so that students are processing the information and articulating on their own. Afford students the opportunity to attend after school tutoring.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed.	Formative: District and State mandated assessments. Summative: CELLA 2013

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 administration of the CELLA assessment indicate that 42% (5) of students achieved proficiency in the reading section.
2012 Current Percent of Students Proficient in reading:	
42%(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
	A challenge for the ELL population is vocabulary.	To address deficiency in Vocabulary, the English curriculum will target: • Continuation of implementation in vocabulary workshops • Implementation of exemplar text; • Instruction in differences in meaning	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust	Formative: District and State mandated assessments. Summative: CELLA 2013

				instruction as needed.	
1		due to context; • Use pre-reading strategies such as picture walk and predicting; and • Engaging in affix or root word activities. Use the Spanish articles in Achieve 3000 and begin to transition to the English leveled articles by mid-year. Students will also be afforded the opportunity to attend the after school Target Tutoring Program.			

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

3. Students scoring proficient in writing. CELLA Goal #3:		The results of the 2012 administration of the CELLA assessment indicate that 17% (2) of students achieved proficiency in the Writing section.

2012 Current Percent of Students Proficient in writing:

17%(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
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1	A challenge for the ELL population is grammar.	Infusing Common Core State Standards, design data-driven lessons across the curriculum with Social Studies and Science that will differentiate and provide instruction in writing to: Arts class students will: • maintain a writing portfolio; • Incorporate a grammar workshops; • Use of Rubrics; and • Engage in the Research Paper Process.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed.	Formative: District and State mandated assessments. Summative: CELLA 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goal: Strategy: (All Strategies)	SpringBoard Curriculum	FTE	$7,179.65

			Subtotal: $7,179.65
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goal: Strategy: (All Strategies	Achieve3000	Race to the Top Grant	$7,521.67
Reading Goal: Strategy : 4a1 and 5a1	Discovery Education	FTE	$1,023.60
			Subtotal: $8,545.27
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Goal: (All Strategies)	Achieve3000	Race to the Top Grant	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $15,724.92

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 administration of the Algebra I EOC indicate that 34% (31) of students achieved level 3 proficiency, Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 38% (34).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (31)	38%(34)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted by the 2012 administration of the Algebra I EOC grade was Reporting Categories: Polynomials, and Rationals, Radicals, Quadratrics & Discrete Mathematics.	Design data-driven lessons infusing Common Core State Standards with Science that will differentiate and provide instruction in mathematics. To address deficiencies in Polynomials and Rationals, Radicals, Quadratrics & Discrete Mathematics the Algebra I curriculum will target: • Solving real world problems; • Relationships and patterns; • Provide all students opportunities t o graph linear equations and inequalities in two variable with and without graphing technology; and • Use of Carnegie Cognitive tutor supplementary software. Afford students after	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and data disaggregation charts. Adjust instruction as needed.	Summative: State and district mandated assessments. Formative: Algebra I EOC Assessment

		school tutoring opportunities.			

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 administration of the Algebra I EOC indicate that 1% (1) of students achieved level 4 and 5 proficiency, Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 3%(3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(1)	3%(3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of minimal growth as noted by the 2012 administration of the Algebra I EOC grade was Reporting Categories: Polynomials and Rationals, Radicals, Quadratrics & Discrete Mathematics.	Design data-driven lessons infusing Common Core State Standards with Science that will differentiate and provide enrichment in mathematics. To address deficiencies in Polynomials and Rationals, Radicals, Quadratrics & Discrete Mathematics the Algebra I curriculum will target: • Design real world problems in order to apply algebraic concepts to real-life situations; • Use inductive and deductive to discover relationships and patterns within the concept; • Use a Venn diagram to identify relationships and patterns and to create an argument about relationships; • Provide all students opportunities t o graph linear equations and inequalities in two variable with and without graphing technology; and • Use of Carnegie Cognitive tutor supplementary software. Top students are selected to serve as peer tutors to students that are having difficulties with subject matter.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and data disaggregation charts. Adjust instruction as needed.	Formative: Teacher made Assessments and District Interim Assessment reports Summative: Results from the 2013 Algebra I EOC assessment.

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

Algebra Goal #

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A :	The focus for our school is to increase the proportion of student's scoring at levels 3 and above (6.42 %)and t o reduce the proportion of student's scoring at levels 1 and 2 (38.5)by 50% over six years(by 2016-2017) using 2010-

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29	36	42	49	55	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<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
		No Data Submitted		

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<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
		No Data Submitted		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	

Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 administration of the Geometry EOC indicate that 30% (20) of students achieved proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 34%(23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(20)	34% (23)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	The area of deficiency as noted by the 2012 administration of the Geometry EOC was Reporting Category: Trigonometry and Discrete Mathematics.	Design data-driven lessons infusing Common Core State Standards with Science that will differentiate and provide instruction in mathematics. To address deficiency in Reporting Category: Trigonometry and Discrete Mathematics the Geometry curriculum will target: • Solving real-world problems using trigonometric ratios (sine, cosine, and tangent); and • Use of Carnegie Cognitive tutor supplementary software. Afford students after school tutoring opportunities.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and data disaggregation charts. Adjust instruction as needed.	Summative: State and district mandated assessments. Formative: Geometry EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 administration of the Geometry EOC indicate that 16% (11) of students achieved proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 18%(12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(11)	18%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted by the 2012 administration of the Geometry EOC was Reporting Category: Trigonometry and Discrete Mathematics.	Design data-driven lessons infusing Common Core State Standards with Science that will differentiate and enrich instruction in Geometry to target: • Design real world problems in order to apply concepts to real-life situations; • Use inductive and deductive to discover relationships and patterns within the concept; • Coordinate geometry to find slopes, parallel	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and data disaggregation charts. Adjust instruction as needed.	Formative: Teacher made Assessments and District Interim Assessment reports Summative: Results from the 2013 Geometry EOC assessment.

		lines, perpendicular lines and equations of lines; and • Use of Carnegie Cognitive tutor supplementary software.				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
Data disaggregation (All Strategies)	Mathematics Faculty	Data TEam	School-wide	Ongoing; Early Release (October 25; December 13; January 17; February 14; and May 2)	Quarterly data chats with faculty to address data results (i.e. Interim Assessments, and Florida Focus Achieves student achievement reports) to adjust instructional strategies.	Administration
Common Core State Standards Strategies	Mathematics Faculty	Administrator	School-wide	Teacher Orientation (August 13-17, 2012)	Informal and formal observations, post observation dialogue and data chats.	Administration.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Algebra Goal: (All Strategies)	Carnegie Cognitive Tutor	FTE	$2,847.60
			Subtotal: $2,847.60
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,847.60

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Based on the District Baseline Assessment, 0 % of students are at mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on Biology EOC, we anticipate our barrier to be Molecular	• Develop professional learning communities of science teachers to	Administration will be responsible for	Classroom walk-throughs, revision of lesson plans,	Formative: Benchmark testing, District

		research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for Level 1 and 2 students to participate in enrichment activities, after school tutorials, and science clubs. • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain science concepts during laboratory activities and classroom discussions.	the implementation of the identified strategies.	Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed	and State mandated assessments. Summative: Biology EOC 2013
1	and Cellular Biology				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Based on the District Baseline Assessment, 0% of students are at mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on Biology EOC, we anticipate our barrier to be Standard X: Molecular and Cellular Biology.	• Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for students to participate in enrichment activities, after school tutorials, and science clubs • Provide inquiry-based laboratory activities for students to make connections to real-life experiences, and explain and write about their results and their experiences.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and quarterly data disaggregation chats with administration and faculty; quarterly data chats with faculty and students; adjust instruction as needed	Formative: District and State mandated assessments. Summative: Biology EOC 2013

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
Professional LEarning Communities	Science Faculty	Administration	Science Department	Ongoing; Early Release (October 25; December 13; January 17; February 14; and May 2)	Monitor PLC Logs, earned master plan points	Administrator

Science Budget:

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

End of 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 2011-2012 FCAT Writing Test indicate that 87% (52) of students achieved level 3.0 or higher. Our goal for the 2012-2013 school year is to increase 1 to a 88%(53) of the required state achievement levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (52)	88%(53)
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	Based on the FCAT 2012 Writing data as well as the pre and post test results, students have difficulties with Reporting Category: Writing Process and grammar	Infusing Common Core State Standards, design data-driven lessons across the curriculum with Social Studies and Science that will differentiate and provide instruction in writing to target: • Editing and revising; • The writing rubric; and • The use of exemplary papers. In their English class students will: • maintain a writing portfolio; • Incorporate a grammar workshop; and • Engage in the Research Paper Process and submit a final draft.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and data disaggregation chats. Adjust instruction as needed.	Formative: Writing Pre and Post test results as well as student conferences. Summative: FCAT Writing 2013

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

| Strategies and Resources | English Faculty | Administration | English Department | 25; December 13; January 17; February 14; and May 2) | Portfolio of Student Writing | Administration |
| Holistic Scoring of FCAT Writing Samples | English Faculty | Curriculum Leader | English Department | Ongoing; Early Release (October 25; December 13; January 17; February 14; and May 2) | Portfolio of Student Writing | Administration |

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Based on District Baseline Assessment, 0% of students are at mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	NA
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students do not have prior knowledge of U.S. History content.	Provide opportunities for students to strengthen their	Administration will be responsible for the	Monthly school generated assessments will be administered and	Monthly assessments Chapter/unit

		abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information.	implementation of the identified strategies.	scored in order to monitor students' progress and to adjust the instructional focus.	assessments Post test Summative: Spring US History District Assessment 2013
1					

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:	Based on District Baseline Assessment, X% of students are at mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
X	X

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 do not have prior knowledge of U.S. History content.	Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information and use Document Based Questions to apply concept.	Administration will be responsible for the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly assessments Chapter/unit assessments Post test Summative: US History EOC 2013

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2013 – 2013 school year is to increase attendance by minimizing absences due to economic hardship and overall truancy while continuing to foster a school climate in which all stakeholders feel safe, welcomed and appreciated. Additionally, we aim to decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.48%(220)	94.98%(221)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
88	84
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
80	76

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	Parents and students are not familiar with the Miami-Dade County Public Schools Attendance policy.	Host parent and student information sessions to discuss MDCPS Attendance Policy. Identify and refer students who may be developing pattern of non-attendance to Student Services and to the Attendance Review Committee for intervention services.	Administration will be responsible for the implementation of the identified strategies.	Weekly updates to the Administration by the Attendance Review Committee and to the faculty during Faculty Meetings.	Attendance Review Committee logs, attendance rosters, and COGNOS attendance reports.
2		Excessive tardies,	Implementation of a school-wide tardy policy that will include immediate disciplinary action as well as intervention and parent contact by the Attendance Review Committee. Implement PLASCO software management program that will provide daily reports to track absences and tardies.	Administration will be responsible for the implementation of the identified strategies.	Attendance Review Committee logs, attendance rosters, and COGNOS attendance reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy and Procedures Review (All Strategies)	School-wide	Assistant Principal and Attendance Manager.	School-wide	August 16th, 2013, during Teacher Orientation.	Quarterly meetings with Attendance Manager to cross-reference school-wide attendance implementation of disciplinary consequences.	Principal

Attendance Budget:

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

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

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Based on the 2011-2012 suspension data, our goal is to reduce our suspension rate by 2 percentage points.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
85	77
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
46	41
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
29	26
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17	15

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
	Parents and students are not familiar with consequences delimited in the MDCPS Code of	In the Social Studies classes, lessons are designed to stimulate discussion regarding	Administration will be responsible for the implementation of	Dean of Discipline will monitor the number of students being counseled and steps	Monthly COGNOS suspension reports and Positive Referral

| 1 | Student Conduct. Consistency in recognizing students for positive behavior. | MDCPS Code of Student and school-wide Progressive Discipline Plan.

Pinecrest High School will continue to implement a progressive discipline plan. Provide students with "Positive Referrals" and incentives for compliance.
Refer parents to outside community agencies for compliance. | the identified strategies | will be implemented to deter students from inappropriate behavior. Monitor COGNOS report on student outdoor suspension rate and monitor the log of "Positive Referrals" | log. |

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

<table>
<tr>
<td colspan="2">Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td>
</tr>
<tr>
<td>1. Dropout Prevention

Dropout Prevention Goal #1:

Please refer to the percentage of students who dropped out during the 2011-2012 school year.</td>
<td>Pinecrest Preparatory High School will be adding the 12th grade during this upcoming year. To that end, the first graduating class will maintain or exceed the Miami Dade County Public Schools Graduation Rate of 73.3%.</td>
</tr>
<tr>
<td>2012 Current Dropout Rate:</td>
<td>2013 Expected Dropout Rate:</td>
</tr>
<tr>
<td>0.85% (2)</td>
<td>0.81% (2)</td>
</tr>
<tr>
<td>2012 Current Graduation Rate:</td>
<td>2013 Expected Graduation Rate:</td>
</tr>
<tr>
<td>N/A.</td>
<td>N/A</td>
</tr>
</table>

	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	An increase in Economically Disadvantaged students who need to work in order to help their family paired with an unstable economy create the possibility for increased dropout rate.	The College Advisory Program (CAP) counselor will host informational sessions that will address college preparedness, financial aid, and any other relevant topic. Attend biannual college fairs. Host regular visits from various post secondary admissions representatives st monthly informational sessions that will address college preparedness, financial aid, and any other relevant topic. Host biannual college fairs.	Administration will be responsible for the implementation of the identified strategies.	CAP Counselor will monitor the student's academic progress to assure completion of courses.	Report cards as well as counselor log.

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	According to the sign-in sheets at monthly parent nights (CROC Nights), 60% of families attended one or more events. Our goal is to increase the number of families who participate in school events by 5 percentage points to 65%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60% (228)	65% (247)

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	Parents work schedules impede them from volunteering during school hours and/or at after school events.	Parents work schedules impede them from volunteering during school hours and/or participating after school events.	Administration	Administration will quarterly review the attendance logs from events and administer a Parent Survey.	Event sign-in sheets.
2	Students do not bring home the information/flyers regarding school events.	PPMH will continue to send weekly "CROC Bites" to the parents via Blackboard Connect to inform them of upcoming school events as well as post on website	Administration	Administration will quarterly review the attendance logs from events and administer a Parent Survey.	Event sign-in sheets

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Given the importance of infusing STEM into the curriculum, our goal is to implement the school-site School Model and Ecological Community Structure Research Study of Plants and Trees.

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	Participation is currently to students enrolled in the Advanced Placement Environmental Science course.	Provide opportunity for students to participate in the project by collaborating with the Green Club and promoting membership of such. Infuse project within Geometry curriculum to ensure co-curricular collaboration.	Administration will be responsible for the implementation of the identified strategies.	Classroom walk-throughs, revision of lesson plans, Professional Learning Communities, and data disaggregation chats. Adjust instruction as needed.	Completion of project.

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						

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Currently, 60% (229) of students are participating in career theme and business courses. Our goal is to maintain or increase participation in these courses.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Variety of course offerings is limited by student choice during master schedule.	• CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills. • Monitor and review student schedules with CTE teachers and counselor to ensure enrollment of intermediate and advanced level courses, building strong academies. • Promote student development of certification goals and student awareness of industry certification guidelines. • Require students to open and maintain a FACTS.org account and address career and college preparatory curriculum in the English classes. • Encourage membership in the Future Business Leaders of America (FBLA) association.	Administration will be responsible for the implementation of the identified	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.	Student course choices.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

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
CELLA	Reading Goal: Strategy: (All Strategies)	SpringBoard Curriculum	FTE	$7,179.65
				Subtotal: $7,179.65

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Reading Goal: Strategy: (All Strategies	Achieve3000	Race to the Top Grant	$7,521.67
CELLA	Reading Goal: Strategy : 4a1 and 5a1	Discovery Education	FTE	$1,023.60
Mathematics	Algebra Goal: (All Strategies)	Carnegie Cognitive Tutor	FTE	$2,847.60
				Subtotal: $11,392.87

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Reading Goal: (All Strategies)	Achieve3000	Race to the Top Grant	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $18,572.52

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
After school Tutoring	$16,900.00

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

- Approve and monitor implementation of School Improvement Plan.
- Reach out to community to obtain more partners.
- Sponsor drives to increase parent involvement.
- Assist the school to create and analyze school climate surveys for parents and students.
- Increase the attendance of financial aid and college admission workshops.
- Assist in coordinating Advanced Placement Fair for students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	72%	84%	41%	239	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	55%	82%			137	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?	63% (YES)	77% (YES)			140	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					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	26%	57%	88%	34%	205	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	40%	68%			108	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?	40% (NO)	57% (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					410	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested