FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JOHN A. FERGUSON SENIOR HIGH

District Name: Dade

Principal: Lisa Robertson

SAC Chair: Lisa DeVries

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lisa R. Robertson	E Child Ed, Elem Ed, Spec Learn Disab, Ed Leadership	2	18	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 62 21 84 80 79 High Standards Math 60 59 84 81 82 Lrng Gains-Rdg 62 36 72 56 67 Lrng Gains-Math 55 66 81 76 78 Gains-Rdg-25% 62 47 72 68 60 Gains-Math-25% 64 62 71 69 67
Assis Principal	Kathryn Guerra	English, ESOL, Ed Leadership	4.7	6	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 62 21 84 80 79 High Standards Math 60 59 84 81 82 Lrng Gains-Rdg 62 36 72 56 67 Lrng Gains-Math 55 66 81 76 78 Gains-Rdg-25% 62 47 72 68 60 Gains-Math-25% 64 62 71 69 67
Assis Principal	Stanley Thompkins	Bus Ed, MG Math, Ed Leadership	5.9	6	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 62 21 84 80 79 High Standards Math 60 59 84 81 82 Lrng Gains-Rdg 62 36 72 56 67 Lrng Gains-Math 55 66 81 76 78 Gains-Rdg-25% 62 47 72 68 60

					Gains-Math-25% 64 62 71 69 67
Assis Principal	Armandina Acosta-Leon	Elem Ed, Primary Ed, Guidance Counselor, Ed Leadership	8.1	6	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 62 21 84 80 79 High Standards Math 60 59 84 81 82 Lrng Gains-Rdg 62 36 72 56 67 Lrng Gains-Math 55 66 81 76 78 Gains-Rdg-25% 62 47 72 68 60 Gains-Math-25% 64 62 71 69 67
Assis Principal	Ideal Garcia	Physical Education, Ed Leadership	1	16	'12 '11 '10 '09 '08 School Grade A A B C High Standards Rdg. 62 70 87 49 42 High Standards Math 60 61 91 75 70 Lrng Gains-Rdg 60 68 71 35 51 Lrng Gains-Math 55 74 77 75 70 Gains-Rdg-25% 62 85 56 52 52 Gains-Math-25% 64 85 71 68 68

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	1. Extra Period Supplement	Principal	06/2013	
2	2. Department Chair/Asst. Department Chair	Principal	06/2013	
3	3. Teacher Mentor	Asst. Principal	06/2013	
4	4. Academy Lead Teacher	Principal	06/2013	
5	5. Committee Leader	Asst. Principal	06/2013	

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
Not Highly Effective 0% (0) Out of Field 5% (10)	Professional development is provided in the following areas: Writing, Reading, Mathematics, Science, Social Studies, Business, Fine Arts, Tech Arts, Physical Education, and Data Analysis.

	Teachers are also observed by administrators and peers, and receive constructive feedback.

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
205	1.5%(3)	21.5%(44)	45.4%(93)	31.7%(65)	48.8%(100)	100.0%(205)	7.8%(16)	10.2%(21)	16.6%(34)

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
Erin Abramoff	Hanna Logg	Certified in Agriculture	Peer observation and feedback Lesson 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
Member of advisory group Community stakeholders

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?

At Ferguson Senior the MTSS Leadership Team meets every Wednesday from 1:00-2:30 p.m. The following will be considered by the school's Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
How will all students learn? (curriculum based on standards)
How will we determine if the students have learned? (common assessments)
How will we respond when students have not learned? (Response to Intervention Problem Solving Process and Monitoring Progress of Interventions)
How will we respond when students have learned or already know? (Enrichment Opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, and assisting in examining the validity and effectiveness of program delivery.

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

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

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

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

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

The leadership team will consider data the end of year 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 for all students to:

Adjust the delivery of curriculum and instruction to meet the specific needs of students
Adjust the delivery of behavior management system
Adjust the allocation of school-based resources
Drive decisions regarding targeted professional development
Create a student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic:
FAIR Assessment
Interim Assessments
State/Local Math and Science Assessments
FCAT
Student Grades
School Site Specific Assessments
Edusoft
CELLA

Behavior:
Student Case Management System
Detentions
Suspensions/Expulsions
Referrals by student behavior, staff behavior, and administrative context
Office referrals per day per month
Team Climate Surveys
Attendance
Referrals to Special Education Programs
Reports from Plasco System

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving 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 principles and procedures; and

3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
create student growth trajectories in order to identify and develop interventions

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
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
Referrals to special education programs

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lisa R. Robertson, Principal
Mindy Acosta-Leon, Assistant Principal
Kathy Guerra, Assistant Principal
Patricia Borgono, ESOL Chairperson
Lisa Brito, Reading Chairperson
Lissette Alvarez, Media Chairperson
Edward Gomez, Math Chairperson
Vivian Acevedo, Social Studies Chairperson
Sandra Rainelli, Language Arts Chairperson
Lisa DeVries, EESAC Chairperson
Edda Rivera, Science Chairperson
Ellisica Cannon, SPED Chairperson

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

The Literacy Leadership Team meets once every grading period. During these meeting recommendations are made on how to promote

reading and literacy school-wide. Since Chairpersons from all departments are members of the Reading Leadership Team, these school
leaders are in charge of communicating with their departments and promoting the ideas set forth by the team.

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

The following recommendations have been made by the Reading Leadership Team for the 2012-2013 school year:

Miami Book Fair International (MDC Wolfson Campus)
Write an event review article

Book Talk
Book talks will be encouraged at club meetings.

School's website provides teachers with resources such as High School Reading Task Cards to infuse reading in content areas.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

In order to create a focus on literacy across the curriculum, teachers will participate in various professional development workshops that will encourage reading strategies in all subject areas. The Literacy Leadership team will create a Reading Plan for each of the nine weeks which will guide content area teachers in infusing reading across the curriculum. Additionally, the reading coach(s) will follow-up with teachers and schedule modeling sessions to further integrate reading strategies throughout the academic/content areas. As for the responsibility of teachers, student data chats will be conducted with all students based on information retrieved from SPI database and Edusoft, following all interim and FAIR assessments. Interventions will be developed and implemented by reading teachers based on students' individual needs along with continuous progress monitoring (OPM). Furthermore, FCAT and SPI data will be utilized to create after school tutorial sessions to further enhance the reading process of Level 1, 2, and fragile 3 intensive reading students. Reading teachers will have the ability to conference with reading coach(s) and obtain new developments and strategies available for student enrichment. Teachers will plan and develop curriculum that focuses on research-based, explicit instruction. The data collection, OPM, professional development, and individual student interventions will be monitored by the, Reading Coach(s), Assistant Principal of Curriculum (APC) and Principal. Lastly, in an effort to promote school-wide reading goals, teachers will create classroom libraries that can include content area text and/or books relating to instructional themes. Students will be encouraged to participate in several reading activities throughout the school year that will include book/literacy clubs, book fairs, reading contests, and regular visits to the Media Center to promote life-long reading skills.

*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?

John A. Ferguson offers students academy elective courses based on their future career plans. Many of these courses focus on job skills and include the opportunity for student internships. Integration of the core academic classes into the career path academies allows instructors to ensure that the content relates to real world experiences.

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?

John A. Ferguson offers students elective courses and courses in their Major Area of Interest. Many of these courses focus on job skills and include the opportunity for student internships. Students choose a Major Area of Interest upon entering the ninth grade. Once the Major Area of Interest is declared, the academy-based courses are prescribed. Additional elective courses can be selected based on student interest. As part of the curriculum for the ninth grade transition class, students receive instruction in academic and career planning. During the subject selection process, counselors meet with students by academy and offer guidance. The course selection sheet is sent home for parent's signature.

Postsecondary Transition

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

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

Students at Ferguson are expected to have successful post-secondary experiences since their time at Ferguson is spent in preparation for them to continue their academic career. The academy model allows for students to receive both skills and opportunities that better prepare them upon graduation. Students begin their academy in the 9th grade, each year taking at least one class related to their academy. In addition to their elective(s), students at Ferguson have their core courses English, Mathematics, Science and Social Studies integrated into their academies. This allows teachers to plan curriculum that is more relevant to the specific interest and goals of the students.

In 11th and 12th grade students are encouraged to complete academy related internships where they can put their knowledge into practice. Some of these internships have turned into jobs for them. The Lead Teachers are active in maintaining community contacts that welcome our students for academy related jobs. Academy Teachers are informed of various job opportunities through the Lead Teachers and students who show interest are usually given summer placements in both jobs and internships. Students in the Hospitality and Tourism Academy are often placed in both paid and unpaid internships in corporations such as Carnival Cruise Lines. The culinary students prepare food for breakfast and luncheons to guests in the building as well as serve them. They also operate an in house restaurant, The Falcon Flame, which opens on a quarterly basis. Biomedical students are placed at job sites such as nursing facilities and local hospitals. The International Business and Finance students are placed in accounting firms and insurance companies. During tax season our senior accounting students prepare taxes for members of the community. The students in the IT academy are often called to create websites for other schools in the district as well as helping our computer technicians and teachers on site. Our Design and Architecture students in the TV Production strand work in the videotaping and editing of our graduation ceremony and extend this service to other schools as well. Lastly, all academy students are encouraged to purchase uniforms and or work related apparel. On certain days or for certain events the students are asked to come to school in these clothes. All these experiences facilitate the transition into career pathways for our students.

Once students complete the four years of the academy and some additional criteria students are considered academy completers and receive an Academy Certificate. The Academy Certificate may equate to college credit being granted for the academy courses taken here at Ferguson. In most cases, students must complete the academy to receive credit for each course; however in some instances in order to accommodate transfer students etc., credit is given for the classes the student completed even if they were unable to complete the academy. This school year we had 81% of our senior class graduate from Ferguson with 85% of our seniors receiving an Academy Certificate. This data suggests that a large number of our graduates are successful in completing the academy and can reap the benefits of college credits with our articulation agreements.

At the moment our main articulation agreement is with Miami Dade College. Each academy has classes that articulate with this institution. From the International Business and Finance academy the International Business strand, Accounting strand, Entrepreneurship Business Supervision strand, and Customer Assistance strand all fully articulate giving the student the opportunity to earn 12 college credits for completing the academy. In the Hospitality and Tourism Academy, the Early Childhood Education strand fully articulates and half of the Hospitality strand articulates. The Biomedical Academy has the First Responder and Nursing Assistant strand fully articulate, while the Health Unit Coordinator strand partially articulates. In the Information Technology Academy the Computer Programming strand, Web Design strand, and Networking strand fully articulate. Our Digital Design strand partially articulates with MDC and fully articulates with the Art Institute of Ft. Lauderdale and Florida National College. Lastly, in the Design and Architecture Academy the Drafting strand fully articulates with MDC and the TV production strand fully articulates with the Art Institute of Ft. Lauderdale. Many of our art and music strands such as Photography, Drawing and Painting and Comprehensive Theater have courses that articulate with certain art institutes across the nation.

Many of our academies also lead to industry certifications. For example in the Information Technology Academy students in the networking strand can take the state exam for Cisco Systems and graduate high school with a state certification in this area of technology. Students with this certification will have the opportunity to secure a well-paying job and continue to grow in their area of expertise at a much younger age than their colleagues. Students in the Early Childhood strand of Hospitality and Tourism can also take a state exam before they graduate. If they pass this exam they will be certified to work in a day care, and be one step closer to many other certifications that exist in that field. In the Biomedical Academy students take state exams in the areas of First Responder and Nursing Assistant. Upon passing these exams students can accept jobs in these

fields right out of high school and or continue their education and take more certification exams to further their career in these areas.

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 nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 6.percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (570)	33% (694)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was the Informational Text and Research Process Category in both 9th and 10th grades. Students have not mastered the skills that are needed in identifying text features, analyzing information and forming an argument.	1A.1. Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	1A.1. MTSS/RTI Team, Assistant Principal., Dept. Chair	1A.1. Weekly ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of Synthesizing Information, Analyzing and Evaluating Information, and Determining the Validity and Reliability of Information. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	1A.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini Assessments. Reading Plus. Summative: 2013 FCAT 2.0Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment in Reading indicate that 38% of students scored at levels 4, 5 and 6. Our goal for the 2012-2013 school year is to increase the percentage of students scoring levels 4, 5 by 6 five percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	43% (6)

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	1B.1. Students' limited reciprocal social interactions interfere with the students' ability respond to test questions.	1B.1. Students must have continuous review/practice when learning reading concepts.	1B.1. Program Specialist SPED Department Head Administrator assigned to SPED.	1B.1. Ongoing Progress Monitoring Monthly Lesson plans	1B.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing th Alternate Assessment formats
2	1B.2. Students' difficulty to maintain consistency over time.	1B.2. Provide multiple reads of a selection prior to responding to comprehension questions.	1B.2. Program Specialist SPED Department Head Administrator assigned to SPED.	1B.2. Ongoing Progress Monitoring Monthly Lesson plans	1B.2. Tracking student progress online through monthly checkpoints Pre and post testing utilizing th Alternate Assessment formats

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 34% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 students proficient by 2 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (705)	36% (757)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was the Informational Text and Research Process Category in both 9th and 10th grades. Students have not mastered the skills that are needed in identifying text features, analyzing information and forming an argument	2A.1. Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	2A.1. Assistant Principal, Dept. Chair	2A.1 Weekly classroom observations and assessments that focus on student's ability to determine the main idea. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills assessed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students	2A.1. Formative: Student work/ teacher feedback. Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini Assessments. Reading Plus Summative: 2013 FCAT 2.0 Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment in Reading indicate that 23% of students scored at level 7 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3)	26% (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	2B.1. Lack of exposure to vocabulary necessary for comprehension.	2B.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	2B.1. Program Specialist SPED Department Head Administrator assigned to SPED.	2B.1. Ongoing Progress Monitoring Monthly Lesson plans	2B.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing th Alternate Assessment formats.
2	2B.2. Student's difficulty to maintain consistency over time.	2B.2. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	2B.2. Program Specialist SPED Department Head Administrator assigned to SPED.	2B.2. Ongoing Progress Monitoring Monthly Lesson plans	2B.2. Tracking student progress online through monthly checkpoints Pre and post testing utilizing th Alternate Assessment formats.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0Reading Test indicate that 62%of students made learning gains. Our goal for the 2012-2013 schools year is to increase the percentage of students making learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (1228)	67% (1327)

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
	3A.1. The area of deficiency as noted on the 2012 administration of the	3A.1. Provide a variety of instructional strategies and activities that	3A.1. MTSS/RTI Team, Assistant Principal and Dept. Chair	3A.1. Weekly classroom observations; teacher/student	3A.1. Formative: Supplemental Curriculum

1	FCAT Reading Test was the Reading Applications Reporting Category in both 9th and 10th grades. Students are lacking the skills that involve summarizing and interpreting the main idea in a passage.	include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.		feedback. Review of software program reports such as: Edusoft Class List Report (Interim Assessment Data) Jamestown Reading Navigator Student Progress Report Reading Plus Student Progress Report	Resource Assessments, Florida Assessmen for Reading Instruction (FAIR) Reading Plus. Summative: 2013 FCAT 2.0 Reading Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Our goal is for the students in the lowest 25% to make a gain of at least one percent on the Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students' difficulty to maintain consistency over time.	3B.1. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	3B.1. Program Specialist SPED Department Head Administrator assigned to SPED.	3B.1. Ongoing Progress Monitoring Monthly Lesson plans	3B.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing th Alternate Assessment formats.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 FCAT 2.0 Reading Test indicate that 62% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 67%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (337)	67% (364)

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	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was the Reading Applications Reporting Category in both 9th and 10th grades. Students need more practice in the skills that are involved in identifying text features, analyzing information and forming an argument.	4A.1. Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Using pull-out sessions to reinforce these strategies.	4A.1. MTSS/RTI Team, Assistant Principal, and Dept. Chair	4A.1. Weekly classroom observations; teacher/student feedback. Review of software program reports such as: Edusoft Class List Report (Interim Assessment Data) Jamestown Reading Navigator Student Progress Report Reading Plus Student Progress Report FAIR Class Status Reports	4A.1. Formative: Supplemental Curriculum Resource Assessments, Florida Assessmen for Reading Instruction (FAIR) Reading Plus. Summative: 2013 FCAT 2.0 Reading Test

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 : Our goal is to reduce the % of none proficient students by 50% over six years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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 2012 FCAT 2.0 Reading Test indicate that 68% of the White Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in this group making satisfactory progress by 14 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68%(109) Hispanic: 61%(1124)	White: 82%(131) Hispanic: 69%(1271)

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
	5B.1. White: As noted on the administration of the 2012 FCAT 2,0Reading Test, the White subgroup did not make satisfactory progress. Insufficient student attendance to afterschool tutoring	5B.1. After school tutorial, Saturday Boot Camp and incentives for attending those sessions.	5B.1. MTSS/RTI Team, Assistant Principal, and Dept. Chair	5B.1. Weekly classroom observations; teacher/student feedback. Review of software program reports such as: Edusoft Class List Report (Interim Assessment Data)	5B.1. Formative: Supplemental Curriculum Resource Assessments, Florida Assessmen for Reading Instruction (FAIR) Reading Plus. Summative:

1	sessions could pose a potential obstacle in students making learning gains. Hispanic: As noted on the administration of the 2012 FCAT 2,0Reading Test, the Hispanic subgroup did not make satisfactory progress. Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.			Reading Plus	2013 FCAT 2.0 Reading Test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 34% of the English Language Learners (ELL) Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in this group making satisfactory progress by 14 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(52)	48%(73)

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	5C.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the ELL subgroup did not make satisfactory progress. Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains. Also lack of vocabulary skills in English and continuous use of their native language have hindered their progress.	5C.1. Place students in appropriate interventions and provide FCAT Daily Skills activities that focus on each of the Reporting Categories. A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.	5C.1. MTSS/RTI Team, Assistant Principal, and Dept. Chair	5C.1. Ongoing classroom observations. Weekly reviews of data reports to ensure that progress is being made and to make intervention adjustments as needed to instruction.	5C.1. Formative: Supplemental Curriculum Resource Assessments, Florida Assessmen for Reading Instruction (FAIR Summative: 2013 FCAT 2.0 Reading Test
	5C.2. Also lack of vocabulary skills in English and continuous use of their native language have hindered their progress	5C.2. After school tutorials will be offered by ELL Certified Teachers	5C.2. MTSS/RTI Team, Assistant Principal, and Dept. Chair	5C.2. Weekly classroom observations; teacher/student feedback. Review of software program reports	5C.2. Formative: Supplemental Curriculum Resource Assessments,

2				such as: Edusoft Class List Report (Interim Assessment Data) Reading Plus. Achieve 3000	Florida Assessmen for Reading Instruction (FAIR) Reading Plus. Summative: 2013 FCAT 2.0 Reading Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 29%of the Students with Disabilities (SWD) Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in this group making satisfactory progress by 12 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(57)	41%(81)

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	5D.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Students with Disabilities (SWD) subgroup did not make satisfactory progress in reading. Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.	5D.1. After school tutorials will be offered by SPED Certified Teachers and incentives for attending the sessions will be provided to students.	5D.1. MTSS/RTI Team, Assistant Principal, and Dept. Chair	5D.1. Weekly classroom observations; teacher/student feedback. Review of software program reports such as: Edusoft Class List Report (Interim Assessment Data) Jamestown Reading Navigator Student Progress Report Reading Plus Student Progress Report FAIR Class Status Reports	5D.1. Formative: Supplemental Curriculum Resource Assessments, Florida Assessmen for Reading Instruction (FAIR) Summative: 2013 FCAT 2.0 Reading Test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 57% of the Economically Disadvantaged (ED) Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in this group making satisfactory progress by 9 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(727)	66%(842)

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	5E.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Economically Disadvantaged subgroup did not make satisfactory progress in reading. Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.	5E.1. Place students in appropriate interventions and provide FCAT Daily Skills activities that focus on each of the Reporting Categories. A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.	5E.1. MTSS/RTI Team, Assistant Principal, and Dept. Chair	5E.1. Ongoing classroom observations. Weekly reviews of data reports to ensure that progress is being made and to make intervention adjustments as needed to instruction.	5E.1. Formative: Supplemental Curriculum Resource Assessments, Florida Assessmen for Reading Instruction (FAIR) Reading Plus. Summative: 2013 FCAT 2.0 Reading Test

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 f Monitoring
Data Disaggregation/Data Chats	9-12	PD Liaison Department Chair, Reading Coach	Reading and Language Arts Teachers	Early Release Days, 10/25/12 and 10/13/12	Intervention Plans, and Data Chats Samples	MTSS/RTI Tean Department Chairs
Lesson Modeling	9-12	PD Liaison Department Chair, Reading Coach	Reading and Language Arts Teachers	Professional Development Day, 2/1/13	Lesson Plans, Instructional Focus Calendar, Sample Units	MTSS/RTI Tean Department Chairs
Data Disaggregation/Data Chats	9-12	PD Liaison Department Chair, Reading Coach	Reading and Language Arts Teachers	Professional Development Day, 11/06/12	Lesson Plans, Instructional Focus Calendar	MTSS/RTI Tean Department Chairs

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School tutoring	Tutoring sessions for students	EESAC	$3,500.00
Saturday Boot Camp	Tutoring sessions for students	EESAC	$3,000.00
			Subtotal: $6,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,500.00

End of Reading Goa

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 CELLA indicate that 48% of the students achieved proficiency in Listening and Speaking. The goal for the 2012-2013 school year is to increase proficiency in Listening and Speaking by 5 percentage points to 53%.
2012 Current Percent of Students Proficient in listening/speaking:	
48%(124)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The students prefer to communicate in Spanish outside the classroom, subsequently they are not learning to pronounce words in English.	1.1. Students will read from a variety of texts, utilize word walls, vocabulary word maps and engage in activities during class to enhance the use and comprehension of words.	1.1. Assistant Principal ESOL Chairperson	1.1. Weekly classroom assessments.	1.1. Formative: FAIR Reading Plus Achieve 3000 Interim Assessments Summative: 2013 FCAT 2.0.
2	1.2. Students have a limited vocabulary and do not recognize words they know in conversation.	1.2. Students will utilize instruction in context clues, word walls, and concept maps to help enhance knowledge of word meanings and relationships.	1.2. Assistant Principal ESOL Chairperson	1.2. Weekly classroom assessments	1.2. Formative: FAIR Reading Plus Achieve 3000 Interim Assessments Summative: 2013 FCAT 2.0.
3	1.3. Students identified as needing intervention often are unable to attend because of transportation issues or employment obligations.	1.3. Use a data driven tutorial program to address the academic deficiencies of the students.	1.3. Assistant Principal ESOL Chairperson	1.3. Weekly classroom assessments	1.3. Achieve 3000

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 CELLA indicate that 29% of the students achieved proficiency in Reading. The goal for the 2012-2013 school year is to increase proficiency in Reading by 10 percentage points to 39%.
2012 Current Percent of Students Proficient in reading:	
29% (79)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students lack the ability to identify details from the passage to determine main ide, plot and purpose.	2.1. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points.	2.1. Assistant Principal, ESOL Chairperson	2.1. Weekly classroom assessments	2.1. Formative: FAIR Reading Plus Achieve 3000 Interim Assessments Summative: 2013 FCAT 2.0.

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 CELLA indicate that 25% of the students achieved proficiency in Writing. The goal for the 2012-2013 school year is to increase proficiency in Writing by 10 percentage points to 35%.
2012 Current Percent of Students Proficient in writing:	
25% (67)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students have a limited vocabulary and lack the skills necessary to effectively utilize elaboration techniques in writing.	2.1. Use anchor papers and rubrics to augment student writing.	2.1. Assistant Principal, ESOL Chairperson	2.1. Weekly classroom assessments	2.1.. . Formative: FAIR Reading Plus Achieve 3000 Interim Assessments

					Summative: 2013 FCAT 2.0
2	2.2. Students have had limited experience with the writing process in their home language.	2.2. Incorporate instruction of writing (plan, edit, revise, and rewrite) as a process from planning through publishing.	2.2.. Assistant Principal, ESOL Chairperson	2.2.. Weekly classroom assessments	2.2. Formative: FAIR Reading Plus Achieve 3000 Interim Assessments Summative: 2013 FCAT 2.0

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intervention Strategies for ELL students to enhance Reading and Writing skills.	After School Tutorial Program	Title III	$4,320.00
			Subtotal: $4,320.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,320.00

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:	The results of the 2012 Florida Alternate Assessment in Mathematics indicate that 43% of students scored at levels 4, 5 and 6. Our goal for the 2012-2013 school year is to increase the percentage to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (6)	48% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Difficulty to maintain consistency over time.	1.1. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	1.1. Program Specialist SPED Department Head Administrator assigned to SPED	1.1. Monthly Progress Monitoring Monthly Lesson plans	1.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment formats.

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:	The results of the 2012 Florida Alternate Assessment in Mathematics indicate that 21% of students scored at level 7 or above Our goal for the 2012-2013 school year is to increase the percentage to 24%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3)	24% (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	2.1. Frustration level when scaffolding and presenting prompts three times	2.1. Provide students with continuous review/practice when learning math concepts.	2.1. Program Specialist SPED Department Head Administrator assigned to SPED.	2.1. Monthly Progress Monitoring Monthly Lesson plans	2.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment

					formats.

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:	Our goal is for 56% of our students to make learning gains on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (5)	56% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Limited receptive/expressive language skills both verbal/non-verbal gestures.	3.1. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology and provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	3.1. Program Specialist SPED Department Head Administrator assigned to SPED	3.1. Monthly Progress Monitoring Monthly Lesson plans	3.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment formats.

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 Algebra EOC administration indicates that 37%(29) of our students scored proficient Our goal for the 2012-2013 school year is to increase the percent of students scoring proficient by percentage points to 48% (37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(29)	48% (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
	3C.1. Students who participated in the 2012 administration of the Algebra EOC showed a deficiency in the Rationals, Radicals, Quadratics, and Discrete Mathematics reporting Category due to not enough practice on the topics of that reporting category.	3C.1. Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of “bell ringers” and incorporation of Discrete Math within other areas and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement and cross products. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: -Develop departmental guidelines for all student learning notebooks designed to increase student achievement. -Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. -Provide teachers with training in assisting students as they make	3C.1. Assistant Principal of Curriculum and Math Department Chair.	3C.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include Rationals, Radicals, Quadratics, and Discrete Mathematics on a weekly basis.	3C.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2013 Algebra EOC

1		sense of problems and persevere in solving them. -Organize a school wide, problem of the week that crosses the curriculum of different subjects. Assist teachers with effective strategies for integrating technology in their lesson designs. The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. Students will also have access to E2020 for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Furthermore, the implementation of a pull-out program, whereas students will receive further aide in test taking skills and computer practice. -The students will also be placed in a bilingual setting in the math class. -There will be tutoring provided in a bilingual setting after school.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 Algebra EOC administration indicates that 34%(34) of our students scored proficient Our goal for the 2012-2013 school year is to increase the percent of students scoring proficient by percentage points to 44% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(34)	44% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3D.1. Students who participated in the 2012 administration of the Algebra EOC showed a deficiency in the Rationals, Radicals,	3D.1. Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of	3D.1. Assistant Principal of Curriculum and Math Department Chair.	3D.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student.	3D.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and

	1	Quadratics, and Discrete Mathematics reporting Category due to not enough practice on the topics of that reporting category.	“bell ringers” and incorporation of Discrete Math within other areas and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement and cross products. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: -Develop departmental guidelines for all student learning notebooks designed to increase student achievement. -Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. -Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. -Organize a school wide, problem of the week that crosses the curriculum of different subjects. Assist teachers with effective strategies for integrating technology in their lesson designs. The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. Students will also have access to E2020 for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Furthermore, the implementation of a pull-out program, whereas students will receive further aide in test taking skills and computer practice. -The students will be placed in a math class with two teachers to provide support for the lower producing students and the opportunity for remediation and target weak areas through differentiated instruction.		Review of student success rate on teacher created informal and formal assessments which include Rationals, Radicals, Quadratics, and Discrete Mathematics on a weekly basis.	Informal Assessments. Summative Assessment: 2013 Algebra EOC

		-The student will have after school tutoring available from a certified Special Education Instructor.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
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 High School Mathematics Goa

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC administration indicates that 37%(233) of our students scored proficient Our goal for the 2012-2013 school year is to increase the percent of students scoring proficient by 3 percentage points to 40% (242).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(233)	40%(242)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students who participated in the 2012 administration of the Algebra EOC showed a deficiency in the Rationals, Radicals,	1.1. Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way	1.1. Assistant Principal of Curriculum and Math Department Chair.	1.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student.	1.1. Formative Assessments will include but not be limited to Interim Assessments,

1	Quadratics, and Discrete Mathematics reporting Category due to not having enough practice on the topics of that reporting category.	of “bell ringers” and incorporation of Discrete Math within other areas and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement and cross products. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: -Develop departmental guidelines for all student learning notebooks designed to increase student achievement. -Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. -Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. -Organize a school wide, problem of the week that crosses the curriculum of different subjects. Assist teachers with effective strategies for integrating technology in their lesson designs. The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. Students will also have access to E2020 for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Furthermore, the implementation of a pull-out program, whereas students will receive further aide in test taking skills and computer practice.		Review of student success rate on teacher created informal and formal assessments which include Rationals, Radicals, Quadratics, and Discrete Mathematics to be done on a weekly basis	Formal and Informal Assessments. Summative Assessment: 2013 Algebra EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC administration indicates that 9% (58) of our students scored at a level 4 or 5. Our goal for the 2012-2013 school year is to increase the percent of students scoring at a level 4 or 5 by 1 percentage point to 10% (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(58)	10%(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	2.1. Students who participated in the 2012 administration of the Algebra EOC showed a deficiency in the Rationals, Radicals, Quadratic, and Discrete Mathematics reporting Category due to not enough practice on the topics of that reporting category.	2.1. Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of “bell ringers” and incorporation of the strand within other standards and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement, and cross products. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: -Develop departmental guidelines for all student learning notebooks designed to increase student achievement. -Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. -Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. -Organize a school wide, problem of the week that crosses the curriculum of different subjects. Assist teachers with	2.1. Assistant Principal of Curriculum and Math Department Chair.	2.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include Rationals, Radicals, Quadratics, and Discrete Mathematics on a weekly basis.	2.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2013 Algebra EOC

		effective strategies for integrating technology in their lesson designs. The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. Students will also have access to E2020 for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Students at this level will also be expected to complete project-based assignments.			

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC administration indicates that 35% (399) of our students scored in tier 2. Our goal for the 2012-2013 school year is to increase the percent of students scoring proficient by 2 percentage points to 37% (421).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(399)	37%(421)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The 2012 Geometry EOC scores indicated a deficiency in the Three Dimensional Geometry reporting category due to students not having enough practice on the topics of that reporting category.	1.1. The use of the “Discovering” or inductive reasoning methods to solve postulate, theorems, and definitions. A hands-on approach and use of manipulatives will be enforced in all Geometry classes so that students are able to visualize three dimensional figures. All students will have	1.1. Assistant Principal of Curriculum and Math Department Chair.	1.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include the Three Dimensional Geometry reporting category on a	1.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2013 Geometry EOC

1		access to the Geometer's Sketchpad to help "Discover" and prove conjectures as well as Gizmos. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: -Develop departmental guidelines for all student learning notebooks designed to increase student achievement. -Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson design -Organize a school wide, problem of the week that crosses the curriculum of different subjects.		weekly basis.	
2	1.2. The 2012 Geometry EOC scores also indicated a deficiency in the Trigonometry and Discrete Math reporting category due to students not having enough practice with the test specific calculator and the specific topics of this reporting category.	1.2. The continuous use of a scientific calculator similar to the one provided to students on the day of the EOC so that students are familiar with the capabilities of the calculator. Teacher simulations using a graphing calculator to help with conceptual knowledge of the topic. Teachers will be provided through the math share drive supplemental materials for instruction on Discrete Mathematics since that topic is not covered in the state adopted textbook.	1.2. Assistant Principal of Curriculum and Math Department Chair.	1.2. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include the Three Dimensional Geometry reporting category on a weekly basis.	1.2. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2013 Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC administration indicates that 37% (425) of our students scored in tier 3. Our goal for the 2012-2013 school year is to increase the percent of students scoring tier 3 by 1 percentage point

	to 38% (435).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(425)	38%(435)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The 2012 Geometry EOC scores indicated a deficiency in the Three Dimensional Geometry reporting category due students to not enough practice on the topics of that reporting category.	2.1. The use of the "Discovering" or inductive reasoning methods to solve postulate, theorems, and definitions. A hands-on approach and use of manipulatives will be enforced in all Geometry classes so that students are able to visualize three dimensional figures. All students will have access to the Geometer's Sketchpad to help "Discover" and prove conjectures as well as Gizmos. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: -Develop departmental guidelines for all student learning notebooks designed to increase student achievement. -Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson design -Organize a school wide, problem of the week that crosses the curriculum of different subjects.	2.1. Assistant Principal of Curriculum and Math Department Chair.	2.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which includes the Trigonometry and Discrete reporting category on a weekly basis.	2.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2013 Geometry EOC
	2.2 The 2012 Geometry EOC scores also indicated a deficiency in the Trigonometry and Discrete Math reporting category due to not enough practice with the test specific calculator and the	2.2. The continuous use of a scientific calculator similar to the one provided to students on the day of the EOC so that students are familiar with the capabilities of the calculator.	2.2. Assistant Principal of Curriculum and Math Department Chair.	2.2. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal	2.2. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments.

2	specific topics of this reporting category.	Teacher simulations using a graphing calculator to help with conceptual knowledge of the topic. Teachers will be provided through the math share drive supplemental materials for instruction on Discrete Mathematics since that topic is not covered in the state adopted textbook. Students at this level will also be expected to complete project-based assignments.		assessments which include the Trigonometry and Discrete reporting category on a weekly basis.	Summative Assessment: 2013 Geometry EOC

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
Geometry Learning Community	Geometry	Department Chair and Designated Team Leader	Geometry Teachers	After school, 2nd Tuesdays of the month	Creation of Topic Exams	Mathematics Department Chair
Data Disaggregation/Da Chats	9-12	Department Chair	Mathematics Teachers	Early Release Days, October and December 2012	Intervention Plans and Data Chats Samples	Mathematics Department Chair
Algebra I Learning Community	Algebra I	Department Chair and Designated Team Leader	Algebra Teachers	After school, 2nd Tuesdays of the month	Creation of Topic Exams	Mathematics Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Tutoring sessions for students	EESAC	$3,500.00
Saturday Boot Camp	Tutoring sessions for students	EESAC	$3,000.00
			Subtotal: $6,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The results of the 2012 Florida Alternate Assessment in Science indicate that 43% of the students scored at levels 4 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 4 or above by five percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student's inability to adjust their language or non-verbal response for different contexts.	1.1. Instruction must be hands on so students can manipulate and explore actions and outcomes.	1.1. Program Specialist SPED Department Head Administrator assigned to SPED	1.1. Monthly Progress Monitoring Monthly Lesson plans	1.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment formats
2	1.2. Difficulty to maintain consistency over time.	1.2. Give students continuous review/practice when learning science concepts.	1.2. Program Specialist SPED Department Head Administrator assigned to SPED	1.2. Monthly Progress Monitoring Monthly Lesson plans	1.2. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment formats

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:	The results of the 2012 Florida Alternate Assessment in Science indicate that 0% of the students scored at levels 7 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 4 or above by 10 percentage points to 10%.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Difficulty to maintain consistency over time.	2.1. Give students continuous review/practice when learning science concepts.	2.1. Program Specialist SPED Department Head Administrator assigned to SPED	2.1. Monthly Progress Monitoring Monthly Lesson plans	2.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment formats

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:	Thirty Five percent of students scored at level two. Our goal for the 2012-2013 school year is to increase proficiency by 2 percentage points. Therefore raise the the percentage of students scoring Level 2 to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (356)	37% (379)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. This group of students is on the cusp of proficiency, however, their motivation and interest can be below average in the subject matter of Biology.	1.1. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Incorporate technology into instruction, allowing for students to work cooperatively and therefore increasing their	1.1. Department Chair Assistant Chair Administration	1.1. Students enrolled in Biology 1 will be evaluated by teacher made assessments, laboratory activity assessment, and Biology Interim Assessments. These assessments will be analyzed by the Department Chair in order to adjust or redirect the instruction to accommodate the	1.1. Formative: Interim and teacher made assessments/Lab Reports Summative: 2013 Biology EOC

		motivation to learn. (Gizmos as a class, animations/simulations, Discovery Education)		needs of students.	
2	1.2. Students' inability to understand higher level reading passages due to difficulties discerning cause and effect and effectively using informational text features.	1.2. Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; life and environmental science concepts in real-world scenarios. Implementation of School Literacy Plan and CRISS Strategies Represent science information in graphic/non-linguistic formats to compliment readings	1.2. Department Chair Assistant Chair	1.2. Analysis of student performance in class through teacher observation and student progress on formal assessments, both interims and teacher made assessments, monitored by Department Chair and Assistant Chair. Analysis of Assignments using School Literacy Plan and CRISS Strategies.	1.2. Formative: Interim and teacher made assessments/Lab Reports Summative: 2013 Biology EOC
3	1.3. Limited reviews on content due to time constraints.	1.3. Biology Saturday Boot camps, and possible afterschool tutoring	1.3. Department Chair Assistant Chair	1.3. Students participating in boot camp and/or tutoring will offer feedback and Department and Assistant Chair will assess for increased understanding.	1.3. Formative: Interim and teacher made assessments/Lab Reports Summative: 2013 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Thirty three percent of students scored at level three. Our goal for the 2012-2013 school year is to increase proficiency by 1 percentage point. Therefore raise the number of Level 3 students to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (338)	34% (348)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students have difficulties in the category of Molecular and Cellular Biology. (This content has been moved to the end of pacing guide)	2.1. Develop a learning community of biology teachers to research, discuss, design, and implement strategies to increase learning in Molecular and Cellular Biology for the 4th quarter. Teachers should meet monthly to share and discuss strategies that have worked for them or that they would like to try.	2.1. Department Chair Assistant Chair	2.1. Effectiveness shown through individual testing of students through Edusoft and E2020, monitored by Department and Assistant Chair.	2.1. Formative: Individualized Edusoft generated assessments based on Interim results, and E2020 Summative: 2013 Biology EOC

2	2.2. Students have difficulty understanding the connection between content and real life so concepts do not become meaningful and assimilated	2.2. Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. Class discussions should be used as well.	2.2. Department Chair Assistant Chair	2.2. Students will be evaluated by their writing activities showing logical connections to real life The writing activities will be analyzed Department and Assistant Chair. in order to adjust or redirect their instruction to address the needs of the students	2.2. Formative: Teacher directed writing assignments and Lab reports Summative: 2013 Biology EOC
3	2.3. Students have limited reviews on content due to time constraints.	2.3. Biology Saturday Boot camps, and possible afterschool tutoring	2.3. Administration Department Chair	2.3. Students participating in tutoring will offer feedback and Administration and Department Chair will assess increased understanding through questioning and formal assessments.	2.3. Formative: Interim and teacher made assessments Summative: 2013 Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology Content and Pacing II Quarter 3	Biology 1	Division of Mathematics and Science	Biology Teachers	November 6, 2012	Evidence in Lesson Plans and classroom observations	Administration
Biology Content and Pacing II Quarter 4	Biology 1	Division of Mathematics and Science	Biology Teachers	February 1, 2013	Evidence in Lesson Plans and classroom observations	Administration
Biology Teachers Common Planning	Biology 1	Dept. Chair Asst. Chair	Biology Teachers	Early Release Days	Evidence in Lesson Plans and classroom observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enrich curriculum with inquiry based labs	Laboratory instrumentation, models and perishable materials	Assessed lab fees	$18,000.00
			Subtotal: $18,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Biology Assessment and Content Enrichment	Quia Renewal Subscription for 10 Teachers	EESAC	$500.00

			Subtotal: $500.00
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
Biology Saturday Boot Camp/After School Tutoring	Daily Rate of Teachers	EESAC	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $20,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT writing test indicate that 88% (940 of students scored a 3.0 or higher. Our goal for the 2012-2013 school year is to increase and/or maintain the percentage of students achieving a 3.0 or above on the 2013 FCAT writing exam to 89% (953)
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (940)	89% (953)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Historically, based on trends noted by teachers in classroom writing assessment, the areas of deficiency for student writers is elaboration and mechanics in expository/persuasive writing.	1A.1. Students will review writing samples with low and high scores on elaboration. They will then receive instruction and practice using magnified moments in their writing samples to foster voice and elaboration. Sending baseline and mid-year writing assessments to be scored outside the school, using Write Score will provide teachers with a varied perspective of feedback on student work. Based on baseline and mid-year assessments, as well as in-class	1A.1. Language Arts Department Chair/MTSS Leadership Team	1A.1. Administer and score baseline and mid-year writing prompts to monitor students' progress and adjust focus as needed. Also, instructional focus calendars will include all components of the writing process, specific to expository writing, and will be updated quarterly based on student progress. On-going writing activities and peer editing. Implementation of department wide writing unit plan.	1A.1. Students' scores on the mid-year writing prompts; results of the 2013 FCAT Writing Assessment

		writing samples, teachers will conduct data chats with student writers to discuss both areas of strength and those in need of improvement.			

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:	The results of the 2012 Florida Alternate Assessment in Writing indicate that 37% of the students scored at levels 4 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 4 or above by five percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Student's inability to adjust their language or non-verbal response for different contexts.	1B.1. Use of graphic organizers with pictures to draft their writing ideas and develop creative writing through journaling, letter writing, and/or applications and resumes.	1B.1. Program Specialist SPED Department Head Administrator assigned to SPED	1B.1. Monthly Progress Monitoring Monthly Lesson plans	1B.1. Tracking student progress online through monthly checkpoints Pre and post testing utilizing the Alternate Assessment formats

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Use of Bell-Ringers/School-wide Literacy Plan	9-12	Assistant Principal/Reading Coach	School-Wide	December 13, 2012	Student work samples/Walk-through observations	Administrative Team

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Boot Camp		EESAC	$500.00

Write Score Essay Scoring with corrective feedback		School Discretionary Account	$10,000.00
			Subtotal: $10,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,500.00

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:	This is the first year students enrolled in US history were tested using the US history District Baseline Assessment. The results show that 0% of students scored proficient. Our goal for 2013 is that 10% of students score proficient in the US History Baseline EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Weakness in critical thinking skills in analyzing historical information and documents.	1.1.During the 2012-2013 school year US history teachers will incorporate in their lessons document based questions, cartoons, graphs, table and maps	1.1. Administration US history Chairperson	1.1 .Students enrolled in US history will be evaluated by the US History post- test and the Interim Assessment. Teachers will be using formal and informal assessments.	1.1. Interim assessment, post-tests, and teacher assessments.
2	1.2. Students inability to understand higher level reading passages.	1.2. Incorporate CRISS strategies, vocabulary activities. (flash cards, KWL)	1.2. Administration US history Chairperson	1.2. Students enrolled in US History will be evaluated by the US History post-test and the Interim Assessment. Teachers will use formal and informal assessments.	1.2. Interim assessment, post-test, and teacher assessments.
	1.3. Weakness in understanding the sequence of historical	1.3. Incorporate the use of timelines, bell ringers and daily warm-	1.3. Administration US History	1.3. Students enrolled in US History will be evaluated by the US	1.3. Interim Assessment, post-test, and

3	events.	up activities.	Chairperson	History post-test and the Interim Assessment. Teachers will use formal and informal assessments.	teacher assessments

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:	This is the first year students enrolled in US history were tested using the US history District Baseline Assessment. The results show that 0% of students were scored proficient. Our goal for 2013 is that 10% of students score proficient in the US History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Weakness in critical thinking skills in analyzing historical information and documents.	2.1 During the 2012-2013 school year US History teachers will incorporate in their lessons document based questions, cartoons, graphs, tables and maps for enrichment. 1.1. During the 2012-2013 school year US History teachers will incorporate in their lessons document based questions, cartoons, graphs, tables and maps for enrichment.	2.1. Administration US History Chairperson	2.1. Students enrolled in US history will be evaluated by the US History post-test and the Interim assessment. Teachers will be using formal and informal assessments.	2.1. Interim assessments, post-test and teacher assessments.

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
US History EOC	US History	District	US History Teachers	TBA	Classroom Observation, Data Analysis	Social Studies Chairperson and Administration

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:	The average daily attendance for 2011-2012 was 94.54%. The goal is to increase the average daily attendance by .50% during the 2012-2013 school year to 95.04%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.54% (4034)	95.04% (4055)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1519	1443
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

1142	1085

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not always knowledgeable about the District's Attendance Policy.	1.1 District Attendance Policy will be posted in the Attendance Office and the school's Website. District attendance policy will be reviewed during grade level orientation.	1.1. Assistant Principal for attendance and Counselors.	1.1. An increase in attendance for each quarter compared to the 2012-2013 school year.	1.1. District calculation of average attendance (COGNOS).
2	1.2. Students may choose to be absent from school for reasons that are not approved by the School Board.	1.2. Student attendance will be monitored daily to identify students who may be developing a pattern of non-attendance and provide early intervention. Refer students as necessary to the Truancy Child Study Team (T-CST).	1.2. Assistant Principal for attendance, counselors and Attendance Review Committee.	1.2. A decrease in the number of excused and unexcused absences.	1.2. District calculations of the average attendance (COGNOS)
3	1.3. Early identification of students who are developing a pattern of tardiness.	1.3. Daily monitoring using the PLASCO system and the use of the Progressive Discipline Plan and District intervention policies	1.3 Assistant Principal for attendance.	1.3. A decrease in the number of tardies per quarter.	1.3. District records for tardiness to monitor the success of internal and District mandated strategies.

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
Ninth Grade Orientation	Grade 9 Students	Principal and AP's	Students in Grade 9 and their parents.	August 11, 2012	The number of absences and tardies will be monitored.	Assistant Principals
Orientation for students in Grades 10, 11, 12.	Grade 10,11, and 12 Students	Principal and AP's	Students in Grades 10, 11, and 12.	August 23-27, 2012	The number of absences and tardies will be monitored.	Assistant Principals

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.3 Daily monitoring of tardies	PLASCO System	02 Fund	$2,606.04

			Subtotal: $2,606.04
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: $2,606.04

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of suspensions for minor infractions of the Student Code of Conduct showed a decrease from 2092 in the 2010 – 2011 school year to 1920 in the 2011–2012 school year. Our goal for the 2012- 2013 school year is to continue to decrease the total number of in-school suspensions to 1728.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1920	1728
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
843	759
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
865	779
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
388	349

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	1.1. Students are unfamiliar with the student Code of Conduct and are unaware of the reasons for the suspension for minor violations.	1.1. Develop a progressive school-wide discipline plan in conjunction with the Student Code of Conduct and RtI, and disseminate the plan to teachers, parents, and students through various meetings in order to facilitate their understanding of the disciplinary process.	1.1. Administrative Team	1.1. Monitor COGNOS Reports on student suspensions.	1.1. Teacher parent communication logs, Parent meeting agendas and logs, Student Orientation Agendas
2	1.2. The number of students who were suspended repeatedly for the same Level One violations increased.	1.2. Continue to utilize after school detentions and Saturday School as an alternative for suspension for minor violations of the Student Code of Conduct.	1.2. Administrative Team, Detention Coordinator	1.2. COGNOS Reports for suspensions	1.2. Detention Rosters, COGNOS Reports
3	1.3. Students are not always able to serve detentions and/or Saturday school.	1.3. Utilize PLASCO System to track the number of offenses and provide counseling support to students before an increase in the number of violations warrants further disciplinary action, and offer further alternatives for students who may not be able to participate in detention or Saturday School.	1.3. Administrative Team	1.3. COGNOS Reports for suspension	1.3. COGNOS 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
No Data Submitted						

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday School	Saturday School Supervision	Principal's Discretionary Funds	$10,000.00
			Subtotal: $10,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to decrease the number of students who drop out of school by .06% percentage points to 1.22%, by targeting areas such as attendance/truancy, self-management, family engagement, social behaviors, and school climate then implementing evidence based strategies that support student success. Our goal for the 2012-2013 school year is to increase the Graduation Rate by 2%, from 80.1% to 82.1%, by targeting areas such as academic achievement, self-management, post-secondary planning, and implementing evidence based strategies that support student success.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.28% (55)	1.22% (52)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
80.1% (897)	82.1% (1001)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active	1.1. Utilize the ninth grade Leadership classes to assist students in developing positive and effective practices to	1.1. Leadership Team	1.1. Ongoing checks for fidelity of implementation. Monitoring of practices and student progress.	1.1. Summative data collected at completion of Leadership course.

	engagement, academic success, and social behaviors during the ninth grade year.	become thriving and successful students in order to increase graduation rate and decrease dropout rate.			
2	1.2. Students sometimes become disenfranchised and feel they are overlooked causing them drop out.	1.2. Develop a mentorship program where students exhibiting high yield indicators such as low academic achievement, poor attendance, improper behavior, and lack of family engagement are identified and matched with a counselor or teacher who will encourage them to remain in school.	1.2. Administrative team, Counselors, Faculty, School Social worker	1.2. Utilize baseline data instrument to analyze ongoing measures of success.	1.2. Summative data at the end of the mentorship 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
Dropout Intervention planning	Grade 9	Assistant Principal/ Counselor	Leadership teachers	February 14, 2013	Data collection, Interest inventories	Administrative Team

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.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities to 46% (1189). Forty-four percent (1807) of Ferguson parents were involved in parental activities during the 2011-2012 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
44% (1807)	46% (1189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of participation in school wide activities by parents.	1.1. Connect-Ed messages will be made to parents. Teachers will maintain their individual parent communication log.	1.1. School Administration	1.1. Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.	1.1. Sign-in sheets
2	1.2. Lack of Parental PTSA Enrollment & PTSA Membership	1.2. Conduct membership drive contest involving students, parents, and teachers.	1.2. Activities Director, PTSA Board	1.2. Membership forms.	1.2. PTSA sign-in sheets
3	1.3. Lack of attendance during Open House	1.3. Utilize Connect-Ed messages to advise parents of open house date/activities	1.3. School Administration	1.3. Sign-in sheets will be reviewed to determine the number of parents that visited each classroom.	1.3. 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
Student/Parent Portal Training	9-12	Selected school staff	School-wide	Ongoing	Collect participation data	School Administration

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:	We currently have STEM courses in the Advanced Placement, International Baccalaureate and Dual Enrollment programs. We also have STEM courses available through our academies. Our plan for 2012-2013 is to increase enrollment in STEM 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	1.1 Non-exposure of students to advanced math, science and technology courses	1.1. Utilize the AP Potential list provided by the CollegeBoard to identify students who may be successful in AP science and math courses. Promote math, science and technology honor societies, clubs and competitions. Increase activities for students to design and develop science and math projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities.	1.1. APC AP Coordinator	1.1. Enrollment in advanced science, math and technology courses	1.1. AP Potential list Course enrollment rosters

2	1.2. Providing information to students regarding advanced math, science and technology courses	1.2. Utilize the school website, the curriculum bulletin and the Open House to disseminate information about STEM courses. Also utilize the articulation process to inform incoming students.	1.2. APC Department Chairs Lead Teachers Counselors	1.2. Enrollment in STEM courses	1.2. Course enrollment rosters
3	1.3. Promoting STEM courses to students	1.3. Utilize the school website and the school academy fair. Identify courses through IB student conferences and an AP informational meeting.	1.3. Department Chairs Lead Teachers Counselors AP Coordinator IB Coordinator	1.3. Enrollment in STEM courses	1.3. Course enrollment rosters.

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
Articulation for STEM courses	9-11	Student Services Chair	Counselors, Department Chairs, Lead Teachers	Early Release days	Evaluate student course selections	APC
Integrating STEM into focus calendars	9-12	Math and Science Department Chairs	Math, Science and Technology teachers	December 14, 2012 February 14, 2013	Evaluate focus calendars	Math and Science Department Chairs APC

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:	Formalize the Advisory Board for the school's academies

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students class schedule not accommodating contact time with Advisory Board Members	1.1. Provide incentives for students to meet with Advisory Board Members after school and arrange lunch time meetings	1.1 Tech-Arts and Business Technology Department Chairs and lead teachers	1.1. Monitor student contact with Board Members.	1.1. Create attendance sheets to record student attendance.
2	1.2. Finding participants to represent all academies.	1.2. Work with EESAC Business Representatives in order to identify participants for Advisory Board from the business community	1.2. Lead Teachers Administration	1.2.Advisory Board Membership	1.2. Advisory Board Meeting Minutes

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
NCCER Industry Certification Update	9 – 12	Thomas Cummings	Construction Technology Instructor	9-26-12	PD Participation	School Level Administrator
Preparing students for interaction with the Business	9-12	Holder, Garcia	Department core teacher who work with academy students	December 6, 2012 April 9, 2013	Review Quarterly progress	Department heads or AP
Connecting the Path Completion Track	9 – 12	Ronda Mims	Vocational Instructors	10-3-12	PD Participation	School Level Administrator

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
Reading	After School tutoring	Tutoring sessions for students	EESAC	$3,500.00
Reading	Saturday Boot Camp	Tutoring sessions for students	EESAC	$3,000.00
CELLA	Provide Intervention Strategies for ELL students to enhance Reading and Writing skills.	After School Tutorial Program	Title III	$4,320.00
Mathematics	After School Tutoring	Tutoring sessions for students	EESAC	$3,500.00
Mathematics	Saturday Boot Camp	Tutoring sessions for students	EESAC	$3,000.00
Science	Enrich curriculum with inquiry based labs	Laboratory instrumentation, models and perishable materials	Assessed lab fees	$18,000.00
Writing	Writing Boot Camp		EESAC	$500.00
Writing	Write Score Essay Scoring with corrective feedback		School Discretionary Account	$10,000.00
Attendance	1.3 Daily monitoring of tardies	PLASCO System	02 Fund	$2,606.04
Suspension	Saturday School	Saturday School Supervision	Principal's Discretionary Funds	$10,000.00
				Subtotal: $58,426.04
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Online Biology Assessment and Content Enrichment	Quia Renewal Subscription for 10 Teachers	EESAC	$500.00
				Subtotal: $500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Biology Saturday Boot Camp/After School Tutoring	Daily Rate of Teachers	EESAC	$2,000.00
				Subtotal: $2,000.00
				Grand Total: $60,926.04

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent (•) NA

Are you a reward school: ( ) Yes ( ) No

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

No Attachment

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 Tutorials Reading	$3,500.00
Saturday Boot Camp Tutoring Reading	$3,000.00
Saturday Boot Camp Biology	$2,000.00
Quia Renewal Subscription for 10 Teachers	$500.00
After School Tutorials Mathematics	$3,500.00
Saturday Boot Camp Tutoring Mathematics	$3,000.00
Saturday Boot Camp Writing	$500.00

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

Develop and Monitor the School Improvement Plan. Determination for expenditures of EESAC funds. Address community and school related issues as necessary.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District JOHN A. FERGUSON SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	85%	85%	54%	285	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	57%	78%			135	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?	53% (YES)	68% (YES)			121	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					551	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District JOHN A. FERGUSON SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	86%	90%	36%	270	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	57%	80%			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?	48% (NO)	73% (YES)			121	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					538	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested