FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALM GLADES PREPARATORY ACADEMY HIGH SCHOOL

District Name: Dade

Principal: Minelli Duclerc

SAC Chair: Estelle Strader

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Minelli Duclerc	BA - Sociology with Specialty in Criminal Justice. MA - Public Affairs with Specialty in Human Service Administrations. Florida Teacher Certification in Social Science.	1	5	12 11 10 09 08 School Grades B A A A A AYP N N N N High Stds Reading 57 73 67 70 58 High Stds in Math 50 69 68 65 57 Lrng Gains Read 73 69 66 73 67 Lrng Gains Math 61 64 64 69 55 Gains R 25 82 73 65 81 63 Gains M 25 55 67 71 71 60
Assis Principal	Lynn Yoon	BA – Criminology and Psychology. MA - Course work on Ed Leadership. Florida Teacher Certification in Middle School Integrated Curriculum and ESOL Endorsed	1	3	12 11 10 09 08 School Grades B A A A A AYP N N N N High Stds Reading 57 73 67 70 58 High Stds in Math 50 69 68 65 57 Lrng Gains Read 73 69 66 73 67 Lrng Gains Math 61 64 64 69 55 Gains R 25 82 73 65 81 63 Gains M 25 55 67 71 71 60

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Coach	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	6	3	12 11 10 09 08 School Grades B A A A A AYP N Y N N High Stds Reading 57 79 76 70 67 High Stds in Math 50 77 72 66 64 Lrng Gains Read 73 68 73 68 67 Lrng Gains Math 61 71 66 69 69 Gains R 25 82 68 67 71 61 Gains M 25 55 64 63 73 73
Reading Coach	Pamela Picasso Alarcon	Bachelor in Science in Political Science Master in Science in Reading Education Certification Elementary Education K-6 ESOL K-12 Reading K-12	1	1	12 11 10 09 08 School Grades B A A A A AYP N Y N N High Stds Reading 57 79 76 70 67 High Stds in Math 50 77 72 66 64 Lrng Gains Read 73 68 73 68 67 Lrng Gains Math 61 71 66 69 69 Gains R 25 82 68 67 71 61 Gains M 25 55 64 63 73 73

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. Provide salaries commensurate with district pay scale.	Governing Board	June 2013	
2	2. Employer will pay 90% of employee health costs.	Governing Board	June 2013	
3	3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable	Principal	June 2013	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
7	0.0%(0)	57.1%(4)	157.1%(11)	14.3%(1)	28.6%(2)	100.0%(7)	14.3%(1)	0.0%(0)	414.3%(29)

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
Lorna Hawkins	Kenfis Tormes-Garcia	Ms. Hawkins is Reading Endorsed and will provide assistance to Ms. Tormes who teaches Social Studies	The mentor and mentee are meeting biweekly in a professional learning community to discuss strategies for each domain.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Collaboration is supported and team decision making occurs at multiple levels, including a leadership team, a problem solving (intervention) team, and instructional teams. They are as follow:

• Principal
• Assistant Principal
• Itinerary ESE Specialist
• Itinerary Reading Coach
• Itinerary ELL Specialist
• Itinerary School Academic Counselor

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

The following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the 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 frequent 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.

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.

Managed data will include: Academic = FCAT, FAIR, Interim, CELLA, State/Local Math and Science assessments, student grades and school specific assessments. Behavior = Student Case Management System, Detentions, Suspensions, attendance, and referrals.
Edusoft & Progress Monitoring (PMRN)
• Palm Galdes has established a data-management system that allows ready access to students' progress monitoring data. After progress monitoring, a graph is completed to display data for analysis and decision-making and to indicate percentages of students at risk, at some risk, and at low risk. Then the staff members receive training in the administration and interpretation of progress monitoring measures.
The data used is reliable and gives ongoing information in order to:
• Identify academic and behavioral needs of individual students,
• Inform the problem-solving process,
• Design and modify instruction to meet student needs,
• Evaluate the effectiveness of instruction at different levels
Mid Year data will be retrieved from the Florida FAIR and Benchmark Assessments.
End of the Year data will be retrieved from the FAIR and FCAT results.

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

Literacy Leadership Team (LLT)

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

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

• Ms. Duclerc - Principal
• Ms. Yoon – Assistant Prinicpal
• Ms. Ibanez- ESE Specialist
• Ms. Picasso – Reading Coach
• Ms. Capote – School Academic Counselor
• Ms. Nieves – Math Coach

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

Leadership at all levels is essential for the literacy priority to impact student achievement in every classroom.
This team meets bi-weekly and the focus of the meetings are on how to provide high-quality instruction to all students, focusing on students need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.
Principal is the instructional leader who will align the school's culture and vision with the state focus on literacy achievement.
• Makes Literacy a school priority
• Develops a school literacy plan as part of the school improvement plan
• Allocates budget to give priority to literacy goals
• Organizes the school around the learning needs of students
• Establishes an expectation of high achievement for all students

School Literacy Leadership Team will share leadership in the development and implementation of the school literacy plan.

School Literacy Coaches will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies.

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

Professional Development for all teachers in integrating instruction to include shared reading, guided reading, literature grouping, independent reading, shared and interactive writing, independent writing, and intervention activities and strategies.
Phonics Training for Selected Teachers
Intensive phonics instruction may be necessary in order to provide intervention for students at various grade levels who have failed to achieve appropriate progress in learning to read. Regularly used in elementary grades to achieve a balanced literacy approach to learning to read, phonics programs have also achieved significant success with middle school students in certain categories.

Creating Independence through Student-owned Strategies (CRISS) for Grade 9-10 Teachers
CRISS is designed to help students learn more effectively throughout the curriculum by focusing on teaching students how to learn through reading, writing, talking, and listening. The program offers creative and motivating strategies for addressing reading and writing in the content areas and builds a bridge to continued support among all disciplines and grade levels.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The school has implemented the district K-12 Reading Plan. To ensure that every teacher is responsible fo teaching reading strategies, teachers have been trained and provided resources from the Florida Center for Reading Research, these trainings are on-going through June 2013. Administrators revise lesson plan on a weekly basis to make sure reading strategies are being implemented across curriculum. Through classroom walk-throughs the RtI and MTSS team ensures that teachers are using different reading strategies such as: shared reading, guided reading, small group and independent reading.

*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?

The Leadership Skills class is a course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and community awareness, which support student success.

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

Administration monitors and reviews student schedules to ensure enrollment of intermediate and advanced level classes to build strong academies. Teachers implement baseline, practice and/or readiness exams or activities throughout instruction. The teachers will provide opportunities for students to apply literacy skills as well as leadership skills solving real world

problems. The school will provide opportunities for teachers to join Professional

Postsecondary Transition

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

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board policy is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons, which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. The school will increase the percent of high school graduates with a standard high school diploma who took the SAT/ACT/CPT and scored at or above college level cut scores for Reading, Writing, and Math from 51% in the District to 65% or better in Palm Glades.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 25% of students achieved a Level 3 proficiency. Our goal for the 2012-13 school year is to increase Level 3 student proficiency by 5 percentage points to 30% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (32)	30% (38)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process	Use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret and organize information	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker and FCAT Explorer, Summative – Results from 2013 FCAT Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker and FCAT Explorer Summative – Results from 2013 FCAT Reading Assessment
3	An anticipated barrier is that students are not monitoring their progress.	Students Achievement Chats will be conducted with all students following each assessment.	RtI Team	Administrators will review log for Students Achievement Chats during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 26% of students achieved a Level 4 proficiency. Our goal for the 2012-13 school year is to increase Level 4 student proficiency by 5% percentage points to 31% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (33)	31% (39)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are struggling with Informational Text/Research Process	Students will create real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret and organize information.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker, FCAT Explorer, and Ticket to Read Summative – Results from 2013 FCAT Reading Assessment
2	An anticipated barrier is that students are not introduced higher content in literary analysis.	Students will read "Challenge" novels leveled readers in order to provide exposure to literature	RtI Team	Administrator will review lesson plan and classroom walkthrough will be done during the reading if the novels.	Classroom walkthroughs and higher order questions
3	An anticipated barrier is that students are not introduced to higher order of texts	Students will be introduced to summarization skills and wide variety of texts. Students will analyze validity and reliability information.	RtI Team	Administration will review student record reading log that include their summarization.	Classroom walkthrough and student record reading log.

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

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 68% (of students making learning gains in reading achieved a Level 4 proficiency. Our goal for the 2012-13 school year is to increase Level 4 student proficiency by 5% percentage points to 73% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (86)	73% (92)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students' skills in informational text and text features are not at grade level.	Use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret and organize information	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker and FCAT Explorer Summative – Results from 2013 FCAT Reading Assessment
2	An anticipated barrier is that students' skills in Word/Phrases are below grade level.	Teachers will utilize interactive word walls, and students will engage in affix or root word activities to increase students' skills in Words/Phrases.	RtI Team	Focused walkthroughs by Assistant Principal and Reading Coach to observe the interactive word walls and effectiveness of use, and to observe the frequency and effectiveness of affix or root word activities.	Classroom walkthroughs to view interactive word walls, and review of lesson plans and student work folders.
3	An anticipated barrier is that students' skills in author's purpose are below grade level.	Students will be taught the use of graphic organizers to determine and summarize main points.	RtI Team	Review of bi-weekly assessment data on author's purpose. Walk-through to observe the effectiveness of graphic organizer.	Bi-weekly assessment data and classroom walkthrough to view students' graphic organizers.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	

reading.

Reading Goal #3b:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 70% of students in the lowest 25% making learning gains in reading. Our goal for the 2012-13 school year is to increase students in lowest 25% making learning gains by pr 5% percentage points to 75% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (88)	75% (168)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are struggling grade-level texts or higher texts through inferring and identifying relevant details.	Implement use of Ticket to Read and Reading Plus in a computer lab setting. This browser-based reading intervention system uses technology to provide individualized scaffold silent reading practice for students in order to build comprehension and fluency.	RtI Team	Administrators will monitor computer lab logs and lesson plans will be reviewed during classroom walkthroughs and observations.	Analysis of Ticket to Read and Reading Plus assessment data. Summative – Results from 2013 FCAT Reading Assessment
2	An anticipated barrier is that students skills in identifying cause-and-effect relationships in text are not at grade level.	Implement graphic organizers and summarization activities across curriculum.	RtI Team	Administrators classroom walkthrough and lesson plan check.	Analysis of Interim Assessments Summative – Results from 2013 FCAT Reading Assessment
3	An anticipated barrier is that students are not at grade level with context and base words.	Teachers will implement pre-reading activities that will provide general knowledge of word meaning.	RtI Team	Administrators will review bi-weekly assessment data and lesson plan.	In house and FAIR assessment and lesson plan. Summative – Results from 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to increase of students scoring at levels 3-5 ▲ ▼ 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	9-10	Reading Coach	Reading and Language Arts Teachers	August 2012	Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principal

Wordly Wise Implementation	9-10	Reading Coach	Reading and Language Arts Teachers	August 2012	Informal Classroom Observations Lesson Plans	Informal Classroom Observations Lesson Plans
Kagan Strategies (Reading strategies)	9-10	Kagan & Principal	6-8 Teachers	January 2013	Classroom observations, student portfolios, Teacher collaborations at grade level	Admin

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 CELLA indicates 45% proficient of students in listening / speaking. Our goal for the 2012-13 school year is to increase students in CELLA by pr 5% percentage points to 50% (proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
45% (57)	
Problem-Solving Process to Increase Student Achievement	

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are struggling with main idea of a book.	Teacher will teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 201 FCAT Assessment and CELLA
2	An anticipated barrier is that students are struggling with complex sentences and sequence.	The teacher will listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
3	An anticipated barrier is that students are struggling with Complex paraphrase.	The teacher will have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA

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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 CELLA indicate 28% proficient of students in reading. Our goal for the 2012-13 school year is to increase students in CELLA by pr 5% percentage points to 33% proficient in reading

2012 Current Percent of Students Proficient in reading:

28% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are struggling with making predictions through the reading process.	Teacher will combine their background knowledge with the textual information provided to assess those global predictions	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
2	An anticipated barrier is that students are struggling with passage or story read.	The teacher will use teacher-made questions for a given passage or story read that relates to what has been discussed orally in the class.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
3	An anticipated barrier is that students are struggling with passage reading.	Students read /work together in small groups or pairs.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA

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

	As a new school, we will use the District averages to

3. Students scoring proficient in writing.	establish the current and expected performance. The district average of the 2012 CELLA indicates 27% proficient of students in reading.
CELLA Goal #3:	Our goal for the 2012-13 school year is to increase students in CELLA by pr 5% percentage points to 32% proficient in reading

2012 Current Percent of Students Proficient in writing:

27% (34)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are struggling with note taking.	The teacher will prepare outlines to equip students with a form for note-taking while reading dense portions of text.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
2	An anticipated barrier is that students are struggling with journal writing.	Students will write on topics of their choice and the teacher will respond with advice.	RtI Team	Review bi-weekly journal to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
3	An anticipated barrier is that students are struggling with base words, prefixes, and suffixes.	Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

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

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	As a new school, we will use the District averages to establish the current and expected performance. The District average of the 2012 Algebra EOC indicates that 36% of students scored in the upper third (Levels 3-5). Our goal for the 2012-13 school year is to increase Level 3 student proficiency (Level 3-5) by 4 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (45)	39% (49)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the district wide Algebra 1 EOC 2012 results, there was a significantly low percentage of students at grade level in Algebra Standard: 2.	Teachers will provide all students with more practice in solving real-world problems involving relations and functions	Administration, Department Head, Math Coach	During department meetings, the results of the biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative Assessments: biweekly assessments and District Interim assessments.
2	The low percentage may be due to a gap in the instructional and organizational strategies for student achievement.	Provide teachers with training in assisting students as they make sense of problems as they make sense of problems and persevere in solving them. Assist teachers with effective strategies for integrating technology in their lesson designs. Honor student learning styles through an instructional model that embraces diversity and the brain's natural	Administration, Department Head, Math Coach	District Interim data will be reviewed monthly and adjustments to strategies will be made as needed	Summative Assessments: Algebra 1 EOC 2013 results

		learning cycle.			

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 2012 level of Achievement of 4 and 5 was reported to be 21%. Our goal for the 2012-2013 school year is to increase level for and 5 mastery by 10 percentage points to a 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (26)	22% (27)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The low percentage of high scoring achievement on the Algebra I EOC may be due to the students' inability to apply concepts on discrete mathematics Standard 6.	Teachers will provide inductive reasoning strategies that include discovery learning activities	Administration. Department Head, Math Coach	Evaluate Professional development workshops provided for staff and compare to the student results.	District Interim Assessment and in house mini benchmark assessments

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% 3A :

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 need of improvement for the following subgroup:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	

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

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

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:	As a new school, we will use the District averages to establish the current and expected performance. The District average of the 2012 Geometry EOC assessment indicate that 28% of students scored in the upper third (Levels 3-5). Our goal for the 2012-13 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (35)	32% (40)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are not at grade level with geometric standard 2.	Teachers will provide students with practice in deriving the formulas for perimeter and/or area of polygons.	RtI Team	Administrators will monitor implementation through walkthroughs, observations, and review of lesson plans.	Formative – District Interim Assessments Summative – Results from 2013 Algebra EOC Assessment
2	An anticipated barriers is that students are struggling with congruence understanding.	Teachers will provide learning experience where students are explained and described congruence in terms of rigid motions.	RtI Team	Administrators will monitor implementation through walkthroughs, observations, and review of lesson plans.	Formative – District Interim Assessments Summative – Results from 2013 Algebra EOC Assessment
3	An anticipated barrier is that students are struggling in identifying two-dimensional and three dimensional objects.	Teacher will generate various objects that represent two-dimensional and three-dimensional objects in which students can	RtI Team	Administrators will monitor implementation through walkthroughs, observations, and review of lesson plans.	Formative – District Interim Assessments Summative – Results from 2013

				Algebra EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	As a new school, we will use the District averages to establish the current and expected performance. The District average of the 2012 Geometry EOC assessment indicate that 27% of students scored in the upper third (Levels 4-5). Our goal for the 2012-13 school year is to increase the percentage of students scoring in the upper third (Levels 4-5) by 2 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (34)	29% (36)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	An anticipated barrier is that students are not at grade level with geometric standard 1.	Students will practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines	RtI Team	Math Coach and Math Department Chairperson will monitor the implementation of online programs through lesson plan reviews and classroom walkthroughs.	Formative – District Interim Assessments Summative – Results from 2013 Algebra EOC Assessment
2	An anticipated barrier is that students are not introduced higher content in similarity and trigonometry.	Students will participate in activities to use technology that includes visual stimulus to develop higher knowledge content in similarity, right triangle, and trigonometry.	RtI Team	Math Coach and Math Department Chairperson will monitor the implementation of online programs through lesson plan reviews and classroom walkthroughs.	Formative – District Interim Assessments Summative – Results from 2013 Algebra EOC Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50% 3A :

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLS topic – using online technology to teach trigonometry, right triangle, and similarity	10	Math Department Chair	Geometry Teachers	September 26, 2012	Classroom observations and lesson plan.	Administration, Itinerary Math Coach, Math Department Chairperson
The low percentage of high scoring achievement on the Algebra I EOC may be due to the students' inability to apply concepts learned in a meaningful nature.	10	Miami Dade County, Math Coach	Algebra 1 Instructional personnel	Quarterly	Monitor teachers who have attended the professional development and the student progress.	Administration, Department Head, Math Coach

Mathematics Budget:

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The low percentage of high scoring achievement on the Algebra I EOC may be due to the students' inability to apply concepts learned in a meaningful nature.	Professional development copies, manipulatives and instructional materials	PTSO	$100.00
Implementation of Project Mind	Contracted trainer – Professor Angie Hsu	School Funding Source	$1,500.00
			Subtotal: $1,600.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,600.00

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

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

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	As a new school, we will use the District averages to establish the current and expected performance. The District average of the 2012 Biology EOC assessment indicate that 30% of students scored in the upper third (Levels 3-5). Our goal for the 2012-13 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (38)	32% (40)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will have learning gaps in science due to variance in educational quality.	Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning in Life Sciences, namely Biology	Department Head	Students will be monitored and according to regular data analysis through in house benchmark exams that will occur consecutively through the school year. Focus of in class strategies will be adjusted to meet the needs of the students.	Formative assessments, chapter tests, in house benchmark assessments
2	Students will need to adjust to a new learning environment with high expectations with a rigorous science curriculum.	Instruction in all high school courses adheres to the depth and rigor of the NGSSS as delineated in the District Pacing Guides. Provide all students the opportunity to compare , contrast interpret, analyze, and explain Life Science concepts including	Department Head	Students will become a part of the data analysis at an individualized level to set goals and track progress through in house mini benchmark assessments and attempt to reach the school wide goal to meet the percentage of passing scores of Achievement Level 3	Summative assessments and Biology 1 EOC exam

		environmental and ecological concepts during field experiences, laboratory activities, and classroom discussions		on the Biology I 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:	
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
1	A proportionately low number of students scoring levels of 4 and 5 on the Biology I EOC	Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as student complete science courses delineated by the Student Progression Plan	Department Head	As a founding school, science achievement levels will be tracked on a consecutive model through out the levels of science to determine and implement support for areas of weakness.	Formative assessments in house (benchmark) tests and summative assessments (Biology I 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
Develop Professional Learning Communities of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based	All Grades	Science Department Head	Science teachers	September 26, 2012 January 2013 /During planning time	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	Principal, Assistant Principal, and Science Department Head.

learning in
Scientific
Thinking

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective implementation of lab activities and hands-on learning	Science lab equipment	School Funding Source	$1,000.00
			Subtotal: $1,000.00
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: $1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	As a new school, we will use the District averages to establish the current and expected performance. The District average of the 2012 FCAT Writing Test indicates that 80% of students scored Level 3 higher. Our goal for the 2012-13 school year is to increase the percentage of students scoring Level 3 or higher from 80% to 82%
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (100)	82% (103)

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
	An anticipated barrier is that students are not at grade level in the prewriting process with generating ideas from multiple sources	. Students will develop a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a	RtI Team	Administration will conduct targeted walkthroughs/ observation to monitor implementation of writing across the	Generated outcomes from observations and the revision of the Writer's Notebook/Portfolio

	1		variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material		curriculum	Summative 2013 FCAT Writing

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching and Revision Editing Strategies	Grades 9 -10 (All Subjects)	Writing Department Head	All teachers from grades 9-10	September 26, 2012 and October 2012	Administration will conduct targeted walkthroughs to monitor the integration of writing skills in other disciplines. Monitor journal notebook.	Principal, Assistant Principal, Reading Coach, and Writing Department Head.
Teaching with graphic organizers for Expository, Narrative, and Persuasive Essays.	Grades 9 -10 (All Subjects)	Writing Department Head	All teachers from grades 9-10	September 26, 2012 and October 2012	Administration will conduct targeted observation to monitor the use of graphic organizers on a school-wide scale that implements helpful drafting strategies that include planning and revising. Writer's Notebook/Portfolio will be closely monitored.	Principal, Assistant Principal, Reading Coach, and Writing Department Head.

Writing Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	As a new school the 2012 Average Daily Attendance Rate was 93.69%. The 2012 Average Daily Attendance Rate is expected to be 94.69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93.69%	94.69%

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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:	As a new school the 2012 Average Daily Attendance Rate was 93.69%. The 2012 Average Daily Attendance Rate is expected to be 94.69%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.69% (118)	94.69% (120)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
N/A	33
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
N/A	114

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A preliminary anticipated barrier is the parent and student unawareness of the mandatory responsibility to attend school daily and arrive on time.	The parent and student will be provided with a Parent/Student handbook detailing the legal responsibility of the student satisfactory attendance, sign and return acknowledgement of this procedure. Students will be given an assembly during the first two weeks of school detailing this procedure as well as the incentives and consequences attached to their attendance rates. During Parent Night , they will be presented with the Handbook information.	Principal and Registrar	The effectiveness of the strategy will be monitored receipt of the sign Parent/Student handbook form and the daily attendance reports.	The tool that will be used to tackle this anticipated barrier will be the school wide student attendance rate.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Workshop	ALL	Principal, and Registrar	All Students, Parents, and Staff	Start of school September 26, 2012	Discuss legal responsibility of student daily attendance and reporting to school on time monitored by the daily student attendance report	Principal, and Registrar

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students, parents, and staff with Attendance Workshops	Donuts and refreshments	EESAC	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The 2012 Suspension Rate is expected to be 0%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A preliminary anticipated barrier for the suspension goals is a lack of positive reinforcement and recognition school wide.	A "Super Student" Certificate will be issued to students on a quarterly basis (with report cards) for those students who do not receive any detentions or suspensions for each quarter.	Principal	The effectiveness of this strategy will be determined by the number of students who achieve the "Super Student" certificate on a quarterly basis.	The evaluation tool that will be used to tackle this anticipated barrier will be an in school created spreadsheet recording those students who have received detentions and suspensions and those who have not.
2	An anticipated barrier is a lack in effectiveness of a character education and values plan implemented on a school wide basis.	Implement a school wide monthly character education value through a teacher led committee to incorporate key values to success and a positive learning environment such as: citizenship, cooperation, fairness, integrity, kindness, pursuit of excellence, respect, responsibility, honesty, trustworthiness, and positive attitude. The students who are nominated monthly by homeroom will have their picture displayed on a bulletin board and receive a certificate as well as donuts and refreshments	Principal	The effectiveness of this strategy will be monitored by the average number of students receiving the positive rewards and recognition as opposed to the average number of students receiving the consequences of detentions and suspensions.	The evaluation tool that will be used to tackle this anticipated barrier will be an in school created spreadsheet recording those students who have received detentions and suspensions and those who have not. Another tool is a monthly spreadsheet created in school that will nominate a student for the month's character education value per homeroom, which will be maintained by the teachers and staff.
3	An anticipated barrier of the lack of reinforcement of the school wide discipline plan	Teachers will be monitored in regards to implementation of the school wide discipline plan in an effort to increase parent communication and decrease student misbehavior.	Principal	The effectiveness of this strategy will be monitored though monthly faculty and lead teacher meetings discussing issues with discipline and misbehavior. Teachers will hold weekly behavior chat meetings at their grade level	The evaluation tools that will be used to tackle this anticipated barrier will be the weekly grade level meeting minutes, faculty and lead teacher meeting minutes, as well as the number of

					meetings to discuss progress with students who misbehave.	students who receive detentions and suspensions as recorded on the in house created spreadsheet.

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
Positive Student Recognition Workshop	ALL	Principal, Character Education Committee	All staff and students	September 11, 2012	A spreadsheet created in school to record the names of students who are nominated for the monthly character education value	Principal, Assistant Principal, and Character Education Committee

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students graduation requirements	Printing of graduation requirements	PTSO	$75.00
Information Parent Night	refreshments	PTSO	$100.00
			Subtotal: $175.00
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
Incentives and rewards	Certificates, donuts, and refreshments	PTSO	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,175.00

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.*	Decrease the dropout rate by .5% and increase the graduation rate by 2 %.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
71.3% (89)	73.3% (92)

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	At-risk students are not enrolling in tutorial programs.	Identify and met with at-risk students and inform them on the graduation requirements according to the Student Progression Plan, identify graduation areas of weakness and enroll students in the respective program.	Student Services/Administration	Monitor enrollment of at-risk students with insufficient criteria for timely graduation.	Enrollment Log
2	Parents are unfamiliar with the resources available for graduation requirements	Provide parents with information sessions reviewing graduation requirements and resources available to help meet the needs of the students for graduation.	Student Services/Administration	Monitor parent/student sign in log and contact parents that are not in attendance	Parent/student sign in log.

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	For the upcoming 2012-2013 school year, the goal is to have 85% of parents complete their volunteer hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85% (108)	86% (108)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is parent lack f knowledge in regard FCAT reading and FCAT math.	Provide FCAT Reading and FCAT Math Nights twice a year to teach strategies that can be used at home to improve student achievement.	Principal, Reading Coach, PTSO and EESAC	Family Survey	Parent Attendance Sign-In Sheets Family Survey

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
Study Skills	All Parents and Staff	Principal	All Parents and Staff	November 3, 2012	School Climate Survey	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Reading & FCAT Math printed materials	Task Cards, Brochures	PTSO	$200.00
			Subtotal: $200.00
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: $200.00

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:	The goal is to provide students with a well-rounded education, through a challenging curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

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
	An anticipated barrier that students have not been exposed to grade	Teachers will incorporate weekly science and engineering	RtI Team	Administration classroom walk-through	Interim Assessments.

1	–level activities that correlate to design and develop science and engineering projects	projects that increase scientific thinking, and the development and implementation of inquiry-based activities.		and review of lesson plan	Summative – End of the Year Assessment and 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
Engineering Project Ideas	Grades 9 -10 (All Subjects)	Science and Math Department Head	All teachers from grades 9-10	September 26, 2012 and October 2012	Administration will conduct targeted walkthroughs to monitor the integration of the projects in other disciplines.	Principal, Assistant Principal, Math & Science Department Head.

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:	The goal is to increase student enrollment in the CTE 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	An anticipated barrier is that enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	Teachers and administrators will promote student development of certification goals and student awareness of industry	Principal, AP, and student services	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Summative – End of the Year Assessment and student completion rate

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Effective implementation of lab activities and hands-on learning	Science lab equipment	School Funding Source	$1,000.00
Suspension	Provide students graduation requirements	Printing of graduation requirements	PTSO	$75.00
Suspension	Information Parent Night	refreshments	PTSO	$100.00
Parent Involvement	FCAT Reading & FCAT Math printed materials	Task Cards, Brochures	PTSO	$200.00
				Subtotal: $1,375.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	The low percentage of high scoring achievement on the Algebra I EOC may be due to the students' inability to apply concepts learned in a meaningful nature.	Professional development copies, manipulatives and instructional materials	PTSO	$100.00
Mathematics	Implementation of Project Mind	Contracted trainer – Professor Angie Hsu	School Funding Source	$1,500.00
Attendance	Provide students, parents, and staff with Attendance Workshops	Donuts and refreshments	EESAC	$200.00
				Subtotal: $1,800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Incentives and rewards	Certificates, donuts, and refreshments	PTSO	$1,000.00
				Subtotal: $1,000.00
				Grand Total: $4,175.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Teacher Appreciation Week	$500.00
Good Academic Incentives	$400.00

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

1. Create and monitor the School Improvement Plan
2. Review student data
3. Reach out to the community to obtain more partners.
4. Organize Reading and Mathematics Night Event
5. Assist the school to create and analyze school climate surveys for parents

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found