

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI SPRINGS SENIOR HIGH SCHOOL

District Name: Dade

Principal: Anna Rodriguez

SAC Chair: Angus Laney

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/23/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Anna L. Rodriguez	Degrees- Bachelors of Science Education, Masters Sports Management, Educational Leadership Certification- Physical Ed, PE K-8, Educational Leadership	3	17	'12 '11 '10'09'08 School Grade C B B C AMO N N N N High Standards Rdg. 44 40 37 53 High Standards Math N/A 75 73 51 Lrng Gains-Rdg. 64 52 51 60 Lrng Gains-Math N/A 81 78 69 Gains-Rdg-25% 66 43 57 67 Gains-Math-25% N/A 79 79 69 63 Algebra I EOC 48 Middle and Upper 3rd Geometry 34 AMO
Assis Principal	Anthony W. Saunders	Degrees- Bachelors Business Administration, Masters Computers, Education Leadership Certificates- Bus. Ed, Educational Leadership	5	5	'12 '11 '10'09'08 School Grade C C B B C AYP N N N N N N High Standards Rdg.44 39 40 51 54 48 High Standards Math N/A 74 75 73 76 69 Lrng Gains-Rdg. 64 48 52 57 48 51 Lrng Gains-Math N/A 74 81 78 84 75 Gains-Rdg-25% 66 53 43 57 48 51 Gains-Math-25% N/A 62 79 79 72 71 Algebra I EOC 48 Middle and Upper 3rd Geometry 34 AMO

Assis Principal	Enrique O. Palma	Degrees- Bachelors Music, Masters of Music, Educational Leadership Certificates- Music, Educational Leadership	8	11	'12 '11 '10'09'08 School Grade C C B B C AYP N N N N N N High Standards Rdg.44 39 40 51 54 48 High Standards Math N/A 74 75 73 76 69 Lrng Gains-Rdg. 64 48 52 57 48 51 Lrng Gains-Math N/A 74 81 78 84 75 Gains-Rdg-25% 66 53 43 57 48 51 Gains-Math-25% N/A 62 79 79 72 71 Algebra I EOC 48 Middle and Upper 3rd Geometry 34 AMO
Assis Principal	Sonia J. Romero	Degrees- Bachelors Physical Education, Masters Physical Education Specialist Educational Leadership NBCT Physical Education	2	2	'12 '11 '10 '09 '08 School Grade B A B C C AYP N N N N N N High Standards Rdg. 44 39 40 54 52 49 High Standards Math N/A 74 75 84 81 77 Lrng Gains-Rdg. 64 48 52 57 55 52 Lrng Gains-Math N/A 74 81 76 78 73 Gains-Rdg-66 25% 53 43 52 48 45 Gains-Math-N/A 25% 62 79 68 72 59 Algebra I EOC 48 Middle and Upper 3rd Geometry 34 AMO

### INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mariana Laney	BA English Literature, MS TESOL, EDS Reading Language Arts 6-12 ESOL K-12 Reading K-12	12	2	'12 '11 '10'09'08 School Grade C C B B B AYP N N N N N N High Standards Rdg.44 39 40 51 54 48 High Standards Math N/A 74 75 73 76 69 Lrng Gains-Rdg. 64 48 52 57 48 51 Lrng Gains-Math N/A 74 81 78 84 75 Gains-Rdg-25% 66 53 43 57 48 51 Gains-Math-25% N/A 62 79 79 72 71 Algebra I EOC 48 Middle and Upper 3rd Geometry 34 AMO

### 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	Professional Learning Community (PLC) meetings.	Principal, Assistant Principal	On-going - June, 2013	
2	Monthly meetings with new teachers	Principal, Assistant Principal	On-going- June, 2013	
3	Posting of all open positions on district website	Principal, Assistant Principal, Project Rise Coordinator	On-going - 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
Number of instructional staff and paraprofessionals teaching out of field: 7  Number of instructional staff who received less than an effective rating: 4	Professional Development  Co-teaching Modeling of best practices departmentally

## 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
91	1.1%(1)	12.1%(11)	36.3%(33)	50.5%(46)	37.4%(34)	95.6%(87)	13.2%(12)	8.8%(8)	19.8%(18)

## 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
Jason Jackson	Elizabeth Rulan	Mentor is Instructional Leader for Science	Modeling Lessons, sharing best practices, scheduled monthly conferences

## 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

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs. Additionally, funds will be used to maintain class size in the ninth and tenth grade specifically. Additionally, Miami Springs Senior High School will provide services to students requiring additional remediation through the availability of after school tutoring. Also, if needed and available, funds will be used to assist in the design and implementation for progress monitoring, data collection, and data analysis and provide support for assessment and implementation monitoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Miami Springs Senior High School's Leadership Team and Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Miami Springs Senior high School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

Miami Springs Senior High School will use supplemental funds for improving basic education to fund training to certify qualified mentors for the New Teacher Program (MINT), to supply training for add on endorsement programs such as Reading, Gifted and ESOL and to fund substitutes so teachers may attend professional development activities.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, )

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs.

#### Violence Prevention Programs

Miami Springs Senior High School will utilize the student services department to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at MSSH:

Bullying Program Student / Parent counseling with members of the student services department.

#### Nutrition Programs

Miami Spring Senior High School adheres to and implements the nutrition requirements stated in the district wellness policy Nutrition education as per state statute is taught through physical education classes.

#### Housing Programs

N/A

## Head Start

N/A

## Adult Education

We will work with our Adult Education program in order to provide students with the opportunity to recover credits not achieved during the regular school program. This is beneficial to the student and school in order to maintain the graduation requirements.

## Career and Technical Education

N/A

## Job Training

N/A

## Other

### Parental:

Miami Springs Senior High School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Miami Springs Senior High School will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Our School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Miami Springs Senior High School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

**Principal:** Ensure commitment and allocate resources. Provides a common vision for the use of data-based decision-making and to ensure that the school-based team is implementing the MTSS/RtI. The principal will review the RtI skills of the school staff, will ensure that the implementation of the interventions support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities and acts as the school contact.

**Instructional Leaders :** who will meet to review consensus, infrastructure, and implementation. Participate in data collection and lead data chats. Integrate instructional activities and collaborate with other instructional departments to provide opportunities for literacy across the curriculum.

**General Education Teachers and Coaches:** Will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving

Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with staff, integrates materials/instruction with activities.

**SPED:** Participates in student data collection, integrates core instructional activities/materials into instruction, collaborate with general education teachers through such activities as co-teaching.

**Reading Coach:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Provides guidance on K-12 Reading plan; facilitates and supports data collection activities; assist with early intervention services for at-risk students; participates in the design and deliver professional development; provide support for assessment and implementation monitoring.

**School Psychologist:** Provides in collection, interpretation, and analysis of data. Facilitates development of intervention plans, provides professional development and technical assistance for problem-solving activities. Conducts data collection, data analysis, intervention planning and program evaluation.

Technology Specialist: Provides technical support to teachers and staff regarding software maintenance and usage.

Speech Language Pathologist: Uses experience and knowledge of speech development to assist the team understand the importance of language in curriculum, assessment, and instruction. Assist in the selection of screening measures.

Student Services Personnel: Provide quality services and expertise on issues that have to do with program design and individual student assessment/intervention.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation

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

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

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

4. Maintain data on interventions, as well as, updating staff on procedures and progress.

5. Provide clear indicators of student need and student progress.

6. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

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

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

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

4. The leadership team will consider data the end of year Tier 1 problem solving

#### MTSS Implementation

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

Baseline data: Florida Comprehensive Assessment Test (FCAT), Progress Monitoring and Reporting Network (PMRN)

Progress Monitoring: PMRN, District Interim Assessments, FAIR, teacher prepared mini-assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), District Interim Assessments

End of Year: FAIR, District Interim Assessments, FCAT 2.0

Frequency of Data Days: Bi-Weekly Jamestown Reading Navigator monitoring

Monthly monitoring of WRAP writing prompts

TRE

District Writing Test Pre and Post

Team will meet and implement a Multi-Tier System of Support/Response to Instruction/Intervention (MTSS/RtI). Referrals and Suspension concerns will be brought to Literacy Leadership team for response and intervention. List of interventions will be delivered to departments school wide by Literacy Leadership Team.

Describe the plan to train staff on MTSS.

Professional Development will be provided during an early release days to provide all faculty members with training on the implementation of data based decisions that will further enhance student achievement.

Additionally, the MTSS/RtI team will evaluate further PD needs during the MTSS/RtI meetings to stay abreast of changes to student evaluation, concerns and suggestions.

Describe the plan to support MTSS.

MTSS will be supported through continued dialogue and redirection of instruction based on needs assessments conducted interdepartmentally and agreed upon through Literacy Leadership Team.

Policies and procedures will be aligned across classroom, grade, building, district, and state levels.

There will be ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

The Literacy Leadership Team will assist in the creation of strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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

Anna Rodriguez, Principal

Sonia Romero, Assistant Principal

Corina Mills, Student Services

Jessica Latoni, Instructional Leader Language Arts

Mariana Laney, Instructional Leader, Reading, Reading Coach

Avanel Camejo, Reading Coach

Susanne Meadows, Instructional Leader SPED

Andrea Ackner, Instructional Leader Social Studies

Donna Bellamy, UTD Steward, Family and Consumer Science

William Drew, Physical Education Instructional Leader

Jason Jackson, Instructional Leader Science

Carole Haile, Instructional Leader ESOL

Beatriz Llerena, Test Chair

Jose Piedra Instructional Leader Foreign Language

David Ryan, Instructional Leader Vocational Education

Desiree Valdes, Instructional Leader Math

Ann Carranza, Instructional Leader Magnet Program

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

The Principal, Assistant Principal, Reading Coach, mentor Reading teachers, content area teachers, and other departmental volunteers will serve on the team which will meet at once a month.

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

The Literacy Leadership Team will initiate a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Additionally, the Literacy Leadership Team will support the creation and implementation of magnet programs.

## Public School Choice

Supplemental Educational Services (SES) Notification

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

Through the Instructional Leaders, each department will be asked to select a volunteer teacher to participating in the Literacy Team. Members of the Literacy Team will create and present Professional Development activities during the early release days that will address the areas of need based on reviewed data.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. Our Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum.

The Reading Coaches will model lessons with the teachers in all areas. The Reading Coaches and teachers will meet to conference, coach and model a lesson, complete the lesson and then meet for a debriefing session in order to reflect on the validity of the lesson.

Also, we will review the 2012 FCAT Reading data and teachers will receive Professional Development in the areas of vocabulary, differentiated instruction, complex texts, rigor and rubrics. This will allow the teachers to enhance their instruction in the classroom. Additionally, PD's will be planned and executed based on District Interim Assessment data.

### \*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?

Students are encouraged to take elective courses that are aligned within an area of student that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together. This will be done through the infusion of project based instruction.

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?

Secondary School Reform has allowed high schools to make elective combinations that promote career planning. As students discuss their potential career interest with their counselors, they are exposed to the possible Academy options that may interest the student. Through this discussion and choice selection, students' course of study is meaningful. EPEP will be used to identify students' choices.

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Miami Springs Sr. High School's graduates completing a post-secondary curriculum has increased steadily. A post-secondary curriculum includes four Language Arts courses, at least three to four Mathematics courses, three to four science courses and the three required social studies courses. Additionally dual enrollment courses are encouraged. MSSH also encourages students to participate in Advanced Placement/Dual Enrollement Courses beginning in the ninth grade with World History.

The graduation data shows 72.7% of our students receive a diploma. Our Student Services department will continue to meet with senior students three times during the school year. This will ensure that senior students are monitoring their GPA and the possibility for scholarships such as the Bright Futures. Our College Advisor Counselor invites colleges and universities to



come to the school and meet with students that are potential candidates to attend their schools. Also, she will continue to work with students on compiling Financial Aid information and the research of scholarships for students. Administrative team will meet with at risk students.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 19% (193) of the students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 26% (260).
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (193)	26% (260)

#### 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. Students lack exposure to non-fiction pieces	Teachers will provide students with activities that require students to use Reference and Research skills like organizing, analyzing, and evaluating the validity and reliability of information from multiple sources. Teachers will be encouraged to infuse non-fiction pieces across the content areas and align their usage with instructional strategies such as: reciprocal teaching, opinion proofs, and question answer relationships through the Literacy Across the Curriculum Plan (LAC).	Principal MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team	In accordance with FCIM: Bi-Weekly classroom assessments.  Evidence of benchmark instruction in student folders.  Monthly monitoring of student achievement  The Assistant Principal of Curriculum, Reading Coaches, Reading Department Chair, Language Arts Department Chair will analyze data in order to determine the effectiveness of the strategy. This process will take place in monthly data chats. Redirection and re-teaching as necessary.	Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments. Summative Assessments: 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary.	Teachers will implement a variety of activities that will provide students with exposure to words derived from Latin and Greek affixes and roots and words borrowed from other languages and subjects.  Through the implementation of the Literacy Across the Curriculum Plan students will have a systematic Word Study Across the	Assistant Principal, Curriculum MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team	In accordance with FCIM: Bi-weekly classroom assessments focusing on applying skills in reference and research.  Ongoing monitoring of student achievement on the Reference and Research Cluster of the Interim Assessments.  Evidence of benchmark instruction in student folders.	Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments. Summative Assessments: 2013 FCAT 2.0 Reading Assessment

2		Curriculum based on their subject area. Reading Coaches will train teachers on using this strategy throughout content area	The Assistant Principal of Curriculum, Reading Coaches, Reading Department Chair, Reading Teachers, Language Arts Department Chair and Language Arts Teachers will analyze data in order to determine the effectiveness of the strategy. This process will take place in monthly data chats. Redirection and re-teaching as necessary.	
---	--	--	--	--

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:	The results of the 2012 FAA Reading Test indicate that 50% (6) of the students achieved at Levels 4,5, and 6 proficiency.  Our goal for the 2012-2013 school year is to increase Level 4, 5, and 6 student proficiency by 5 percentage points to 55% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(6)	55%(7)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not actively using access points.	Implementation of Access Points. Students require multiple reads of a selection prior to responding to comprehension questions.  This can be accomplished by using read alouds, auditory tapes and text. Provide print with visuals and or symbols. The use of picture walks should be used to assist students in making predictions.	Principal Assistant Principal, Curriculum,  MTSS/Response to Intervention (Rti) Team Reading Coaches Literacy Leadership Team	In accordance with FCIM: BI weekly assessments to see if students are attaining measurable goals. SPED teachers, SPED department chairperson, content area chairpersons, Curriculum Coaches, Assistant Principal, Curriculum Teachers will meet with content areas monthly for data chats. Redirection of instruction as needed along with re-teaching if necessary.	Formative Assessments: Anecdotal and Mini-assessments, Baseline  SUMMATIVE- 2013 READING FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 22% (218) of the students achieved Level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 3 percentage points to 25% (250).
2012 Current Level of Performance:	2013 Expected Level of Performance:

22%(218)

25%(250)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application.</p> <p>Students lack exposure to enrichment activities requiring them to make inferences and employ higher order thinking.</p>	<p>Teachers will implement a variety of activities that will provide students with practice in identifying details from passages and determining the main idea. Through the implementation of the Literacy Across the Curriculum Plan students will use graphic organizers that will require them to practice analyzing author's perspectives, choice of words, and techniques. Teachers will use strategies like: Framed Summary Sentences, Herringbone Graphic Organizers, outlining, and Questioning the Author, Generating Interactions Between Schema &amp; Text (G.I.S.T.).</p>	<p>Principal Assistant Principal, Curriculum, MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team</p>	<p>In accordance with the FCIM: Bi-weekly classroom assessments focusing on determining Main Idea and Author's Purpose.</p> <p>Monthly assessment of student achievement on the Main Idea/Author's Purpose Cluster of the Interim Assessments.</p> <p>Evidence of benchmark instruction in student folders.</p> <p>The Assistant Principal of Curriculum, Reading Coaches, Reading Department Chair, Reading Teachers, Language Arts Department Chair and Language Arts Teachers will analyze data in order to determine the effectiveness of the strategy.</p> <p>This process will take place in monthly data chats. Redirection and re-teaching as necessary.</p>	<p>Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.</p> <p>Summative Assessments: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text / Research Process. Students lack exposure to non-fiction pieces</p>	<p>Teachers will provide students with activities that require students to use Reference and Research skills like organizing, analyzing, and evaluating the validity and reliability of information from multiple sources. Teachers will be encouraged to infuse non-fiction pieces across the content areas and align their usage with instructional strategies such as: reciprocal teaching, opinion proofs, and question answer relationships through the Literacy Across the Curriculum Plan.</p>	<p>Principal Assistant Principal, Curriculum, MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team</p>	<p>In accordance with the FCIM: Bi-weekly classroom assessments focusing on applying skills in reference and research.</p> <p>Monthly monitoring of student achievement on the Reference and Research Cluster of the Interim Assessments.</p> <p>Evidence of benchmark instruction in student folders.</p> <p>The Assistant Principal of Curriculum, Reading Coaches, Reading Department Chair, Reading Teachers, and Language Arts Department Chair will analyze data in order to determine the effectiveness of the strategy. This process will take</p>	<p>Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.</p> <p>Summative Assessments: 2013 FCAT 2.0 Reading Assessment</p>

			place in monthly data chats. Redirection and re-teaching as necessary.	
--	--	--	--	--

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:	The results of the 2012 FAA Reading Test indicate that 33% (4) of the students achieved at Level 7 proficiency.  Our goal for the 2012-2013 school year is to increase Level 7 student proficiency by 3 percentage points to 36% (4).
--	---

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

33%(4)	36%(4)
--------	--------

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack fundamental vocabulary.	Teachers should introduce vocabulary to students with pictures and print. Pictures should be faded for long term comprehension and retention.	Principal MTSS/Response to Intervention (RtI) Team Reading Coach Literacy Leadership Team	In accordance with the FCIM: Bi weekly assessments focusing on Vocabulary to evaluate if students are attaining measurable goals. SPED teachers, SPED department chairperson, content area chairpersons, Curriculum Coaches, Assistant Principal, Curriculum Literacy Leadership Team  Teachers will meet with content areas monthly for data chats. Redirection of instruction as needed along with re-teaching if necessary.	Formative Assessments: Anecdotal and Mini-assessments  SUMMATIVE- 2013 FAA Reading Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 64% (549) of the students made Learning Gains in reading.  Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 69% (592).
---	--

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

64%(549)	69%(592)
----------	----------

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 FCAT Reading Test was Reporting Category 1- Vocabulary. Students have limited access to technology labs which presented difficulty in the implementation of JRN and Reading Plus.	The Reading department will optimize usage of computers by creating a staggered schedule with the Math department so that several Reading classes can make use of the 1st floor Math computer lab once a week, thus alleviating the schedule for the 2nd floor technology lab which accommodates Reading. The department will utilize the 3 computer labs created specifically for the Reading teachers.	Principal MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team	In accordance with the FCIM: Progress in further increasing learning gains will be informed through bi-weekly monitoring of student progress overall on District Reading Assessments and JRN/Reading Plus Reports.  The Assistant Principal, Curriculum and Reading Coaches will follow-up with teachers to ensure that the technology use schedule is adhered to and accommodating to the teachers instructional Schedules.  Results will be monitored closely and strategy will be adjusted if necessary.	Formative Assessments: FAIR JRN and Reading Plus Reports, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.  Summative Assessments: 2013 FCAT 2.0 Reading Assessment
---	---	--	---	--	---

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 66% (156) of the students in the Lowest 25% made Learning Gains in reading.  Our goal for the 2012-2013 school year is to increase the number of students in the Lowest 25% making learning gains by 5 percentage points to 71% (168).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(156)	71%(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	<p>The area of deficiency as noted on the 2012 FCAT Reading Test was Reporting Category 1- Vocabulary</p> <p>Students are in need of remediation and intervention. SES tutoring options are being offered; Afterschool and Saturday tutoring will be implemented with fidelity.</p>	<p>Implement tutoring after school where students can access Reading Plus and FCAT 2.0 Explorer. Teachers across the content areas will participate in collaborative learning through the implementation of the Literacy Across the Curriculum Plan as a school wide initiative.</p> <p>Tutoring will also be offered during Saturday School.</p>	<p>Principal MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team</p>	<p>In accordance with the FCIM: FAIR Assessment Data from the previous year for present and incoming students will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Data will be compiled in a spreadsheet that will allow for longitudinal comparison of FAIR Data and FCAT 2.0 Performance.</p> <p>Students whose scores are erratic or inconsistent will be follow-up tested with the FORF and GWL.</p> <p>Students who are identified as very low performing readers according to the filtering criteria will be placed in Intensive Reading Plus. Data Chats will be conducted through departmental meetings.</p> <p>Strategy will be adjusted if necessary.</p>	<p>Formative Assessments: FAIR Assessment and FORF and Graded Word List (GWL) scores.</p> <p>Summative Assessments: 2013 FCAT 2.0 Reading Assessment</p>

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 reduce the number of non-proficient students by 50% from 2011-2017					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	63	67	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of students in the White subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 5 percentage points to 68%.</p> <p>Also, results of the 2012 FCAT 2.0 Reading Test indicate that 23% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 20 percentage points to 43%.</p> <p>Additionally, 46% of students in the Hispanic subgroup</p>
--	---

achieved proficiency.  
Our goal is to increase student proficiency by 7 percentage points to 53%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

White: 63%(41)

White: 68%(44)

Black: 23%(27)

Black: 43%(50)

Hispanic: 46% (373)

Hispanic: 53% (430)

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	<p>White: Based on results of the 2012 FCAT Reading Test, the Hispanic student subgroup did not meet AMO. Examination of the school's data shows deficiency in Category 4, Informational Text /Research Process. Students lack exposure to non-fiction pieces and grade level texts which hindered student progress.</p> <p>Black: Based on the results of the 2012 FCAT Reading Test, the Black student subgroup did not meet AMO. Examination of the data shows a deficiency in Category 2, Reading Application. Students lack exposure to enrichment activities requiring them to make inferences and employ higher order thinking.</p> <p>Hispanic: Based on results of the 2012 FCAT Reading Test, the Hispanic student subgroup did not meet AMO</p> <p>Examination of the school's data shows deficiency in Category 4, Informational Text /Research Process. Students lack exposure to non-fiction pieces and grade level texts which hindered student progress.</p>	<p>White: Through implementation LITERACY ACROSS THE CURRICULUM PLAN (LAC) teachers will provide students with activities that require students to organize, analyze, and evaluate the validity and reliability of information from multiple sources. Teachers will prompt students to practice citing primary and secondary sources as well as using standardized citations. Teachers will use strategies like: reciprocal teaching, opinion proofs, and question answer relationships. Teachers will infuse non-fiction, grade level materials across the content areas for use with the aforementioned strategies. Teachers will use classroom data to group students for differentiated instruction.</p> <p>Black: Teachers will implement a variety of activities that will provide students with practice in identifying details from passages and determining the main idea. Through the implementation of school wide LITERACY ACROSS THE CURRICULUM PLAN (LAC) initiative students will practice analyzing Author's Perspectives, choice of words, and techniques. Teachers will use strategies like: Framed Summary Sentences, Herringbone Graphic Organizers, outlining, and Questioning the Author. Teachers will use classroom data to group</p>	<p>Principal MTSS/Response to Intervention (Rti) Team Reading Coaches Literacy Leadership Team.</p>	<p>In accordance with the FCIM: White: Ongoing classroom assessments focusing on determining Main Idea and Author's Purpose.  Ongoing monitoring of student achievement on the Main Idea/Author's Purpose Cluster of the Interim Assessments.  Ongoing data chats in departmental meetings  Black: Ongoing classroom assessments focusing on determining Main Idea and Author's Purpose.  Ongoing monitoring of student achievement on the Main Idea/Author's Purpose Cluster of the Interim Assessments.  Ongoing data chats in departmental meetings  Hispanic: Ongoing classroom assessments focusing on applying skills in reference and research.  Ongoing monitoring of student achievement on the Reference and Research Cluster of the Interim Assessments.  Ongoing data chats in departmental meetings.</p>	<p>Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.  Summative Assessments: 2013 FCAT 2.0 Reading Assessment</p>



	<p>students for differentiated instruction.</p> <p>Hispanic: Through implementation LITERACY ACROSS THE CURRICULUM PLAN (LAC) teachers will provide students with activities that require students to organize, analyze, and evaluate the validity and reliability of information from multiple sources. Teachers will prompt students to practice citing primary and secondary sources as well as using standardized citations. Teachers will use strategies like: reciprocal teaching, opinion proofs, and question answer relationships. Teachers will infuse non-fiction, grade level materials across the content areas for use with the aforementioned strategies. Teachers will use classroom data to group students for differentiated instruction.</p>		
--	---	--	--

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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 13% of students in the English Language Learner's subgroup achieved proficiency. Our goal is to increase student proficiency by 18 percentage points to 31%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>13% (26)</p>	<p>31% (63)</p>

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	<p>Based on the results of the 2012 FCAT 2.0 Reading Test, the ELL student subgroup did not meet AMO. Examination of the school's data revealed a deficiency in the Main Idea and Author's Purpose content cluster. Students lack exposure to enrichment activities requiring them to make inferences and employ higher order thinking.</p>	<p>Teachers will implement a variety of activities that will provide students with practice in identifying details from passages and determining the Main Idea. Through the implementation of WRAP Students will practice analyzing Author's Perspectives, choice of words, and techniques. Teachers will use strategies like: Framed Summary Sentences, Herringbone Graphic</p>	<p>Principal Instructional Leaders MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team</p>	<p>Bi-weekly classroom assessments focusing on applying skills in reference and research.</p> <p>Bi-weekly monitoring of student achievement on the Reference and Research Cluster of the Interim Assessments.</p> <p>Evidence of benchmark instruction in student folders.</p> <p>Monthly data chats in</p>	<p>Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.</p> <p>Summative Assessments: 2013 FCAT 2.0 Reading Assessment</p>

	Organizers, outlining, and Questioning the Author. Teachers will use classroom data to group students for differentiated instruction.	departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring: Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.
--	---	---

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (19)	38% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT Reading Test the SWD student subgroup did not meet AMO. Examination of the data shows a deficiency in the skill of Main Idea and Author's Purpose. Students lack exposure to enrichment activities requiring them to make inferences and employ higher order thinking skills.	Teachers will implement a variety of activities that will provide students with practice in identifying details from passages and determining the main idea. Through the implementation of school wide LAC initiative, the students will practice analyzing author's perspective, choice of words and techniques. Teachers will use strategies like: framed summary sentences, graphic organizers and will use classroom data to group students for differentiated instruction.	Principal, Assistant Principal, MTSS/Response to Intervention Team, Reading Coach, Literacy Leadership Team	In accordance with the FCIM: Bi-weekly classroom assignments focusing on determining main idea and author's purpose. Bi-weekly monitoring of student achievement on main idea and author's purpose benchmarks on Interim Assessments. Evidence of benchmark instruction in student folders. Monthly data chats in departmental meetings.	Formative Assessments: Anecdotal and mini assessments Baseline Benchmark Assessments and Fall and Springs Interim Assessments. Summative: FCAT 2013 Reading Test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 40% of students in the Economically Disadvantaged Subgroup achieved proficiency. Our goal for the 2012-2013 year is to increase student proficiency by 8 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(306)	48% (367)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Reading Test, the Economically Disadvantaged student subgroup did not meet AMO. Examination of the school's data revealed a deficiency in Category 4, Informational Text /Research Process. Students lack exposure to nonfiction reading material and grade level reading materials.	Teachers will provide students with activities that require students to use Reference and Research skills like organizing, analyzing, and evaluating the validity and reliability of information from multiple sources. Teachers will use strategies like: reciprocal teaching, opinion proofs, and question answer relationships. Teachers will infuse the use of nonfiction reading materials and grade level reading materials in classroom instruction. Teachers will also use classroom data to deliver differentiated instruction in classroom.	Principal MTSS/Response to Intervention (RtI) Team Reading Coaches Literacy Leadership Team	In accordance with the FCIM:  Bi-weekly classroom assessments focusing on applying skills in reference and research.  Bi-weekly monitoring of student achievement on the Reference and Research Cluster of the Interim Assessments.  Evidence of benchmark instruction in student folders.  Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.	Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.  Summative Assessments: 2012 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Essential Questions Across the Curriculum	9-12	Instructional Leaders	Faculty	September 4, 2012	Review of in class assessments Review of Formative Assessments: IA and Summative Assessments: FCAT 2.0 2013	Assistant Principal, Reading Coach, members of the school Literacy Leadership Team and MTSS/RtI Team
Analyzing Validity and Reliability of Primary and Secondary Sources	9-12	Reading Coach	Faculty	December 13, 2012	Review of in class assessments Review of Formative Assessments: IA and Summative Assessments: FCAT 2.0 2013	Assistant Principal, Reading Coach, members of the school Literacy Leadership Team and MTSS/RtI Team
Managing Data through EXCEL / File Download Manager	9-12	Reading Coach	Faculty	October 25, 2012	Review of in class assessments Review of Formative Assessments: IA and Summative Assessments: FCAT 2.0 2013	Assistant Principal, Reading Coach, members of the school Literacy Leadership Team and MTSS/RtI Team
Access Points	9-12	SPED Instructional Leader	Faculty	October 26, 2012	Review of in class assessments Review of Formative Assessments: IA and Summative Assessments: Florida	Assistant Principal, Reading Coach, members of the school Literacy Leadership Team and

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
Goals 1-5	Saturday School	Title I and SAC funds	\$6,000.00
			Subtotal: \$6,000.00
			Grand Total: \$6,000.00

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.		The results of the 2012 CELLA Test indicate that 38% of ELL are proficient in listening and Speaking..			
CELLA Goal # 1:		Our goal for the 2012-2013 school year is to increase the number of ELL students scoring proficient in Listening and Speaking by 6 percentage points to 44%.			
2012 Current Percent of Students Proficient in listening/speaking:					
38%(126)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack BICS – (Basic Interpersonal Communication Skills) which is the language skills needed in social situations.	Teachers will provide students with Language and Content Assessment Rubrics to guide their interaction activities.	Principal Assistant Principals ELL Chairperson Reading Coach ELL	In accordance with the FCIM: Students, ELL teachers and Reading Coach can discuss effectiveness of Language and Content	Assessment Rubrics tied to the language and content objectives of the lesson.

1	Students lack CALP – (Cognitive Academic Language Proficiency) This includes listening, speaking, reading, and writing about subject area content material.	Content-based, guided interaction activities will help students develop oral fluency and cognitive academic language proficiency.	MTSS/Response to Intervention Team (RTI) Literacy Leadership Team	Assessment Rubrics in informal data chats. Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.
---	---	---	---	---

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 20% of ELL are proficient in Reading.
--	--

2012 Current Percent of Students Proficient in reading:

20%(66)

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	ELL students lack basic literacy skills needed to comprehend grade-level content.	Teachers will discuss new concepts and vocabulary using visual aids and examples. Teachers will structure lessons so students work together to understand what they read. Students will work collaboratively to respond to text on graphic organizers that make the content more accessible.	Principal Assistant Principals ELL Chairperson Reading Coach ELL Teachers MTSS/Response to Intervention Team (RTI)	In accordance with the FCIM: Students, ELL teachers and Reading Coach can discuss effectiveness of Language and Content Assessment Rubrics in informal data chats. Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.	FAIR test Interim Assessments Teen Biz Reports Classroom assignments Informal assessments Teacher Observations
2	ELL students lack background knowledge necessary to understand texts on academic subject matter.	Teachers will front-load concepts and build background knowledge during pre-reading. Students will be exposed to a variety of texts and subject matter through their texts and Teen Biz online instruction.	Principal Assistant Principals ELL Chairperson Reading Coach ELL MTSS/Response to Intervention Team (RTI) Literacy Leadership Team	In accordance with the FCIM: Students, ELL teachers and Reading Coach can discuss effectiveness of Language and Content Assessment Rubrics in informal data chats. Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of	FAIR test Interim Assessments Teen Biz Reports Classroom assignments Informal assessments Teacher Observations

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2012 CELLA Test indicate that 19% of ELL are proficient in Writing.

2012 Current Percent of Students Proficient in writing:

19%(60)

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 are not familiar with essay writing styles. They need instruction in elaboration and support.	Teachers will employ explicit instruction of academic writing needed to complete writing assignments. Additionally, teachers will model the thinking skills (metacognition) involved in the writing process.	Principal Assistant Principals ELL Chairperson Reading Coach ELL MTSS/Response to Intervention Team (RTI) Literacy Leadership Team	Utilizing the FCIM Process, Reading Coach can discuss effectiveness of Language and Content Assessment Rubrics in informal data chats. Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.	A variety of written class assignments  Regularly scheduled essays (LACS) in Language Arts through ESOL classrooms  Writing Interventions in Language Arts through ESOL classrooms  Summative: CELLA
2	Students need to improve written language skills.	Students will be guided through a first draft, revision and peer-editing process to produce a final polished version.	Principal Assistant Principals ELL Chairperson Reading Coach ELL Teachers MTSS/Response to Intervention Team (RTI)	Utilizing the FCIM Process, Reading Coach can discuss effectiveness of Language and Content Assessment Rubrics in informal data chats. Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.	Regularly scheduled essays (LACS) in Language Arts through ESOL classrooms

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
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 CELLA Goals*

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	The results of the 2012 FAA Mathematics Test indicate that 50% of students scored at Levels 4, 5, and 6.  Our goal for the 2012-2013 school year is to increase the number of students scoring at Levels 4,5, and 6 5 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(6)	55%(7)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiencies noted on the 2012 administration of the F.A.A. are due to the students' difficulty in retaining mathematical concepts due to their significant cognitive disabilities.	Use the Smart board to model visually.  Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.  Teachers will implement Iready program to facilitate differentiated instruction.  Use of Mango Mon on a daily basis.  Use of the modified curriculums Unique Learning and News 2 You.	Principal Assistant Principal, Curriculum SPED Department Chair MTSS/Response to Intervention Team (RTI)	Utilizing the FCIM process:  IEP review meetings  Bi-weekly data chats. Redirection of instruction as needed along with re-teaching if necessary.  SPED teachers, SPED department chairperson, Mathematics chairperson, Assistant Principal, Curriculum	Pre and Post Mango Mon Assessments called The Challenge  2013 Florida Alternate 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	The results of the 2012 FAA Mathematics Test indicate that 25% of students scored at Levels 7-9.  Our goal for the 2012-2013 school year is to increase the number of students scoring at Levels 7-9 3 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(3)	28%(3)

## Problem-Solving Process to Increase Student Achievement

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



			Monitoring	Strategy	
1	The deficiencies noted on the 2012 administration of the F.A.A. are due to the students' difficulty in retaining mathematical concepts due to their significant cognitive disabilities.	Use the Smart board to model visually. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology. Teachers will implement Iready program to facilitate differentiated instruction. Use of Mango Mon on a daily basis. Use of access points according to each students' level of complexity: : participatory, supported, or independent.	Principal Assistant Principal, Curriculum SPED Department Chair MTSS/Response to Intervention Team (RTI)	Utilizing FCIM process: IEP review meetings Bi-weekly data chats. Redirection of instruction as needed along with re-teaching if necessary.  SPED teachers, SPED department chairperson, Mathematics chairperson, Assistant Principal, Curriculum	Pre and Post Mango Mon Assessments called The Challenge  2013 Florida Alternate 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal # 1:	The results of the 2012 Algebra I EOC indicate that 31% (130) of the students scored Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase the number of students scoring at level 3 proficiency 4 percentage points to 35%(148).
2012 Current Level of Performance:	2013 Expected Level of Performance:

31%(130)

35%(148)

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 area of deficiency as noted on the 2012 administration of the Algebra 1 EOC is in the content area of Functions, Linear Equations and Inequalities. This deficiency is due to students lack of exposure to opportunities to explore and apply the use of a system of equations in the real world.	Usage of the Algebra 1 Cognitive Tutor.  Students will be given access to the computer lab once a week and encouraged to work from home as well.  Provide all students opportunities of explore and apply the use of a system of equations in the real world.  Provide students opportunities to graph linear equations and inequalities in two variables.  Enroll all incoming Algebra 1 students who scored a 3 on their 8th grade FCAT 2.0 in algebra 1 honors.	Principal Assistant Principal, Curriculum Math Instructional Leader MTSS/Response to Intervention Team (RTI)	Utilizing the FCIM process:  Conduct subject area team data chats for redirection and or re-teaching if necessary bi-weekly using formative assessments and District Interim Assessments as available.  Algebra I teachers, Intensive math teachers, Department Chairperson, Mathematics, Assistant Principal, Curriculum	Formative: Student authentic work; bi-weekly assessments, and District Interim Reports.  Summative: Results from the 2013 Algebra One EOC Assessment
2	Students lack retention of Mathematical Vocabulary	Develop mathematical vocabulary for all students.  Create specific guidelines for student learning notebooks designed to increase student achievement.	Principal Assistant Principal, Curriculum Math Instructional Leader MTSS/Response to Intervention Team (RTI)	Utilizing the FCIM process:  Conduct subject area team data chats for redirection and or re-teaching if necessary bi-weekly using formative assessments and District Interim Assessments as available.  Algebra I teachers, Intensive math teachers, Department Chairperson, Mathematics, Assistant Principal, Curriculum	Formative: Student authentic work; bi-weekly assessments, and District Interim Reports.  Summative: Results from the 2013 Algebra One 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 Algebra.  Algebra Goal #2:	The results of the 2012 Algebra I EOC assessment indicate that 17%(71) of the students scored Level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase the number of students scoring at levels 4 and 5 proficiency 2 percentage points to 19%(80).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(71)	19%(80)

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 area of deficiency as noted on the 2012 administration of the Algebra 1 EOC is in the content area of Rationals, Radicals, Quadratics and Discrete Mathematics. This deficiency is due to students lack of exposure to graphing technology to graph, solve, and interpret quadratic equations.	<p>Usage of Algebra 1 Cognitive Tutor.</p> <p>Students will be given access to the computer lab once a week and encouraged to work from home as well.</p> <p>Enroll all incoming Algebra 1 students who scored a 4 and 5 on their 8th grade FCAT 2.0 in algebra 1 honors.</p> <p>Create specific guidelines for student learning notebooks designed to increase student achievement.</p> <p>Provide students with more practice in using graphic technology to graph, solve, and interpret quadratic equations.</p> <p>Provide students with more practice using quadric equations to solve real-world problems.</p> <p>Encourage students to join our nationally ranked math honors society, Mu Alpha Theta, and participate in local and state math competitions.</p>	Principal Assistant Principal, Curriculum Math Instructional Leader MTSS/Response to Intervention Team (RTI)	<p>Utilizing the FCIM process:</p> <p>Conduct subject area team data chats for redirection and or re-teaching if necessary bi-weekly using formative assessments and District Interim Assessments as available.</p> <p>Algebra I teachers, Intensive math teachers, Department Chairperson, Mathematics, Assistant Principal, Curriculum</p>	<p>Formative: Student authentic work; bi-weekly assessments, and District Interim Reports.</p> <p>Summative: Results from the 2013 Algebra One EOC Assessment</p>

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 is to reduce our non-proficient students by 50% in 2011-2017. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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.	N/A
Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	The results of the 2012 Algebra 1 EOC indicate that our ELL Subgroup is making satisfactory progress.  Our goal is to increase our ELL Subgroup's proficiency one percentage point from 41% to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (38)	42% (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	N/A	N/A	N/A	N/A	N/A

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	The results of the 2012 Algebra 1 EOC indicate that our SWD Subgroup is not making satisfactory progress.  Our goal is to increase our ELL Subgroup's proficiency ten percentage point from 39% to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (16)	49% (20)

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 area of deficiency as noted on the 2012 administration of the Algebra 1 EOC for the SWD subgroup is in the content area of linear equations and functions. This deficiency is due to insufficient time practicing the concepts.	All level 1 and 2 students will be placed in intensive math.  Increase the usage of the Algebra 1 Cognitive Tutor. Students will be given access to the computer lab twice a week and encouraged to work from home as well.	Principal Math Instructional Leader SPED Instructional Leader MTSS/Response to Intervention Team (RTI)	Utilizing FCIM:  Conduct subject area team data chats for redirection and or re-teaching if necessary bi-weekly using formative assessments and District Interim Assessments as available.	Formative: Student authentic work; bi-weekly assessments, and District Interim Reports.  Summative: Results from the 2013 Algebra One EOC Assessment

1	<p>Re-teach and remediate using Interact math.</p> <p>Provide students with more practice in finding the pattern, writing the rule and determining the function for a given sequence of numbers.</p> <p>Create specific guidelines for student learning notebooks designed to increase student achievement.</p>	<p>Algebra I teachers, Intensive math teachers, Department Chairperson, Mathematics, Department Chairperson, SPED Assistant Principal, Curriculum</p>
---	---	---

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

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	<p>The results of the 2012 FCAT 2.0 Geometry Test indicate that 29%(129) of the students scored Level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students scoring at level 3 proficiency 4 percentage points to 33%(147).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(129)	33%(147)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	An area of deficiency as noted on the 2012 administration of the Geometry EOC is in the content area of two dimensional geometry. This deficiency is due to not covering all the tested benchmarks in this content area.	Continue the usage of the Geometry Cognitive Tutor. Students will be given access to the computer lab once a week and encouraged to work from home as well. Provides students with practice in using coordinate Geometry to find slopes, parallel lines, perpendicular lines and equations of lines.  Create specific guidelines for student learning notebooks designed to increase student achievement.  Use supplemental material for re-teaching and remediating.	Principal Assistant Principal, Curriculum Math Instructional Leader MTSS/Response to Intervention Team (RTI)	Utilizing FCIM process:  Conduct subject area team data chats for redirection and or re-teaching if necessary bi-weekly using formative assessments and District Interim Assessments as available.  Geometry teachers, Department Chairperson, Mathematics, Assistant Principal, Curriculum	Formative: Student authentic work; bi-weekly assessments, and District Interim Reports.  Summative: Results from the 2013 Geometry EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The results of the 2012 Geometry EOC indicate that 15% (65) of the students scored Levels 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase the number of students scoring at levels 4 and 5 proficiency 1 percentage point to 16%(73).
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(65).	16%(73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area of deficiency as noted on the 2012 administration of the Geometry EOC is in the content area of two dimensional geometry. This deficiency is due to not covering all the tested benchmarks in this content area.	Continue the usage of the Geometry Cognitive Tutor. Students will be given access to the computer lab once a week and encouraged to work from home as well.  Create specific guidelines for student learning notebooks designed to increase student achievement.  Provide inductive reasoning strategies that include Discovery Learning Activities.  Use supplemental material for enrichment.  Encourage students to	Principal Math Instructional Leader MTSS/Response to Intervention Team (RTI)	Utilizing the FCIM process:  Conduct subject area team data chats for redirection and or re-teaching if necessary bi-weekly using formative assessments and District Interim Assessments as available.  Geometry teachers, Department Chairperson, Mathematics, Assistant Principal, Curriculum	Formative: Student authentic work; bi-weekly assessments, and District Interim Reports.  Summative: Results from the 2013 Geometry EOC Assessment

	join our nationally ranked math honors society, Mu Alpha Theta, and participate in local and state math competitions.		
--	---	--	--

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #
	3A : <input type="text"/>

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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



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
Sharing Best Practices	9-12	Instructional Leader	Math Department	November 6, 2012 December 13, 2012 February 1, 2013 February 14, 2013 May 2, 2013	Biweekly subject area meetings	Instructional Leader

Mathematics Budget:

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

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

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

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
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:	The goal for the 2012-2013 school year is increase the number of students that students scoring the middle third on the 2013 biology EOC from 26% (109) to 30% (123)				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
26% (109)	30% (123)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The biggest area of concern going into the 2012-2013 school year is the molecular and cellular biology	Increased use of Gizmos, Discovery Education and other technologies in the delivery of material.	Principal Instructional Leader for Science, Reading Coaches	Utilizing the FCIM process:  Bi-weekly review data from regular mini	Formative: Mini-Assessments; Interim Assessments;

1	reporting category.	<p>Increased number of labs and hands on activities.</p> <p>Provide before and after school tutoring for students to help remediate areas of deficiency.</p> <p>Development of a PLC for teachers of Biology to discuss areas of deficiency among students and ways to combat those deficiencies</p>	Literacy Leadership Team MTSS/RtI	<p>assessments and district interim assessments to gage student learning gains.</p> <p>Biology teachers will conduct monthly data chats to discuss usage of new technologies, laboratory activities, redirect instruction based on data and re-teach if necessary.</p>	<p>District Assessments;</p> <p>Summative: Results from the 2013 Biology EOC Assessment</p>
---	---------------------	--	--------------------------------------	--	---

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The goal for the 2012-2013 school year is to increase the number of students scoring in the upper third on the 2013 biology EOC from 24% (99) to 26% (105)
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (99)	26% (105)

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 biggest area of concern going into the 2012-2013 school year is the molecular and cellular biology reporting category	<p>Increased use of Gizmos, Discovery Education and other technologies in the delivery of material.</p> <p>Increased number of labs and hands on activities.</p> <p>Provide before and after school tutoring for students to help remediate areas of deficiency.</p> <p>Development of a PLC for teachers of Biology to discuss areas of deficiency among students and ways to combat those deficiencies.</p> <p>Increased opportunities for students to focus on the proper gathering and interpretation of data as well as how to draw a conclusion.</p> <p>Students will complete 2 research projects</p>	Principal Instructional Leader for Science, Reading Coaches Literacy Leadership Team MTSS/RtI	<p>Utilizing FCIM process:</p> <p>Monthly Data chats to review data from regular mini assessments and district interim assessments to gage student learning gains.</p> <p>Biology teachers will conduct monthly data chats to discuss usage of new technologies, laboratory activities, redirect instruction based on data and re-teach if necessary.</p>	<p>Formative: Mini-Assessments; Interim Assessments; District Assessments; Student Work</p> <p>Summative: Results from the 2013 Biology EOC Assessment</p>

		and weekly current events		
--	--	---------------------------	--	--

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
Best Practices Biology PLC	Biology	Instructional Leader	Biology Teachers	November 6, 2012	Teachers will share best practices at departmental meetings.	Assistant Principal, Curriculum

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Our goal for the 2012-2013 school year is to raise FCAT 2.0 Writing score 2 percentage points to 83%(392) proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:

81% (383)

83%(392)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was elaboration. Students lack the necessary skills to adequately incorporate real life examples into their writing.	Students will participate in school wide writing program that will focus on writing in logical sequence and stress elaboration techniques such as concrete examples, statistics, comparisons, real life examples, anecdotes, and facts to develop elaboration and focus.	Principal Language Arts Instructional Leader MTSS / Response to Intervention (RtI) Team	Utilizing FCIM process:  Administer and score students' monthly writing prompts using rubrics to monitor students' progress and adjust focus as needed.  Monitoring of student achievement on the District Writing Tests.  Evidence of benchmark instruction in student folders.  Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Language Arts Department Chair, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.	Formative: Students' scores on monthly writing assessments. District Writing Pre / Post test. Summative: 2013 FCAT 2.0 Writing Assessment
2	Students lack the necessary skills to incorporate the use of figurative language.	Teachers will review strategies to enhance voice, tone and use of literary devices.	Principal Language Arts Instructional Leader MTSS / Response to Intervention (RtI) Team	Review of writing prompts /results by teachers followed by redirection of writing initiative if necessary.  Monitoring of student achievement on the District Writing Tests.  Evidence of benchmark instruction in student folders.  Monthly data chats in departmental meetings. Data will be reviewed by the stakeholders responsible for monitoring ; Principal, Assistant Principal, Curriculum, Language Arts Department Chair, Reading Coaches, Literacy Leadership Team. Redirection of instruction if needed.	Formative: Students' scores on monthly writing assessments. District Writing Pre / Post test. Summative: 2013 FCAT 2.0 Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

N/A

Writing Goal #1b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
N/A		N/A	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	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
Writing Across the Curriculum	9-12 Language Arts	Language Arts Instructional Leader	Language Arts Teachers 9-12	August 17, 2012	Leadership team will meet monthly to monitor student progress and the effectiveness of writing instruction. Grade level planning	Principal Assistant Principal MTSS/ RTI leadership team
VOICE / Elaboration workshop	9-12 Language Arts	Language Arts Instructional Leader	Language Arts Teachers 9-12	November 6, 2012	Leadership team will meet monthly to monitor student progress and the effectiveness of writing instruction. Grade level planning	Principal Assistant Principal MTSS / RTI leadership team

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-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 U.S. History.  U.S. History Goal #1:	The results of the 2012 U.S. History Baseline Interim Assessment indicate that 100% of students scored non-proficient.  Our goal for the 2012-2013 school year is to decrease the number of students scoring non proficient by 10 percentage points so that students will score 10%(38) proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(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	Students have a limited understanding and knowledge of the U.S. Constitution.	Teachers will be encouraged to infuse non-fiction pieces across the content areas and align their usage with instructional strategies such as: reciprocal teaching, opinion proofs, and question answer relationships through the Literacy Across the Curriculum Plan (LAC).	Assistant Principal, Curriculum  Instructional leader, Social Studies MTSS/RtI Reading Coaches Literacy Leadership Team	utilizing FCIM process:  Bi-weekly classroom assessments Ongoing monitoring of student achievement on the Interim Assessments.  Evidence of benchmark instruction in student folders.  The Assistant Principal of Curriculum, Reading Coaches, Social Studies Department Chair, will analyze data in order to determine the effectiveness of the strategy.  This process will take place in monthly data chats. Redirection and re-teaching as necessary.	Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.  Summative Assessments: 2013 U.S. History EOC Exam
	Students have limited background knowledge making it difficult to understand texts.	Teachers will front-load concepts and build background knowledge during pre-reading. Students will be exposed to a variety of texts and subject matter through their	Assistant Principal, Curriculum  Instructional leader, Social Studies MTSS/RtI	Bi-weekly classroom assessments Ongoing monitoring of student achievement on the Interim Assessments.  Evidence of benchmark	Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall

2		texts and Discovery Education Online.	Reading Coaches Literacy Leadership Team	<p>instruction in student folders.</p> <p>The Assistant Principal of Curriculum, Reading Coaches, Social Studies Department Chair, will analyze data in order to determine the effectiveness of the strategy.</p> <p>This process will take place in monthly data chats. Redirection and re-teaching as necessary.</p>	<p>and Spring Interim Assessments.</p> <p>Summative Assessments: 2013 U.S. History EOC Exam</p>
---	--	---------------------------------------	--	--	---

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:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p> <p>U.S. History Goal #2:</p>	<p>The results of the 2012 U.S. History Baseline Interim Assessment indicate that 100% of students scored non-proficient.</p> <p>Our goal for the 2012-2013 school year is to decrease the number of students scoring non proficient by 10 percentage points so that students will score 10% (38) proficient</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(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	Students lack exposure to project based instruction and co curricular learning opportunities.	Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., "We the People..."	<p>Assistant Principal, Curriculum</p> <p>Instructional leader, Social Studies</p> <p>MTSS/RtI</p> <p>Reading Coaches</p> <p>Literacy Leadership Team</p>	<p>Utilizing FCIM process:</p> <p>Bi-weekly classroom assessments</p> <p>Ongoing monitoring of student achievement on the Interim Assessments.</p> <p>Evidence of benchmark instruction in student folders.</p> <p>The Assistant Principal of Curriculum, Reading Coaches, Social Studies Department Chair, will analyze data in order to determine the effectiveness of the strategy.</p> <p>This process will take place in monthly data chats. Redirection and re-teaching as necessary.</p>	<p>Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Spring Interim Assessments.</p> <p>Summative Assessments: 2013 U.S. History EOC Exam</p>



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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Social Studies Summer Institute (E.O.C.)	11	Alayne Crystal Zeto	U.S. History Teachers	October 25, 2012	Teachers will turn in model lessons and share best practices at departmental meetings	Assistant Principal

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance to 95.65%(1858) by minimizing absences due to illnesses and truancy and to create a climate in our school where parents, students, and faculty feel welcome and appreciated.  Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.15%(1848)	95.65%(1858)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
584	555
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
544	517

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 are currently issued NC -No Credit due to lack of attendance. We would like to increase attendance in order to minimize the use of this procedure. An expected barrier to this is lack of parent/student knowledge of attendance policy (NC procedures-per district policy).	Provide students with information during orientation that involves the negative consequences of no credit in classes. Parents will be provided with attendance procedures at open house and through the parent resource center / students will have access to procedures via school website and school attendance office. Identify and refer students at risk to administrator in charge of attendance for placement on attendance contract.	Assistant Principal and/or designee. Attendance Review Committee. MTSS/RtI	Grade book attendance records. Teacher referrals. Daily attendance bulletin. Biweekly updates to administration from the MtSS/RtI and to entire faculty at faculty meetings	Contract rosters Truancy referrals Attendance Review Committee conferences
2	An increase in tardies has been noted among students that are dropped off at school by parents. An anticipated barrier to tardy reduction in the lack of parent awareness of school tardy policy.	Parents will be advised of tardy policy and student tardy through the use of connect ed. Tardy policy will be distributed to parents at drop off. Parent conferences will be mandatory for students with excessive tardies.	Assistant Principal and/or designee. Attendance Review Committee.	Grade book attendance records. Teacher referrals. Daily attendance bulletin.	Contract rosters Truancy referrals Attendance Review Committee conferences
3	Illnesses- excused absences are on the rise	Provide parents with information for the Kidcare program, Florida's state insurance program for children	Assistant Principal and/or designee. Attendance Review Committee. MTSS/RtI	Grade book attendance records. Teacher referrals. Daily attendance bulletin. Biweekly updates to administration from the MtSS/RtI and to entire faculty at faculty meetings	Contract rosters Truancy referrals Attendance Review Committee conferences

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
Review of Attendance policy with faculty and staff	9-12	Assistant Principal	School Wide - All teachers and staff	August 17, 2012	Principal will review policy during scheduled faculty meetings	Principal, Assistant Principal responsible for attendance

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1115	1004
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
503	453

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
208	187				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
136	122				
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities for positive behavior reinforcement are limited.	Utilize the student code of conduct by providing incentives for compliance through the use of SPOT Success Recognition Program.	Administrative Team Student Services Discipline Committee MTSS/RtI	Monitor the number of SPOT Success reported by teacher and/or grade level.	A participation log for students that are recognized for complying with the Student Code of Conduct.

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

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

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

Suspension Budget:

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

## 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:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		Our goal for the 2012-2013 school year is to decrease the dropout rate by .11 percentage points TO 2.15%(42) and to increase the graduation rate by 2 percentage points from 72.7% TO 74.7%.			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
2.26%(44)		2.15%(42)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
72.7%(347)		74.7%(431)			
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 examination of dropout data revealed that the majority of students that dropped out of school had high truancy rates. An expected barrier to lowering the dropout rate is the lack of parent/student knowledge of attendance policy with specific regards to guidelines that affect academic requirements.	Parents will be provided with attendance procedures at open house and through the parent resource center / students will have access to procedures on school website and at school attendance office. Identify and refer students who may be developing a pattern of nonattendance to the Administrator over attendance for intervention services.	Principal Assistant Principal	Weekly updates during Administrative meetings and review of truancy process to the faculty during meetings.	Attendance rosters Contract rosters
2	The majority of students that dropout have low performance and credit completion. An expected barrier to lowering the dropout rate is parent/student knowledge of forgiveness policy and remediation opportunities. Awareness of the policy will increase graduation	Parents / students will be provided with access to pupil progression plan through school website. Copies of pupil progression plan will be placed in the parent resource center . Student Services department will identify and conduct credit checks with yearly	Instructional Leader Student Services Assistant Principal in charge of student Services	Monthly review of credit histories with student services department.	Credit histories / checklist Credit history roster

rate.	frequency for grades 9-11 and bi-yearly for grade 12.		
-------	---	--	--

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

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

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

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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I school, see PIP	N/A - Title I school, see PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
parental involvement	materials and handouts	Title I	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$2,000.00</b>

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:

Increase opportunities for STEM applied learning by increasing opportunities for students to participate in STEM related classes and project based learning by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Magnet program was approved after the district's magnet application deadline.  Enrollment is not strong enough for student completion of STEM program.	Implement a soft recruitment by obtaining the districts' magnet waiting list for Information Technology magnets across the district. Project based instruction instituted across the curriculum Implement year one of the Itech magnet academy and year one of Cambridge.	Principal Assistant Principal, Curriculum Student Services Literacy Leadership Team Magnet Lead Teacher, Reading Coaches	Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.	Industry Certification and Cambridge exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FETC Conference	Information Technology, Math, Science	FETC Conference	Math, Science, and Technology Teachers	Annual	Designed advanced learning experiences that are appropriate for each individual's learning needs and career interests	Principal, Assistant Principal

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:		In the 2011-2012 school year 156 students took and passed an industry certification exam. This represents 96%(156) of all registered students.  Our goal for the 2012-2013 school year is to raise our percentage of passing students 1 percentage point to 97%(158) passing.			
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 not prepared for certification exam in timely manner.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Principal, Assistant Principal, Curriculum Academy Lead Teacher, Literacy Leadership Team	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests. Quarterly feeder pattern meetings to determine effectiveness of strategies and redirect if necessary.	Industry certification Exams
2	Students lack exposure to industry / real world experiences.	CTE Lead Teacher will implement and monitor the Career Experience Opportunity (CEO) Executive Internship Program. Student services will facilitate through registration of students in internship courses.	Principal, Assistant Principal, Curriculum Academy Lead Teacher, Literacy Leadership Team	Assistant Principal, Curriculum Lead Teacher Magnet Student Services Instructional Leader will meet monthly to review # of students placed and securing internships. Lead Teacher will compile work Journals.	Successful completions of CEO Executive Internship Program.

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
AOHT ADVISORY BOARD PLC	All levels in Academy of Hospitality and Tourism	AOHT Advisory Board Members	Magnet Lead Teacher	Monthly	Calendar of Recruitment and Articulation of Academy students.	Magnet Lead Teacher, Assistant Principal

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5	Saturday School	Title I and SAC funds	\$6,000.00
Parent Involvement	parental involvement	materials and handouts	Title I	\$2,000.00
				Subtotal: \$8,000.00
				Grand Total: \$8,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 10/12/2012)

## 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
FCAT Saturday Tutoring	\$1,999.00

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

The School Advisory council will review the SIP and monitor implementation of the SIP through ongoing data analysis.

the SAC will allocate SAC funds on activities or programs that support the implementation of the SIP.  
The SAC will review school wide initiatives for parental involvement.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI SPRINGS SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	74%	76%	27%	216	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	48%	74%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	62% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					453	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI SPRINGS SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	75%	88%	29%	232	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	81%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	79% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					497	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested