

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH MIAMI SENIOR HIGH SCHOOL

District Name: Dade

Principal: Gilberto D. Bonce

SAC Chair: John Branstetter

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/10/2012

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.

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Gilberto D. Bonce	Bachelor of Science from Troy State University majoring in Physical Science, Minors in Mathematics, Biology and Physics. Master of Science in Education from University of Miami majoring in Biology Education Completed Certification coursework for Educational Leadership at Florida	7	16	'12 '11 '10 '09 '08 School Grade X C B B D High Standards Rdg. 45 39 42 46 41 High Standards Math 50 71 73 74 71 Lrng Gains-Rdg. 69 49 51 59 51 Lrng.Gains-Math 56 70 73 77 74 Gains-Rdg-25% 74 54 63 58 45 Gains-Math-25% 59 58 63 73 67 AMO 48R 39M

		International University. Certification in Middle Grades Science (5-9) and Educational Leadership.			
Assis Principal	Milagro Arango	Bachelor of Science in Biological Sciences, Florida International University Master of Science – Biomedical Sciences, Barry University Educational Specialist – Educational Leadership, Florida International University. Certification in Biology (6-12), Gifted Endorsement, and Educational Leadership	4	5	'12 '11 '10 '09 '08 School Grade X C B B A High Standards Rdg. 45 39 42 46 59 High Standards Math 50 71 73 74 61 Lrng Gains-Rdg. 69 49 51 59 64 Lrng Gains-Math 56 70 73 77 70 Gains-Rdg-25% 74 54 63 58 68 Gains-Math-25% 59 58 63 73 7 2 AMO 48R 39M
Assis Principal	Pierre R. Edouard	Bachelor of Science – Electrical Engineering, Florida State University. Master of Business Administration – Marketing, Florida State University Educational Specialist-Educational Leadership, Nova Southeastern University. Certification in Physics (6-12) and Educational Leadership	6	6	'12 '11 '10 '09 '08 School Grade X C B B D High Standards Rdg. 45 39 42 46 41 High Standards Math 50 71 73 74 71 Lrng Gains-Rdg. 69 49 51 59 51 Lrng Gains-Math 56 70 73 77 74 Gains-Rdg-25% 74 54 63 58 45 Gains-Math-25% 59 70 63 73 67 AMO 48R 39M
Assis Principal	Clinton B. Neilly	Bachelor of Science – Public Affairs, Texas Southern University Master of Public Administration, Texas Southern University Certification in ESOL, Political Science, and Educational Leadership	3	13	'12 '11 '10 '09 '08 School Grade X C B D D High Standards Rdg. 45 39 42 33 34 High Standards Math 50 71 64 35 35 Lrng Gains-Rdg. 69 49 51 54 51 Lrng Gains-Math 56 70 73 59 60 Gains-Rdg-25% 74 54 63 75 70 Gains-Math-25% 59 70 63 64 68 AMO 48R 39M

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
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					associated school year)
Reading	Arlette F. Span	Bachelor of Science in English, Florida State University. Certification in Middle Grades English & Reading	4	7	'12 '11 '10 '09 '08 School Grade X C B C D High Standards Rdg. 45 39 42 38 31 High Standards Math 50 71 64 37 35 Lrng Gains-Rdg. 69 49 51 67 56 Lrng Gains-Math 56 70 73 68 66 Gains-Rdg-25% 74 54 63 84 73 Gains-Math-25% 59 70 63 74 73 AMO 48R 39M

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Learning Community (PLC) meetings	Mr. Gilberto Bonce, Ms. Milagro Arango, Mr. Pierre Edouard and Mr. Clinton Neilly, III	On-going	
2	2. Project RISE workshops	Mr. Gilberto Bonce, Ms. Milagro Arango, Ms. Christina Alvarez, and Ms. Marilyn Riggins	On-going	
3	3. Partnering new teachers with veteran staff through a mentoring program	Mr. Pierre Edouard	On-going	

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
Instructional Staff: 5% (6) teachers are teaching out-of-field but none have received less than an effective rating.	1. Assist the teachers in updating HOUSSE. 2. Provide the teachers with information in reference to endorsement courses. 3. Develop a professional development plan to assist the teacher in becoming highly effective.

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
125	5.6%(7)	16.0%(20)	35.2%(44)	43.2%(54)	45.6%(57)	62.4%(78)	8.8%(11)	12.0%(15)	17.6%(22)

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
Marilyn Riggins	Richard Hoadley	Math Department	Common meetings for lesson planning and data analysis.
Edward McCrimmon	Annia Cuesta	ESOL Department	Common meetings for lesson planning and data analysis.
Bernie Fernandez	Denis Pujals	ESE Department	Common meeting times for lesson planning and data analysis.
Maria V. Alonso Arlette Span	Brownyn Drout	Reading Department	Common meeting times for lesson planning and data analysis.
Maria V. Alonso Arlette Span	Evelyn Diaz	Reading Department	Common meeting times for lesson planning and data analysis.
Rodolfo Carbajales	Brandy Ellison	Student Services	Common meeting times for student data analysis and graduation requirements.
Bernie Fernandez	Bernie Fernandez	ESE Department	Common meeting times for lesson planning and data analysis.

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

Services are provided to ensure South Miami Senior High School students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, credit recovery programs, Cobra Saturday Academy and summer school through Southwest Adult Education Center. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. South Miami 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

South Miami 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

South Miami Senior High receives funds from the district to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

South Miami Senior High uses supplemental funds provided through the district for improvement of basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and

facilitation as well as, Lesson Study Group implementation and protocols.

Title III

Services are provided by South Miami Senior High school through ELL district support services to improve the education of immigrant and English Language Learners. Services include tutorial programs, parent outreach activities, professional development, best practices for ELL teachers, Reading and supplementary instructional materials, and materials and hardware/software for the development of language and literacy skills in Reading, Mathematics and Science. (TeenBiz)

Title X- Homeless

South Miami Senior High social worker provides resources for students and parents such as school supplies and social services referrals.

Supplemental Academic Instruction (SAI)

South Miami Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

South Miami Senior High School offers non-violence and anti-drug programs to students that incorporate counseling, peer mediation, and mentoring. Specific programs include: Students Against Destructive Decisions (SADD), Drug Free Youth in Town program (DFYIT), and the South Miami Drug Free Coalition.

Nutrition Programs

- 1) South Miami Senior High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education at South Miami Senior High School.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

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

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting (Open House); and other

documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement such as Parent Workshops on: Understanding the Parent Portal, Understanding the FCAT, How to apply for college, etc...

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. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal of Curriculum, Assistant Principals, Reading Coach, School Counselors, School Psychologist, Test Chairperson, and all Department Chairpersons.

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

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team meets monthly to engage in the following activities:

- Review mini-assessment data as well as state/district assessment data to identify the strengths and weaknesses of students.
- Identify students who are meeting/exceeding benchmarks, and are at moderate risk or at high risk for not meeting benchmarks.
- Identify professional development and resources to assist teachers with data analysis, differentiated instruction and other programs to address student learning.
- Share best practices, evaluate and analyze data, review focus calendars and pacing guides, and practice new processes and skills.
- Develop interventions for students not meeting benchmarks and incentive programs for those who are meeting benchmarks and have the ability to move to the next level.
- Discuss the latest teaching strategies and technology programs available to assist all student learners and how it can be implemented within the school.
- Discuss model classrooms and develop a plan that will allow teachers to spend time within these classrooms.

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data related to Tier 1, 2, and 3 targets. It articulated academic and social/emotional areas that needed to be addressed and helped develop clear expectations and strategies for instruction in order to attain the school goal.

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

*Behavior: Student Case Management, Detentions, Suspension/expulsions, Attendance.

*Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Interim Assessments, PSAT Scores, TeenBiz and Mini-Benchmark Assessments.

*Midyear: Interim Assessments, Florida Oral Reading Fluency (FORF), Jamestown Navigator and Hampton Edge.

*End of year: FCAT, CELLA, EOC and Advanced Placement Scores. (Summative Assessment)

*Frequency of Data Days: twice a month for data analysis.

Describe the plan to train staff on MTSS.

South Miami Senior High and the district will provide professional development during early release days and through departmental meetings that occur throughout the year. A network of collaboration and support between teachers, the administrative team and feeder pattern schools will also be established to implement an understanding of the procedures and goals of MTSS/ RtI. Training will also be conducted for administrators and the leadership team on MTSS/RtI data management and progress monitoring.

Describe the plan to support MTSS.

Create a network using the MTSS/RtI team that can implement the MTSS/RtI process. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services. The MTSS/RtI team meets monthly to review and discuss the MTSS/RtI process at South Miami Senior High and will ensure it is implemented with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will be based on a cross-section of the faculty and administrative team including reflecting highly qualified professionals interested in serving to improve literacy instruction across the curriculum. The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. The LLT will be comprised of the following members:

Gilberto Bonce, Principal
Milagro Arango, Assistant Principal of Curriculum
Pierre Edouard, Assistant Principal
Clinton Neilly, Assistant Principal
Arlette Span, Reading Coach
Maria V. Alonso, Reading Department Chairperson
Anthony Balboa, Test Chairperson
Servia Rindfleish, Business and Vocation Education Department Chairperson
Bernie Fernandez, Special Education Chairperson
Ed McCrimmon, English for Speakers of Other Languages Chairperson
Robin Lemo, Fine Arts Chairperson
Pamela Llorens & Hilda Sosa, Foreign Language Chairperson
Lourdes Garcia, Gifted Education Coordinator
Patricia Bezold, Special Education Program Specialist
Christina Alvarez, Language Arts Chairperson
Marilyn Riggins, Mathematics Chairperson
Cindy Stafford, Media Center
Paula Raflowitz, Physical and Health Education Chairperson
Deborah Gormley, Magnet School of the Arts Chairperson
Mercy Aycart, Science Chairperson
Mary Galeri, Social Studies Chairperson
Rodolfo Carbajales, Student Services Chairperson

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team and will meet monthly to review current reading strategies in order to ensure strategies are focused on across the curriculum and identify professional development and resources to assist teachers with reading strategies and other programs to address literacy. The team will also promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. As such initiatives, assessment, and observational data will be discussed during the meetings to assist the team in making instructional and programmatic decisions and develop interventions for students not meeting benchmarks and incentive programs for those who are meeting benchmarks and have the ability to move to the next level. Overall the team will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout the school's curriculum.

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

The main focus with the Literacy Leadership Team for the 2012-2013 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Other strategies that will be used include the following:

- Incorporate a weekly set of vocabulary words, strategies, and mini-activities across the curriculum.
- Introduce a school wide book of the month for all teachers, students, and stakeholders.
- Increase the student use of Reading Plus program by offering incentives to students.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development (PD). The Literacy Team monitors the implementation of school-wide literacy strategies across the curriculum. Teachers are provided reading resources applicable to their content area to enrich student learning and increase student achievement.

*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?

South Miami Senior High offers five different academies as well as a Magnet program in Art, Photography, Music and Television Production. The Academies provide applied and integrated curriculum that connect academic and vocational learning. This sets the foundation for the transition from high school to post-secondary education and/or careers. English, Math, Science, Social Studies and other courses tie in rigor and relevance in the curriculum to help students develop relationship and application in the real world. The school participates in competitions and programs in which the students have to use the knowledge they acquired to solve real-world problems or scenarios. Examples of projects include: developing solar powered model cars, science fair projects, executive internships, National Financial Capability Challenge sponsored by the Department of the Treasury, Art Fair competitions and many others. These activities and programs allow students to apply the skills they have learned to create ideas, models, art pieces and make new discoveries. We also offer classes that will allow students to become certified in different networking systems that they can use to apply for work or further their education. Students are provided with the opportunity to explore and develop in both the academic and applied fields to meet the challenge of today's global challenges.

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?

Counselors meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year. Students are tracked from the point they enter our school until they graduate to make sure that they are meeting the requirements needed to graduate high school and are taking courses relevant to the education/career field they are pursuing. Through the academies students are tracked through their interests and are teamed by teachers so that a relationship is formed between their academic courses and their applied courses. Our school College Assistance Program (CAP) counselor is also involved in this process, assisting students with course selections and rigor to assure that they meet the entrance requirement of the colleges/universities.

Postsecondary Transition

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

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

The following are the strategies that will be implemented to improve student readiness:

- Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
- Increase number and percentage of high school students graduating with industry certification.
- Increase student participation and performance in Advanced Placement (AP) and dual enrollment courses.
- Provide students with FCAT Saturday and after-school tutoring to increase assessment results.
- Provide students with mock AP exams and reviews to increase assessment results.
- Increase the number of 9th and 11th graders taking the PSAT to help them prepare for the SAT.
- Increase student participation in honors and gifted courses.
- Increase the number of student academy completers by having meetings with students, conferences if needed and interventions for those students in need.

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 2011-2012 FCAT 2.0 Reading Test indicate that 25% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 30%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (271)	30% (322)

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 test was Reporting Category 4, Informational Text/Research Process.	Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions. Students will be read from a wide variety of texts and determine the validity and reliability of information.	MTSS/RtI team	Ongoing classroom assessments focusing on students' knowledge and relationships as well as data analysis (JRN Reports, FAIR Data, Reading Plus, etc...) FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	Formative: Mini-assessments, Jamestown Reading Navigator (JRN) Benchmark tests, FAIR, and Reading Plus. Summative: 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test, was Reporting Category 2, Reading Application. Students demonstrate difficulty in identifying author's purpose and how the author's perspective influences grade level text	Students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	MTSS/RtI team	Ongoing classroom assessments focusing on the students' ability to identify author's purpose in grade level text and how the author's perspective influences text as well as data analysis (i.e. student folders, JRN Reports, FAIR Data, Reading Plus, etc...) FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	Formative: Mini-assessments, Jamestown Reading Navigator (JRN) Benchmark tests, FAIR, and Reading Plus. Summative: 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	The results of the 2011-2012 Florida Alternate Assessment indicate that 47% of students achieved levels 4, 5 and 6 in reading.
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Reading Goal #1b:	Our goal for the 2012-2013 school year is to increase students scoring Levels 4, 5, and 6 in Reading by 5 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (7)	52%(8)

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 Florida Alternate Assessment of students scoring level 4-6 is lower thinking skills (summarizing paragraph).	Teachers will use picture walks to assist students in making predictions of a reading selection. Students must have continues review/practice when learning reading concepts. Train teachers to effectively implement Access Points.	MTSS/RTI team	Ongoing classroom assessments focusing on the students' ability to make predictions as well as data analysis (i.e. student folders, Data, etc...) Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 17% of students achieved levels 4 and 5 proficiency.
Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 3 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (187)	20% (215)

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 which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process.	Use Project Based Learning in order to move students from guided learning to more independent learning. For enrichment, use real-world documents such as how-to articles, brochures, fliers to locate interpret and organize	Leadership Team	Ongoing classroom assessments/observation focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Rubrics will be developed to assess students' learning.	Formative: Student work samples utilizing rubric and mini-assessments. Baseline (Sept 2012) Interim assessments. (Fall-October 2012/Winter

These students lack the ability to utilize critical thinking strategies needed to locate, interpret, and organize information and to determine validity and reliability of information within and across text.	information.	FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	January 2013) Summative: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 20% of students achieved levels 7 or above in reading. Our goal for the 2012-2013 school year is to increase students scoring Level 7 or above in Reading by 3 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(3)	23%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the Florida Alternate Assessment was comprehension skills.	Students will be guided to read fiction, nonfiction, and informational text to identify the differences. Vocabulary will be introduced to students with pictures and print. Emphasize instruction that helps students achieve mastering their access points at an independent level.	Leadership Team	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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 2011-2012 FCAT 2.0 Reading Test indicated that 69% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (655)	74% (702)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Category 2: Reading Application.	Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing.	MTSS/RtI team	Review Reading Plus reports to ensure students are making adequate progress. Review JRN and FAIR data assessment results. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Reading Plus reports, JRN Benchmark Tests, FAIR and Reading Plus. Summative: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 36% of 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 7 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5)	46% (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 area of deficiency as noted in the 2012 FAA assessment is cognitive and language understanding.	Emphasize instruction that helps students build stronger comprehension and oral skills.	MTSS/RtI team	Administrators will conduct walkthroughs to insure classroom teacher's daily lessons are aligned to the access point being targeted. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 74% of students in the lowest quartile made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains on by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

74% (188)

79%(201)

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 2.0 Reading Test was Category 2: Reading Application.</p> <p>Students are in need of remediation and intervention.</p> <p>Tutoring options were limited; therefore, students require a structured tutoring tool implemented with fidelity</p>	<p>Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning through USA Today and Jamestown Reading Navigator (JRN).</p> <p>Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing.</p> <p>Implementing tutoring before and after school 3 times per week utilizing Reading Plus and grade level text.</p>	MTSS/RTI team	<p>Review bi-weekly benchmark mini-assessment results to ensure progress is being made and adjust intervention as needed. Review JRN, FAIR, and Reading Plus data reports to analyze progress.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.</p>	<p>Formative: Bi-weekly assessment/data reports, JRN Benchmark tests, FAIR, and Reading Plus.</p> <p>Summative: 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%.		<p>Reading Goal #</p> <p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p> <p>5A : Our goal is to increase our AMO-2 target from 48% to 53% an</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	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 2011-2012 FCAT 2.0 Reading Test indicate that 45% of the students in the Hispanic subgroup and 28% of student in the black subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 53% for the Hispanic subgroup and by 13 percentage points to 41% for the black subgroup.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>Black: 28% (17)</p> <p>Hispanic: 45% (423)</p>	<p>Black: 41% (25)</p> <p>Hispanic: 53% (498)</p>

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Category 2: Reading Application.</p> <p>Students are in need of remediation and intervention.</p> <p>Tutoring options were limited; therefore, students require a structured tutoring tool implemented with fidelity.</p>	<p>Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning through USA Today and Jamestown Reading Navigator (JRN).</p> <p>Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing.</p> <p>Implementing tutoring before and after school 3 times per week utilizing Reading Plus and grade level text.</p>	MTSS/RtI team	<p>Review bi-weekly benchmark mini-assessment results to ensure progress is being made and adjust intervention as needed. Review JRN, FAIR, and Reading Plus data reports to analyze progress.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.</p>	<p>Formative: Bi-weekly assessment/data reports, JRN Benchmark tests, FAIR, and Reading Plus.</p> <p>Summative: 2013 FCAT 2.0 Reading 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 16% of students in the English Language Learners subgroup achieved proficiency.
Reading Goal #5C:	Our goal is to increase student proficiency by 15 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (35)	31% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Category 2: Reading Application.</p> <p>Students are in need of remediation and intervention.</p>	<p>Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning through USA Today and Jamestown Reading Navigator (JRN).</p> <p>Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular</p>	MTSS/RtI team	<p>Review bi-weekly benchmark mini-assessment results to ensure progress is being made and adjust intervention as needed. Review JRN, FAIR, and Reading Plus data reports to analyze progress.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.</p>	<p>Formative: Bi-weekly assessment/data reports, JRN Benchmark tests, FAIR, and Reading Plus.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

Tutoring options were limited; therefore, students require a structured tutoring tool implemented with fidelity.	mood, entertaining, and or experiencing. Implementing tutoring before and after school 3 times per week utilizing Reading Plus and grade level text.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the FCAT 2.0 Reading 2011-2012 Test indicate that 26% of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (33)	34% (43)

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 2.0 Reading Test was Category 2: Reading Application. Students are in need of remediation and intervention. Tutoring options were limited; therefore, students require a structured tutoring tool implemented with fidelity	Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning through USA Today and Jamestown Reading Navigator (JRN). Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing. Implementing tutoring before and after school 3 times per week utilizing Reading Plus and grade level text.	MTSS/RtI team	Review bi-weekly benchmark mini-assessment results to ensure progress is being made and adjust intervention as needed. Review JRN, FAIR, and Reading Plus data reports to analyze progress. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Bi-weekly assessment/data reports, JRN Benchmark tests, FAIR, and Reading Plus. Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 42% of students in the Economically Disadvantage subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 49%.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
42% (349)			49% (408)		
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 2.0 Reading Test was Category 2: Reading Application.</p> <p>Students are in need of remediation and intervention.</p> <p>Tutoring options were limited; therefore, students require a structured tutoring tool implemented with fidelity</p>	<p>Provide opportunities for students to identify and analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning through USA Today and Jamestown Reading Navigator (JRN).</p> <p>Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and or experiencing.</p> <p>Implementing tutoring before and after school 3 times per week utilizing Reading Plus and grade level text.</p>	MTSS/RtI team	<p>Review bi-weekly benchmark mini-assessment results to ensure progress is being made and adjust intervention as needed. Review JRN, FAIR, and Reading Plus data reports to analyze progress.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.</p>	<p>Formative: Bi-weekly assessment/data reports, JRN Benchmark tests, FAIR, and Reading Plus.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</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
USA Today Training	11-12	District USA Today Trainer	9-12	September 25, 2012	FAIR assessments and student work folders	MTSS/RtI Team
Reading Plus Training	9-12	District Reading Plus Trainer	9-12	September 25, 2012	Mini assessments and student work folders	MTSS/RtI Team
Data Analysis Training	9-12	District Data Analysis Trainer	9-12	November 14, 2012	Mini assessments, student data chats and student work folders	MTSS/RtI Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4a.1	Saturday Academy Tutoring	District Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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. CELLA Goal #1:		The results of the 2011-2012 CELLA exam indicate that 36% of students scored proficient in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
36% (144)					
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 CELLA is the language barrier related to the speed, tone, and vocabulary.	To support vocabulary development, understanding the tone and speed teachers will use visual cues with flash cards, read aloud's, audio books, and role playing. Saturday Academy Tutoring will also be provided to assist students	MTSS/RtI Team	ESOL Department Chair and administrators will monitor the delivery of lesson plans. MTSS/RtI Team will disaggregate student data from formal and informal assessments on a monthly basis to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.	Formative: The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses. Summative: 2013 CELLA assessment

				FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	
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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:	Enter narrative for the goal in this box The results of the 2011-2012 CELLA exam indicate that 23 % of students scored proficient in Reading.
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2012 Current Percent of Students Proficient in reading:

23% (93)

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 CELLA is related to understanding the essential message and main idea in text for overall comprehension.	Students will use graphic organizers to summarize the main points as well as utilized text markings" (eg. Making margin notes, highlighting). In addition, teachers will chunk the text during instruction as well as provide the students opportunity to use videos/ CD/ Audio books when reading text independently. Saturday Academy Tutoring will also be provided to assist students.	MTSS/RtI Team	MTSS/RtI Team will disaggregate student data from formal and informal assessments on a monthly basis to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses. Summative: 2013 CELLA assessment

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 2011-2012 CELLA exam indicate that 23% of students scored proficient in Writing.
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2012 Current Percent of Students Proficient in writing:

23% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The area of deficiency as noted in the CELLA 2012 is related to paragraph development with a clear introduction, reasons and support, and a thesis and concluding sentence.	<p>Teachers will assist students with organizing their ideas into a logical sequence.</p> <p>Students will plan to develop the main idea (s) and supporting details for their paragraphs. Teachers will assist students to organize their ideas into a logical sequence.</p> <p>Students will practice using different forms of writing through journals, logs, and magazine/ newsletter articles that are related to a topic.</p> <p>The teachers will model writing of a paragraph that includes a topic sentence and relevant information.</p> <p>Saturday Academy Tutoring will also be provided to assist students</p>	MTSS/RtI Leadership Team	<p>ESOL Department Chair and teachers will monitor the delivery of lesson plans.</p> <p>MTSS/RtI Leadership Team will disaggregate student data from formal and informal assessments on a monthly basis to monitor students' progress and the effectiveness of program delivery. Adjustments will be made for students who are not making satisfactory progress.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.</p>	<p>Formative: The 3 administrations of FAIR: Reading Comprehension, Maze and Word Analyses.</p> <p>Summative: 2013 CELLA assessment</p>

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1-3.1	Tutoring	Title III - ESOL	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2011-2012 Florida Alternate Assessment indicate that 46% of students scored Levels 4,5, and 6 in mathematics. Our goal for the 2012-2013 school year is to increase the number of students scoring levels 4, 5 and 6 on the FAA in mathematics by 5 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6)	51%(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 area of deficiency in the 2012 FAA is counting items 1-10 and subtraction in real world and geometric shapes.	Emphasis on instruction using real world manipulative and objects on counting items and geometric shapes.	SPED Department Chair Leadership Team	Monitor the progress of students via community based instruction (CBI). FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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 2011-2012 Florida Alternate Assessment indicate that 31% of students scored at or above level 7 in mathematics. Our goal for the 2012-2013 school year is to increase the number of students scoring at or above level 7 on the FAA in mathematics by 3 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(4)	34%(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
	The area of deficiency in the 2012 FAA is determining correct amounts for purchasing	Emphasize instruction in counting money and making change in real world situations in class	SPED Department Chair Leadership Team	Monitor the progress of students via community based instruction (CBI).	Formative: Unique Skills Curriculum Summative:

1	and budgeting in real world situation.	and community based instruction. Review for long term leaning math concepts such as rote counting, fact fluency and tools for measurement	FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	2013 FAA Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2011-2012 Florida Alternate Assessment indicate that 46% of students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the number of students making learning gains on the FAA in mathematics by 10 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(5)	56%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in the 2012 FAA is solving real world problems involving perimeter using visual models.	Emphasize instruction through small group and one on one utilizing manipulatives.	SPED Department Chair Leadership Team	Monitor the progress of students via community based instruction (CBI). FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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 2011-2012 Algebra 1 EOC indicate that 31% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(140)	35%(159)

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 Algebra I EOC was Reporting Category of Functions, Linear Equations and Inequalities	<p>Increase practice of these topics including computer lab time using Carnegie that targets the reporting category, as this category counts for 55% of the test.</p> <p>Integrate suggested bell ringers that practice and reinforce problems dealing with functions and the use of algebraic equations such as the equation of a circle, Pythagorean Theorem, and the value of variables as well as systems of equations and inequalities and the use of Venn Diagrams to solve algebraic equations.</p> <p>Increase online mathematics practice testing and assessments.</p> <p>Provide Saturday Academy Tutoring in Algebra I.</p>	MTSS/RtI Team	<p>Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Data reports generated by the Carnegie program and Algebra I mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students</p>	<p>Formative Assessments (by individual teachers)</p> <ul style="list-style-type: none"> - Interim Assessments - Teacher Logs - Student Portfolio <p>Summative Assessment:</p> <ul style="list-style-type: none"> - 2013Algebra I EOC
2	The area of deficiency as noted on the 2012 Algebra I EOC was Reporting Category of Rationals, Radicals, Quadratics and Discrete Mathematics.	<p>Increase practice in identifying relationships and patterns. Provide students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.</p> <p>Provide Saturday Academy Tutoring in Algebra I.</p>	MTSS/RtI Team	<p>Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Data reports generated by the Carnegie program and Algebra I mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students</p>	<p>Formative Assessments (by individual teachers)</p> <ul style="list-style-type: none"> - Interim Assessments - Teacher Logs - Student Portfolio <p>Summative Assessment:</p> <ul style="list-style-type: none"> - 2013Algebra I EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	The results of the 2011-2012 Algebra 1 EOC indicate that 8% of students achieved Level 4 and 5 proficiency.
Algebra Goal #2:	Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (36)	10% (46)

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 a area of deficiency as noted on the 2012 Algebra I EOC was Reporting Category of Functions, Linear Equations and Inequalities.	Increase enrichment activities that employ linear equations and algebraic inequalities through bell ringers and home learning assignments on a daily basis. Increase problem-solving practice utilizing math driven computer programs in the student math lab that target solving literal equations for a specified variable as well as writing equations of a line that models data points. (Use of Carnegie)	MTSS/RtI Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains. Carnegie data reports. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	Formative Assessments (by individual teachers) - Interim Assessments - Student Logs - Student Portfolio Summative Assessment: -2013 Algebra I EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2					

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 2011-2012 Algebra 1 EOC indicate that 33% of ELL students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (41)	43% (54)

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 a area of deficiency as noted on the 2012 Algebra I EOC was Reporting Category of Functions, Linear Equations and Inequalities.	<p>Increase practice of these topics including computer lab time using Carnegie that targets the reporting category, as this category counts for 55% of the test.</p> <p>Integrate suggested bell ringers that practice and reinforce problems dealing with functions and the use of algebraic equations such as the equation of a circle, Pythagorean Theorem, and the value of variables as well as systems of equations and inequalities and the use of Venn Diagrams to solve algebraic equations.</p> <p>Increase online mathematics practice testing and assessments.</p> <p>Provide Saturday Academy Tutoring in Algebra I.</p>	MTSS/RtI Team	<p>Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Data reports generated by the Carnegie program and Algebra I mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students</p>	<p>Formative Assessments (by individual teachers)</p> <ul style="list-style-type: none"> - Interim Assessments - Teacher Logs - Student Portfolio <p>Summative Assessment: - 2013Algebra I EOC</p>
2	The area of deficiency as notes on the 2012 Algebra I EOC was Reporting Category of Rationals, Radicals, Quadratics and Discrete Mathematics.	<p>Increase practice in identifying relationships and patterns. Provide students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.</p> <p>Provide Saturday Academy Tutoring in Algebra I.</p>	MTSS/RtI Team	<p>Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Data reports generated by the Carnegie program and Algebra I mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with</p>	<p>Formative Assessments (by individual teachers)</p> <ul style="list-style-type: none"> - Interim Assessments - Teacher Logs - Student Portfolio <p>Summative Assessment: - 2013Algebra I EOC</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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra 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
1	N/A	N/A	N/A	N/A	N/A
2					

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
2					

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	The results of the 2011-2012 Geometry EOC exam indicate that 31% of students achieved Level 3
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Geometry. Geometry Goal #1:	proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (171)	34% (193)

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 a area of deficiency as noted on the 2012 Geometry EOC was Reporting Category : Two Dimensional Geometry.	<p>Increase the use of the Carnegie lab with classes scheduled once per week, for a one-hour block period.</p> <p>Students will also use Geometry sketchpad to practice finding the lengths and midpoints of line segments in two-dimensional coordinate systems.</p> <p>Update suggested bell ringers to practice questions that apply the inequality theorems, finding the center and radius and equation of a circle as well as the transformation to polygons to determine congruence, similarity and symmetry.</p> <p>Provide Saturday Academy Tutoring in Geometry.</p>	MTSS/RtI Team	<p>Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Data reports generated by the Carnegie program and Algebra I and Geometry mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.</p>	<p>Formative Assessments (by individual teachers)</p> <ul style="list-style-type: none"> - Interim Assessments - Student Logs - Student Portfolio <p>Summative Assessment:</p> <ul style="list-style-type: none"> - 2013 Geometry EOC
2	The area of deficiency as noted on the 2012 Geometry EOC was Reporting Category: Trigonometry & Discrete Mathematics	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).	MTSS/RtI Team	<p>Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains.</p> <p>Data reports generated by Geometry Sketchpad and Geometry mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students</p>	<p>Formative Assessments (by individual teachers)</p> <ul style="list-style-type: none"> - Interim Assessments - Student Logs - Student Portfolio <p>Summative Assessment:</p> <ul style="list-style-type: none"> - 2013 Geometry EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2011-2012 Geometry EOC exam indicate that 14% of students achieved Level 4 and 5.. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(81)	16%(90)

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 a area of deficiency as noted on the 2012 Geometry EOC was Reporting Category: Two Dimensional Geometry.	Increase enrichment activities that employ polygon transformations and solving real world problems using measurements, theorems and formulas. Use of enrichments activities using Carnegie program through the math lab.	Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains. Carnegie data reports. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative Assessments (by individual teachers) - Interim Assessments - Student Logs - Student Portfolio Summative Assessment: -2013 Geometry EOC
2	The area of deficiency as noted on the 2012 Geometry EOC was Reporting Category: Trigonometry & Discrete Mathematics	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent). Use of enrichments activities using Carnegie program through the math lab.	Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught and adjust instruction as needed to ensure progress is being made and students are making learning gains. Carnegie data reports. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	Formative Assessments (by individual teachers) - Interim Assessments - Student Logs - Student Portfolio Summative Assessment: -2013 Geometry EOC

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 # N/A 3A :
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Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	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:

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
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 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
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 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
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:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra I Strategies	Algebra I Grade 9	M Riggins	Algebra I Teachers	October 25, 2012	Follow-up meetings / observations	Administration
Geometry Strategies	Geometry Grade 10	M Riggins	Geometry Teachers	September 5, 2012 September 19, 2012	Classroom observations/follow-up	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1, 3B.1-3E.1	Tutoring – Saturday Academy	District Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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.		The results of the 2011-2012 Florida Alternate Assessment indicate that 25% of students scored Levels 4, 5, and 6 in science.			
Science Goal #1:		Our goal for the 2012-2013 school year is to increase the number of students scoring levels 4, 5 and 6 on the FAA in science by 5 percentage points to 30%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25%(3)		30% (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	The area of deficiency as noted on the 2012 FAA is common health issues.	Emphasize instruction on personal hygiene skills and the human body and development through use of examples and non-examples. Students will be provided with objects/pictures for exploration and identification of key scientific concepts.	MTSS/Rtl Team	Department Chair will monitor that lessons are executed with emphasis on access points. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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 science.	The results of the 2011-2012 Florida Alternate Assessment indicate that 17% of students scored at or above level 7 in science.

Science Goal #2:		Our goal for the 2012-2013 school year is to increase the number of students scoring at or above level 7 on the FAA in science by 3 percentage points to 20%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
17% (2)		20% (2)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FAA is natural selection.	Emphasize instruction on understanding living and nonliving things through visual aids and creating collages.	Leadership Team	Department Chair and leadership team will monitor that lessons are executed with emphasis on access points. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students	Formative: Unique Skills Curriculum Summative: 2013 FAA Assessment

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.		The results of the 2012 Biology EOC Assessment indicate that 29% of students scored in the middle third percentage scoring at achievement level 3.			
Biology Goal #1:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 33%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29%(163)		33% (181)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 Biology EOC Assessment is the reporting category on Molecular and Cellular Biology.	Utilize diagrams, bell ringers, and charts that describe the process of molecular and cell biology through modeling of macromolecules and cells along with their process as well as	MTSS/Rtl Team	Progress Monitoring of student lab reports through the use of suggested laboratory journals. Also suggested is the use of school developed laboratory report rubric.	Formative Assessments - Student Portfolio - Interim Assessments Summative Assessment

1	The ability for students to comprehend key biology vocabulary and increase their reading comprehension within the content area.	inquiry labs in photosynthesis and cellular respiration. Students will practice such benchmarks through hands-on laboratory activities, Gizmos and whole group instruction. Address the needs of ELL and FCAT Reading Levels 1 & 2 by employing instructional strategies and providing opportunities for them to participate in enrichment activities, after school tutorials and science clubs.		FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	- 2013 Biology EOC
2	The ability for students to relate biology concepts to their everyday lives.	Employ front-loading strategies which introduce key ideas to students, pique their curiosity, activate their relevant background knowledge and focus their attention on essential elements of the text. (e.g. visual aids, laboratory investigations, service-learning, role playing).	MTSS/RtI Team	Progress Monitoring of student lab reports through the use of suggested laboratory journals. Also suggested is the use of school developed laboratory report rubric. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students.	Formative Assessments - Student Portfolio - Interim Assessments Summative Assessment - 2013 Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC Assessment indicate that 24% of students scored in the higher third percentage achieving level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(130)	25%(138)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 Biology EOC Assessment is the Reporting Category on Molecular and Cellular Biology.	Provide a variety of hands-on inquiry based learning opportunities for students to analyze the process of mitosis and meiosis and relate them to asexual and sexual reproduction and their consequences for genetic variation. Also, provide students the	Leadership Team	Progress Monitoring of student lab reports, student portfolios, and performance on AA Biology EOC mini-assessments. FCIM will be implemented by data analysis through curriculum council	Formative Assessments: - Student Portfolio - Interim Assessments Summative Assessment: - 2013 Biology EOC

1	The ability for students to apply higher order thinking skills in solving problems and acquiring new biological knowledge.	<p>opportunity to model the process of DNA replication and relate it to the transmission and conservation of genetic information. This will allow students to apply learned concepts to real world problems stemming from genetic mutations and errors in DNA sequences.</p> <p>Provide instructional strategies for promoting rigor in the classroom through laboratory investigations and independent science research.</p>		meetings and on-going data chats with department teachers and students.	
2	The ability for students to design an experiment, given data and conditions.	Develop professional learning communities of biology teachers to research, discuss, design and implement strategies to increase inquiry-based learning in the Life Sciences.	Leadership Team	<p>Progress Monitoring of student lab report, student portfolios, and performance on AA Biology EOC mini-assessments.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with department teachers and students</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Student Portfolio - Interim Assessments <p>Summative Assessment:</p> <ul style="list-style-type: none"> - 2013 Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology Student Data Chats	Grade 9 & 10/Biology	Science Chairperson, Biology Lead Teacher	All Biology Teachers	September 2012 December 2012 March 2013	Interim Assessment Results Student Portfolios	Leadership team, MTSS/RtI team, and subject level teams will meet monthly to monitor student progress and the effectiveness of the Biology benchmark incorporation.
Physical Science: Integrating Biology and Scientific Inquiry-Teacher Target PD	Grade 9/ Physical Science	Science Chairperson Physical Science Lead Teacher	Physical Science Teachers Biology Teachers	September 17, 2012	Bell Ringers Classroom Observations Lesson Plans	Leadership team, MTSS/RtI team, and subject level teams will meet monthly to monitor student progress and the effectiveness of the Biology benchmark incorporation.
				August 28, 2012 September 25, 2012 October 30, 2012		Leadership team,

Biology Teacher Task Force– EOC Action Plan	Grade 10 Biology Teachers	Science Chairperson, Biology Lead Teacher	Biology Task Force Teachers	November 27, 2012 December 11, 2012 January 29, 2013 February 26, 2013 March 19, 2013 April 30, 2013 May 21, 2013	Interim Assessment Results Student Portfolios	MTSS/RTI team, and subject level teams will meet monthly to monitor student progress and the effectiveness of the Biology benchmark incorporation.
Inquiry Based Learning and Utilizing Data to Drive Instruction	Grade 9-12 Sciences	Science Chairperson & Administrative Team	All Science Teachers	October 25, 2012	Student Lab Reports	Leadership team, MTSS/RTI team, and subject level teams will meet monthly to monitor student progress and the effectiveness of the essential labs and lesson driven field experiences.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1-2.1	Lab supplies for Biology essential labs.	Science Lab Fees	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Exam indicate that 81% of Grade 10 students scored at a level 3 or above. Our goal for the 2012-2013 school year is to increase the number of students scoring at achievement levels 4 and 5 by 1 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (418)	82% (428)

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	Due to the lower number of students scoring 5s and 6s on the 2012 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.	After reviewing the released 2012 FCAT Writing Essay CD, it is suggested that language arts teachers utilize 6 Traits lessons, mini-lessons, bell ringers, discussion, the scoring guide, anchor papers, and writing samples to help students develop support that is substantial, specific, relevant, and concrete. Tutoring will also be provided to students through the Saturday Academy program.	MTSS/RtI Leadership Team	Administer and score students' monthly writing prompts to monitor student's progress and to adjust focus as needed.	Formative: Student's scores on monthly writing assessments. Summative: 2013 FCAT Writing Assessment
2	Due to the lower number of students scoring 5s and 6s on the 2012 FCAT Writing Test, students may be struggling with developing a mature command of language, utilizing a variety of sentence structures, and accurately employing conventions.	Language arts teachers may utilize 6 Traits lessons, grammar mini-lessons, anchor papers, the scoring guide, and creative writing strategies to instruct students how to develop a mature command of language, utilize a variety of sentence structures, and accurately employ conventions.	MTSS/RtI Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Student's scores on monthly writing assessments. Summative: 2013 FCAT Writing Assessment
3	Due to the higher number of students scoring 1s and 2s on the 2012 FCAT Writing Test, students may be struggling with developing an organizational pattern that provides for a logical progression of ideas.	During writing instruction students will use a graphic organizer / plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and facts) to develop organization and elaboration.	MTSS/RtI Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Students' scores on monthly writing assessments. Summative: 2013 FCAT Writing 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 FAA Writing Exam indicate that 25% of Grade 10 students scored at a level 4 or higher. Our goal for the 2012-2013 school year is to increase the number of students scoring at achievement level 4 or higher by 5 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(3)	30% (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	The area of deficiency as noted on the 2012 FAA assessment is the lack of spelling of phonetically, regular and high frequency words.	Teacher may emphasize instruction utilizing visuals with sentences to facilitate students matching them to an appropriate topic. Students will use picture cards to create sentences and paragraphs on topic.	MTSS/RtI Team	Monitor student's progress in spelling and phonetics and adjust focus as needed.	Formative: Unique Skills Curriculum Summative: 2013 FAA 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
Scoring Guide and Sample Review	9-10 / Language Arts	Language Arts Teachers	Language Arts Teachers	October 25, 2012	Students' scores on monthly writing assessments. Classroom walk-through documenting use of the strategies	Leadership team, MTSS/RtI team, and grade level teams will meet monthly to monitor student progress and the effectiveness of the writing instruction.
Analysis of Student Work PLC	9-10 / Language Arts	Language Arts Teachers	Language Arts Teachers	October 2012– February 2013	Students' scores on monthly writing assessments. Classroom walk-through documenting use of the strategies	Leadership team, MTSS/RtI team, and grade level teams will meet monthly to monitor student progress and the effectiveness of the writing instruction.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1	Tutoring – Saturday Academy	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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:	On the administration of the U.S. History baseline exam, 0% of students achieved proficiency level 3. The expected level of performance for 2012-2013 is to increase the number of students meeting proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (41)

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 limited understanding how to research facts pertaining to history both in print and non-print resources.	Provide opportunities for students to research specific events and personalities in history using both print and non-print resources. Utilize District-published lesson plans with assessments aligned to test End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	MTSS/RtI team	Data analysis of assessments, comparing benchmarks to evaluations. Review persuasive writing using a site generate rubric.	Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments Summative: 2013 U.S. History 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 U.S. History. U.S. History Goal #2:	On the administration of the U.S. History baseline exam, 0% of students scored at or above levels 4 and 5. The expected level of performance for 2012-2013 is to increase the number of students scoring levels 4 and 5 by 10 percentage points to 10 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (41)

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 limited understanding in simulation activities related to national and political issues.	Provide students with opportunities to discuss values, complexities, and dilemmas involved in social, political, and economic issues in history: assist students in developing well-reasoned positions on issues.	MTSS/RtI Team	Data analysis of assessments, comparing benchmarks to evaluations. Review persuasive writing using a site generate rubric.	Formative: District and School-site assessment data through Edusoft. Bi-weekly assessments Summative: 2013 U.S. History EOC 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
"We the People..."	11th grade	District	All U. S. History teachers	October 25, 2012	Student Portfolios	Administration
EOC U.S. History Item Specs	11th grade	Department Chair	All U. S. History teachers	Task Force Meetings Common Lunch-Monthly	Student Mini-Assessments	Administration

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 – 2.1	Print Resources	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to 94.51% by minimizing absences due to truancy and create a welcoming school climate for all stake holders. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive absences (10 or more) from 977 students to 928 students and 451 students to 428 students respectively.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.51% (2079)	94.51% (2101)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
977	928
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
451	428

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 and parents are unfamiliar with the District's Attendance and Tardy policies.	Student's attendance and tardiness will be monitored daily. Students will be placed in an early intervention program. The school social worker will make necessary visitations. Students may be placed on attendance contracts that address both absences and tardies. Grade level orientations and parent meetings will be held to review the District's and schools Attendance Policy. Develop and incentive program for students in compliance with attendance.	Administration, Attendance Review Committee, Leadership team, and teachers.	Monthly monitoring of school attendance bulletin, monitoring students on attendance contracts, and referral of students by teacher who have excessive tardies and/or absences.	Attendance bulletin and electronic grade book.
	Many students are absent from school and class due to excused	Student's attendance will be monitored daily. Students will be placed	Administration, Attendance review	Monthly monitoring of school attendance bulletin, monitoring	Attendance bulletin and electronic grade

2	and unexcused reasons.	In an early intervention program. The school social worker will make necessary visitations. The students may be placed on attendance contracts.	committee, Leadership team, and teachers.	students on attendance contracts, and referral of students by teacher who have excessive tardies and/or absences.	book.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy Review	9-12	Administrative Team	All Teachers	August 17, 2012	Monitor the Attendance reports daily.	Administration

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
1.1	Attendance Incentive Program	PTSA	\$150.00
			Subtotal: \$150.00
			Grand Total: \$150.00

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 from 1920 total indoor suspensions to 1728 and from 271 total outdoor suspensions to 244.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1920	1728
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
710	639
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
271	244
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
169	152

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 total number of indoor and outdoor suspensions decreased from 2165 during the 2010-2011 school year to 1920 in the 2011-2012 school year and from 319 in the 2010-2011 school year to 169 in the 2011-2012 school year respectively.</p> <p>Even though there was a decrease in total indoor and outdoor suspensions the barrier is due to student and parent unfamiliarity with the Student Code of Conduct.</p>	<p>At the beginning of the school year, all students will attend grade level assemblies to discuss school rules and policies.</p> <p>Early interventions will take place to deter students from future behavior issues.</p> <p>An incentive program will be put in place rewarding exemplary and model behavior.</p> <p>Students with continued disciplinary issues will be placed on behavioral contracts.</p> <p>RtI/MTSS teams will intervene as necessary.</p>	Leadership Team Student Services	Suspension report, teacher referrals, and number of students on behavior contracts..	Suspension report.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Student Incentives	PTSA	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Dropout Prevention</p> <p>Dropout Prevention Goal #1:</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>During the 2011-2012 school year our drop-out rate was 1.97%.</p> <p>Our goal for the 2012-213 school year is to decrease student dropout to 1.87%.</p> <p>During the 2011-2012 school year, our graduation rate was 66%.</p> <p>Our goal for the 2012-2013 school year is to increase the graduation rate by 2 percentage points to 68%.</p>
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.97% (44)	1.87% (42)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

66% (462)			68% (544)		
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 dropout rate decreased from 2.7% in the 2010-2011 school year to 1.97 % in the 2011-2012 school year.</p> <p>Even though the drop-out rate decreased, the barrier still causing student drop-outs is due to credit recovery issues and attendance.</p>	<p>School social worker will meet with students in jeopardy of dropping out due to excessive absences.</p> <p>Student services will meet with students in jeopardy and develop a monitoring and academic plan to assist students with course recovery.</p> <p>Implementation of a school-wide drop-out prevention program which pairs at-risk students with teacher mentors.</p>	Student Services Social Worker Administrators	Bi-weekly meeting logs, progress monitoring, enrollment in course recovery programs and bi-monthly discussions with the mentors.	<p>Progress Report from each department to assess student compliance and progress.</p> <p>2013 Drop-out Rate</p>
2	<p>The graduation rate decreased from 72.4% in 2010-2011 school year to 66% in 2011-2012 school year. In order to increase the graduation rate to 68% in the 2012-2013 school year students must become familiar with the graduation requirements.</p>	<p>Provide parent meetings to inform parents of the graduation requirements and the available resources to assure that students receive the proper support.</p> <p>Provide students meetings to inform students of the graduation requirements. Meet with seniors on a quarterly basis to review student's academic progress and recovery interventions if necessary.</p>	Student Services Social Worker Administrators	<p>Monitor student academic progress and attendance records.</p> <p>Monitor parent attendance at graduation workshops and contact those parents not attending.</p>	<p>Parent Logs Student Contracts Semester Failure Lists</p> <p>2013 Graduation Rate</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
Graduation Meeting	Grade Levels 11-12	Administration & Student Services	12th Grade (Senior) Teachers	October 2012 (on-going) January 31, 2013 April 2013 (on-going)	Review of student credit history, senior letters and grading period grades.	Administration and Student Services

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
1.1-1.2	Senior Letter – Credit History & Deficiencies (Duplicating Services)	Activities Funds	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:		N/A		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.			
STEM Goal #1:		Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines			
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 proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses.	Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards/Common Core as delineated in the District Pacing Guides. Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan. Participation of students in the Fairchild Challenge, Youth Fair exhibits and the Robotics Competition.	Administrators and Science, Computer and Arts Department chairperson	Administrators and department chairpersons will monitor tracking system of student expectation and performance	Student enrollment in upper level STEM courses for the 2012-2013 school year.
2	Student lack of participation in rigorous competitions and projects.	Increase school/student participation in programs such as the Fairchild Challenge, Youth Fair exhibits and the Robotics Competition.	Administrators and Science, Computer and Arts Department chairperson	Administrators and department chairpersons will monitor tracking system of student expectation and performance.	Student enrollment in upper level STEM courses for the 2012-2013 school year.

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
Robotics Competition	9-12	Pedraza-Cruz	Business Computer (Grade 9-12)	September 2012 – June 2013	Robotics District, State and National Competitions	Robotics Chairperson
Regional Science Fair	9 – 12	Aycart	Science Department (Grades 9-12)	September 2012 – June 2013	Science Fair Action Plan – School Science Fair	Science Department Chairperson
Youth Fair Competition	9-12	Truby, Gormley, & Lemo	Art & Construction (Grade 9-12)	September 2012- June 2013	Youth Fair Art & Construction Fair	Art & Construction Chairperson

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Competition Entry Fees & Supplies	EESAC	\$500.00
			Subtotal: \$500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:		Based on the data for the 2011-2012 school year 62 students took an Industry certification exam. Of those students 56 earned a passing score on Industry Certification exam. Our goal for the 2012-2013 school is to increase the number of students taking an Industry Certification exam and 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. CTE teachers will implement baseline, practice and/or readiness exams or activities throughout instruction. Develop student internships within the CTE fields.	CTE Team Administrators	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through review of test data and student portfolios.	2013 CTE Industry Certification Exams
2	Limited CTE courses or areas of certification.	Increase the number of teachers with certification exams.	CTE Team Administrators	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through review of test data and student portfolios.	2013 CTE Industry Certification Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Industry Certification PD's	ALL	District Training	CTE Certified Teachers	November 6, 2012	Implementation of Lessons.	Administrators

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Student Certification Exams	CAPE Academy	\$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
2.1	CTE Certification Exams	CAPE Academy	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	4a.1	Saturday Academy Tutoring	District Funds	\$2,000.00
CELLA	1.1-3.1	Tutoring	Title III - ESOL	\$2,000.00
Mathematics	1.1, 3B.1-3E.1	Tutoring – Saturday Academy	District Funds	\$2,000.00
Science	1.1-2.1	Lab supplies for Biology essential labs.	Science Lab Fees	\$5,000.00
Writing	1a.1	Tutoring – Saturday Academy	EESAC	\$1,000.00
U.S. History	1.1 – 2.1	Print Resources	EESAC	\$500.00
STEM	1.1	Competition Entry Fees & Supplies	EESAC	\$500.00
CTE	1.1	Student Certification Exams	CAPE Academy	\$0.00
				Subtotal: \$13,000.00
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
CTE	2.1	CTE Certification Exams	CAPE Academy	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	1.1	Attendance Incentive Program	PTSA	\$150.00
Suspension	1.1	Student Incentives	PTSA	\$500.00
Dropout Prevention	1.1-1.2	Senior Letter – Credit History & Deficiencies (Duplicating Services)	Activities Funds	\$200.00
				Subtotal: \$850.00
				Grand Total: \$13,850.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

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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.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Recruitment efforts such as parent nights and school functions have taken place in order to gain member representatives from other businesses, community citizens, and parents. Principal will appoint community/business representatives.

Projected use of SAC Funds	Amount
Writing Tutoring	\$1,000.00
STEM Resources	\$500.00
U.S. History Resources	\$500.00

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

Monthly EESAC meeting every third Wednesday of the Month.
Review of school assessments results and School Improvement Plan implementation and updates.
Develop and maintain the School Improvement Plan (SIP).

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 SOUTH MIAMI SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	71%	73%	38%	221	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	49%	70%			119	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	54% (YES)	58% (YES)			112	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					452	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTH MIAMI SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	73%	88%	42%	245	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	51%	73%			124	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	63% (YES)			106	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					485	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested