FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORTH GARDENS HIGH SCHOOL CHARTER

District Name: Dade

Principal: Maria Regueiro

SAC Chair: Lazara Ramirez, EdD

Superintendent: Alberto M Carvalho

Date of School Board Approval: September 27, 2012

Last Modified on: 10/12/2012

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	Robert L. Martin, PhD	BS, MA, PhD, Professional School Principal K-12	1	21	For the 2011-2012 school year, North Gardens High School was a non graded school. '12 '11 '10 '09 '08 School Grade N/A D D D F AYP - N N N N High Standards Rdg. 33 27 35
Assis Principal	Lazara Ramirez, EdD	Ed,D, M.S (Educational Leadership), M.S. (TSOL), B.A. (Elementary Education) Educational Leadership,(all Levels) Elementary Education, (grades K- 6) English For Speakers of Other Languages	1	3	For the 2011-2012 school year, North Gardens High School was a non graded school. 12 11 10 09 '08 School Grade N/A A D A C AYP - Y N N N High Standards Rdg. 60 48 69 High Standards Math 58 47 62

| | | | | | Lrng Gains-Rdg. 79 53 58
Lrng Gains-Math 77 51 74
Gains-Rdg-25% 87 60 60

Nov 2010-2011-Unemployed |

| (ESOL),
Endorsement
Foreign
Language-
Spanish,(grades
K-12)
Prekindergarten/Primary

Education, (age
3 –Grade3)
1 | | | |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Gretel Ibanez	BA in Social Work Elementary Education ESOL	1	1	'10 School Grade Pending AYP N High Standards Rdg. 60 High Standards Math 58 Lrng Gains-Rdg. 79 Lrng Gains-Math 77 Gains-Rdg-87% *Note: Reading Coach not teaching at a school site.

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. Regular Meetings for new teachers with administration.	Principal	August 22, 2012 – June 7, 2013	
2	2. Prior to the beginning of school year 2011-2012, personnel not deemed highly qualified will complete a self-evaluation documenting progress towards requirements for becoming highly qualified. Personnel department will provided each individual with a prescription of steps toward becoming highly qualified.	Principal	August 22, 2012 – June 7, 2013	
3	3. Provide support staff services to enhance teacher effectiveness with parent contacts, data analysis, professional devices and incentive awards.	Assistant Principal/ SPED Coordinator	August 22, 2012 – June 7, 2013	
4	4. Regular meetings between new teachers and administration.	Principal/Assistant Principal	August 22, 2012 – June 7, 2013	
5	5. Teachers-Teachers.com	Principal	August 22, 2012 – June 7, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Teachers will be taking recertification exams during the 2012-2013

2 NHQ ONE	school year. Teachers have been placed with peer teachers for support. Teachers will be taking recertification exams during the 2012-2013 school year. Teachers have been placed with peer teachers for support. Both teachers are working on a waiver.

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
9	33.3%(3)	22.2%(2)	22.2%(2)	22.2%(2)	33.3%(3)	77.8%(7)	0.0%(0)	0.0%(0)	11.1%(1)

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
Francena McMullen	Renald Alexis	Mr. Alexis is a first year teacher.	Review and application activities relating to all major areas of standard operation and best practices in the classroom. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. Regular meetings to discuss individual student academic performance and overall strategies for improving student performance in coursework and on standardized exams. Classroom observations and follow-up to address best practices in the area of classroom management.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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, ESE Specialist, Reading Specialist, Advisory Teacher, Counselor, Security Specialist, Family Counselor

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

The MTSS/RTI TEAM team will meet on a bi-monthly basis to consider students for recommendation or already recommended; Emergency sessions will be called for urgent interventions needed based upon classroom and/or other school-related events that may impact student achievement, school participation or school operations.

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 lead team meets on a consistent basis in order to ensure that the goals and objectives set forth in the School Improvement Plan are being met. Additionally, the MSS team has representatives present at the SAC meetings in order to assist in using the School Wide Florida's Continuous Improvement Model to develop and monitor the School Improvement Plan. The team provided the SAC with data on academic areas that need improvement, budgeting hurdles, and helped develop the goals, strategies, and interventions to be implemented during the 2011-2012 school year.

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.

Data used will be FAIR, Baseline and Interim Assessments, State Math and Science assessments, FCAT, school site specific assessments. Data from these assessments will be used to guide instructional decisions and systems procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver intervention.
Behavior implementations will be followed by the Student Case Management System, detentions, suspensions/expulsions, referrals by student behavior, staff behavior, and administrative context, and attendance.

Describe the plan to train staff on MTSS.

Professional Development (PD) will be provided to teachers on Teacher Workdays that have been designated as Professional Development Day(s). Additionally, teachers will be given professional development during common planning time. The RTI team will have an initial PD for all faculties in August and will meet again in November. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on RtI.

Describe the plan to support MTSS.

Bi-weekly Leadership Team meetings held to review strategies used in classes and curriculum based lessons plans and providing support for school staff to understand basic RtI principles and procedures.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Teacher, English Teacher, ESE Specialist, Career Counselor

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

The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with instructional staff on the outcomes of the meetings and continuously keep them abreast

of new information.

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

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading FCAT. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students and pull-out tutoring.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers in the areas of Mathematics, Science, Social Studies, and English will implement the following Reading strategies: Graphic Organizers, CRISS strategies, and FCAT Reading Task Cards. Implementation of these strategies will be monitored through classroom observation, walkthroughs, APEX Assessments, and course specific Progress Monitoring Logs.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will purse vocational programs, others will seek employment or enroll in a two or four year college. An Integrated Math I and II course will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivery via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

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?

Every student meets one-on-one with a counselor to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website.

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

North Gardens High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes at post-secondary institutions. There will also provide presentations from professional representatives of post-secondary programs.
All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the postsecondary level. A series of integrated math courses will be offered as well as higher curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams. Prior to graduating, all students will be required to submit a transition portfolio. This portfolio will include all postsecondary planning activities as described in the response to the previous question. Activities will include a thorough investigation of public postsecondary educational settings to include admissions criteria application processes, financial aide assistance, etc.

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 Reading 2.0 Test indicat that 24% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (3)	10% (12)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary	1a.1. The following instructional strategies will be utilized to support Reporting Category 1: The use of vocabulary word maps; word walls and personal dictionaries Instruction will be provided in different levels of content specific words (shades of meaning); reading from a wide variety of texts; and in identifying differences in meaning due to context through opportunities provided with Computer Assisted.	1a.1. The Literacy Leadership team along with administrators will be responsible for the monitory of the implementation of the identified strategies.	1a.1. Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	1a.1. Formative: CAP-Computer Assisted Program reports generated from FCAT Explorer, Baseline and Interim Assessment results, Computer Assisted Program-APEX, Reading Plus Summative: Results from 2013 FCAT Reading Assessment
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis	1a.2. Provide a variety of instructional strategies and activities that include graphic organizers, concept maps, open compare/contrast, signal or key words and encouraging students to read from a wide variety of texts. variety of texts	1a.2. Provide a variety of instructional strategies and activities that include graphic organizers, concept maps, open compare/contrast, signal or key words and encouraging students to read from a wide variety of texts. variety of texts	1a.2 Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	1a.2. Formative: CAP-Computer Assisted Program reports generated from FCAT Explorer, Baseline and Interim Assessment results, , Computer Assisted Program-APEX, Reading Plus Summative: Results from 2013 FCAT 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. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	FCAT Reading Test indicates that _0_ of students achieved Level 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase Level 4 and 5 student proficiency by _3_ percentage points to 3 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 % (0)	3% (4)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process	2a.1. Provide a variety of instructional strategies and abilities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question answer relationships, questioning the author, and summarizing. Computer Assisted Program-APEX, Reading Plus	2a.1. MTSS Team	2a.1 Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	2a.1. Formative: Baseline and Interim Assessment results, Summative: 2013 FCAT 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:

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5">No Data Submitted</td></tr>
</table>

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:	Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains. As a non-graded school, our school does not receive learning gains data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Problem-Solving Process to Increase Student Achievement				
1	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfictio	3a.1. Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings,	3a.1. MTSS Team	3a.1. Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	3a.1. Formative: Baseline and Interim Assessment results, , Summative: 2013 FCAT Reading Assessment Reading Plans

| | | charts, graphs, diagrams, etc) to locate, interpret, and organize information.

Students will work on Literacy Advantage courses through the Computer Assisted Program-APEX on a daily basis throughout the day.

Students will work on Reading Plus on a daily basis for 45 minutes. | | | |

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

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

Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4: | Our goal for the 2012-2013 school year is to increase the number of students achieving lowest 25% making gains.

As a non-graded school, our school does not receive learning gains data. |
|---|---|
| 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
	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT	4a.1. Use biographies, diary entries, poetry, and drama to teach students to identify	4a.1. MTSS Team	4a.1 Results of biweekly assessment data reports will be reviewed to ensure progress is being made	4a.1. Formative: Baseline and Interim Assessment

				and to make adjustments to instruction as needed	results, FAIR, Summative: 2013 FCAT Reading Assessment
1	Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction:	and interpret elements of story structure within and across texts. Help students understand character development, character point of view, figurative language such as similes, metaphors, and personification. Instruction will be provided on graphic organizers utilization, concept maps, open compare/contrast, signal or key words and encourage students to read from a wide variety of texts. Students will work on Literacy Advantage courses through the Computer Assisted Program-APEX on a daily basis throughout the day. Students will work on Reading Plus on a daily basis for 45 minutes.			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The goal is for each subgroup to make satisfactory progress in reading that equals or exceeds the Miami-Dade District average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 44% (53) (District Average)	Black 50% (60) (District Average)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1.	5B.1. Provide students with	5B.1. MTSS Team	5B.1. Results of biweekly assessment	5B.1 Formative:

				data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	Baseline and Interim Assessment results, FAIR, Summative: 2013 FCAT Reading Assessment.
1	Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary – Student need support in identify and understands the meaning of conceptually advanced prefixes, suffixes, and root words	need more practices with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Computer Assisted Program- APEX, Reading Plus			
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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal is for ELL students to make satisfactory progress equal to or exceeding the district average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>5C.1.

The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary</td><td>5C.1.
The following instructional strategies will be utilized to support Reporting Category 1: Students will use Task Cards, Focus on Key Vocabulary, Context Clues, Use Multiple Meaning Words, Interactive Word Walls, Use of Cognates, Word Banks, Structural Analysis and English Dictionary Computer Assisted Program- APEX, Reading Plus</td><td>5C.1 Administrators MTSS Team.</td><td>5C.1.
Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed</td><td>5C.1.
Formative: Baseline and Interim Assessment results, FAIR,

Summative: 2013 FCAT Reading Assessment</td></tr>
</table>

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:	Our goal is for Students with Disabilities to make satisfactory progress equal to or exceeding the district average
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	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary	5D.1. The following instructional strategies will be utilized to support Reporting Category 1: Students will use Task Cards, Focus on Key Vocabulary, Context Clues, Use Multiple Meaning Words, Interactive Word Walls, Use of Cognates, Word Banks, Structural Analysis and English Dictionary Computer Assisted Program- APEX,	5D.1. Administrators MTSS Team	5D.1. Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	5D.1. Formative: Baseline and Interim Assessment results, FAIR, Reading Plus Summative: 2013 FCAT 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:	Our goal is for economically disadvantages students to make satisfactory progress equal to or exceeding the district average.
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	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary	5E.1. The following instructional strategies will be utilized to support Reporting Category 1: Students will use Task Cards, Focus on Key Vocabulary, Context Clues, Use Multiple Meaning Words, Interactive Word Walls, Use of Cognates, Word Banks, Structural Analysis and English Dictionary Computer Assisted Program- APEX, Reading Plus	5E.1. Administrators MTSS Team	5E.1. Results of biweekly assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed	5E.1. Formative: Baseline and Interim Assessment results, FAIR, Summative: 2013 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	9-12/All	Trainer	All Staff	September 6, 2011	Weekly review of performance data	Reading Teacher Administration
SQ3R study system	9-12/All	Corporate Director of Reading	All Staff	August 18, 2011	Weekly student chats and Notebook RUBRIC check	Homeroom Teacher Reading Teacher Administration
FAIR/Reading FLDOE	9-12/ Reading	Administration and Reading Teacher	All Staff	September 2, 2011	Weekly review of performance data	Reading Teacher Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using APEX curriculum	Technology based curriculum	Corporate Office	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer/license upgrades	To upgrade existing software	To upgrade existing software	$500.00
		Subtotal: $500.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
APEX curriculum training NWEA training	APEX curriculum training NWEA training	APEX curriculum training NWEA training	$1,000.00
		Subtotal: $1,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $2,500.00	

End of Reading Goal

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:	N/A

2012 Current Percent of Students Proficient in listening/speaking:

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				

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:	N/A

2012 Current Percent of Students Proficient in reading:

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				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A

2012 Current Percent of Students Proficient in writing:

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				

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

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

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra 1EOC Test indicate that 36 % of the students achieved levels in the middle and upper 3rd. Our goal for the 2012-2013 school year is to increase student proficiency by _3__percentage points to _39___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (6)	39% (87)

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 lowest scores were in: Body of Knowledge-Algebra Standard:2 (Polynomials) Students have difficulty with multiple representations (graphical to symbolic).	Develop departmental guidelines for all students learning notebooks designed to increase student achievement.	MTSS Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: District Interim Assessment Reports, student authentic work. Summative: Results from the 2013 Algebra 1 EOC Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The lowest scores were in: Body of Knowledge- Algebra Standard:2 (Polynomials) Students have difficulty with multiple representations (graphical to symbolic). Our goal is to increase student proficiency by_1__percentage point to _22__%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (6)	22% (87)

	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 lowest scores were in: Body of Knowledge- Algebra Standard:2 (Polynomials) Students have difficulty with multiple representations (graphical to symbolic)	• Develop departmental guidelines for all students learning notebooks designed to increase student achievement. • Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	MTSS Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains	Formative: District Interim Assessment Reports, student authentic work. Summative: Results from the 2013 Algebra 1 EOC Test

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

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

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

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

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

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

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

of improvement for the following subgroup:

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC Test indicates that 13% of the students achieved proficiency levels. Our goal for the 2012-2013 school year is to increase student proficiency by 6% percentage points to 19%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2)	19% (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
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1	Area of deficiency as noted on the 2012 Geometry Baseline exam was Two-Dimensional Geometry.	Develop departmental guidelines for all students learning notebooks designed to increase student achievement. • Provide teachers with training in developing meaning through mathematical problem solving in a real-world context • Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations. • Increase the use of Geometer's Sketchpad and manipulatives to increase retention of key concepts in two-dimensional Geometry.	MTSS Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: District Interim Assessment Reports, student authentic work. Summative: Results from the 2013 Geometry EOC Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
	The results of the 2012 Geometry Baseline Test indicate

	2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	that _0__% of the students achieved proficiency levels. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 3% and their applications.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0% (0)	3% (0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Area of deficiency as noted on the 2012 Geometry Baseline exam was Two-Dimensional Geometry.	Develop departmental guidelines for all students learning notebooks designed to increase student achievement. • Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations. • Increase the use of Geometer's Sketchpad and manipulatives to increase retention of key concepts in two-dimensional geometry 3B.1. Provide inductive reasoning strategies that include discovery learning activities to improve special sense as it pertains to 3-dimensional figures. Assign students to cooperative student teams and require that the students explain to their peers in both verbal and written form	MTSS Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: District Interim Assessment Reports, student authentic work. Summative: Results from the 2013 Geometry EOC Test

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The lowest scores were in: Category2: (Geometry and Spatial Sense) Students struggle with 3-dimensional figures and their applications
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2 Area of deficiency as noted on the 2012 Geometry Baseline exam was Two-Dimensional Geometry.	Develop departmental guidelines for all students learning notebooks designed to increase student achievement. • Provide teachers with training in developing meaning through mathematical problem solving in a real-world context • Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations. • Increase the use of Geometer's Sketchpad	ELL Committee/ MTSS Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: District Interim Assessment Reports, student authentic work. Summative: Results from the 2013 Geometry EOC Test

		and manipulatives to increase retention of key concepts in two-dimensional Geometry.			

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:	The lowest scores were in: Category2: (Geometry and Spatial Sense) Students struggle with 3-dimensional figures and their applications
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	Area of deficiency as noted on the 2012 Geometry Baseline exam was Two-Dimensional Geometry.	Develop departmental guidelines for all students learning notebooks designed to increase student achievement. • Increase the use of Geometer's Sketchpad and manipulatives to increase retention of key concepts in two-dimensional geometry.	MTSS Team / MTSS/RtI Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: District Interim Assessment Reports, student authentic work. Summative: Results from the 2012 Geometry EOC Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
APEX technology based curriculum	Technology based curriculum	Corporate Office	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer license upgrades	Computer license upgrades	Corporate Office	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
• Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	• Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	• Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	$500.00
			Subtotal: $500.00
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 Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	
Science Goal #1:	

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

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

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 District Biology EOC Test indicate that _30___% of the students achieved proficiency levels. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to ___32_% As a new school, based on Baseline data our goal for the 2011-2012 school year for levels 3 and 4 students, is to increase the number of proficient students by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | 30% (5) | | 32% (14) | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Areas of deficiency as noted on the administration of the 2012 Biology EOC exam was classification, Heredity and Evolution: Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning. Students need support in developing and analyzing independent projects and to incorporate inquiry based virtual science experiments.	Provide activities for students to design and develop science and engineering projects to increase their scientific thinking. Develop and implement inquiry-based activities that allow for testing of hypothesis, data analysis, and explanation of variable and experimental design in Life Science. Students may demonstrate the Scientific methods by participation in the Science Fair and/or other competitions.	MTSS Team / RtI Team	The MTSS/RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention.	Formative – District Baseline Data and school based assessment. Summative 2013 – EOC Biology Evaluation Based

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:	Our goal for the 2012-2013 school year is to increase student scoring at or above Levels 4 and 5 by 1 percentage points to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	30% (14)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Areas of deficiency as noted on the administration of the 2012 Biology EOC exam was classification, Heredity and Evolution: Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusion, and apply key instructional concepts as to the origin, development, and classification of major life forms.	MTSS/RtI Team	The MTSS/RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention.	Formative – District Baseline Data and school based assessment. Summative 2012 – EOC Biology Evaluation Based

learning. Students need support in developing and analyzing independent projects and to incorporate inquiry based virtual science experiments.	

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
Connecting Science with Post Secondary	9-12/Science	Science Teacher	All Instructional Staff	October 26, 2012 On-going (Quarterly)	Staff evaluations of professional development experience.	Principal
Science Staff Development	9-12	APEX Consultants	School-Wide	August 22, 2011- ongoing	Classroom Walkthroughs	
Using dry labs to Integrate Science Concepts Across Clusters	9-12/Science	9-12/Science	All Instructional Staff	Staff Development Days (Oct & Feb)	Staff evaluations of professional development experience. Student performance data on core science courses.	Principal

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	APEX	Corporate Office	$1,000.00
	NWEA	Corporate Office	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Computer	License Upgrades	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	APEX	Corporate Office	$1,000.00
	NWEA	Corporate Office	$1,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,500.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate the 45% of students scored level 3 or higher. Our goal for 2012-2013 school year is to increase the percentage of students scoring level 4 or higher from 45% to 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (37)	50% (42)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the Writing FCAT was Writing Application, writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions. 1a.2. The area of deficiency as noted on the 2012 administration of the Writing FCAT was Writing Application, writing a persuasive essays that state a position or claim, present detailed evidence, examples and reasoning to support effective arguments and emotional appeals and acknowledge and refute opposing arguments	1a.1. During writing instruction, students will write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting including the use of figurative and descriptive language to convey style and tone. Incorporate and monitor the peer editing revision process. 1a.2. During writing instruction, students will: a. Review persuasive writing techniques with students. Poetry, print and media advertisement, editorials, and speeches can be used as examples for students to evaluate persuasive techniques. b. Select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message) that shows why the topic or activity is important	1a.1. Administration along with the Reading/Writing Teacher will be responsible for the monitory of the implementation of the identified strategies 1a.2. Administration along with the Reading/Writing Teacher will be responsible for the monitory of the implementation of the identified strategies	1a.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus. 1a.2. Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	1a.1. Formative: District Baseline Data and monthly writing prompts Summative 2012 FCAT Writing Test 1a.2. Monthly Assessments 2013 FCAT Writes Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits to Writing	9-12	District facilitator	9-12 English teachers	August 13-17, 2012 Ongoing	Small groups schedules	Administrator, English Department Chair, Curriculum Specialist
Four Square Writing	9-12	Reading teacher	9-12 English teachers	August 13-17, 2012 Ongoing	Grade Level Planning Sessions	Reading Teacher, English Department Chair, Curriculum Specialist.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
APEX curriculum	Technology based curriculum for students	Corporate Office	$1,000.00
Jamestown Reader	Technology based curriculum for students	Corporate Office	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer/license upgrades		Corporate Office	$500.00
			Subtotal: $500.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
APEX curriculum	PD for teachers	Corporate Office	$500.00
NWEA Assessment	PD for teachers	Corporate Office	$500.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Our goal for the 2012-2013 school year is to increase student proficiency in US History to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based in US History content a	1.1. Emphasizes problem solving and inquiry-based learning; Emphasizes research-based activities on various security issues impacting the world community; Provides opportunities for students to write to inform and to persuade; and Provides an opportunity for students to participate in simulation activities related to national security.	1.1. MTSS Team/RtI Team	1.1. The MTSS Team/RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention. 1.1 Formative – District Baseline Data and school based assessment. Summative 2012 – EOC US History Evaluation Based	1.1. Formative – District Baseline Data and school based assessment. District Spring 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:	

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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:	North Gardens High School's goal for 2012 – 2013 school year is to increase student attendance by 3 percentage points from 75.35% to 77.35% by minimizing absences due to illness and transportation.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
75.35% (408)	78.35 (424)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
437	415
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
134	127

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students in need of information on attendance policy. 1.2. Large majority of student population have entered school with an extensive history of excessive absences and truancy issues. 1.3. Incentives for good student attendance was limited	1.1. Identify and refer students who are or may be developing a pattern of absences to the Truancy Child Study Team for intervention strategies. 1.2 Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention. Teachers and staff will make daily phone calls and updates to contact logs will be uploaded to STARS program. 1.3 Provide incentives for students exhibiting good attendance patterns through STARS.	1.1. Administrators 1.2. All staff members working at North Park High School will play an active role in monitoring student attendance. 1.3. Administrative Team	1.1. District Averages Monitor the daily attendance of each student by phone calls, home visits and letters to parents. Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. 1.2. Compare District Averages Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify habitual non-attenders. Attempt contacts as	1.1. STARS: Attendance Report 1.2 .Attendance bulletin STARS 1.3. Student Tardy Logs, Attendance Sign-In sheets, STARS and ISIS

				needed. 1.3. Monitor generated reports by grade levels.	

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
School Attendance Procedures	9-12	Robert Martin	Parents and Students	September 8, 2012	Surveying	Robert Martin
Best Practices for Increasing Student Attendance.	912/ Attendance	Janice Meloan	Principal	September 8, 2012	Principal will report weekly on daily attendance rates as well as strategies for improvement implemented	Principal and Regional Director of Schools

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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School One	Computer-based software	Private	$1,500.00
Parent link	Communications program	Private	$1,500.00
			Subtotal: $3,000.00
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: $3,000.00

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:	North Gardens High School's goal for the 2012 school year is to decrease out of school suspensions by 10% from 87 to 78, and the number of suspended out of school from 62 to 40.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
87	78
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
57	51
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
62	56
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
40	40

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. A high number of students who attend North Gardens High School are classified as at-risk based on previous behavioral issues at their home school. As a result, traditional disciplinary action has not been effective in helping these students to change behavior which has resulted in unsuccessful attempts to graduate from the traditional high schools. This leaves challenges for North Gardens staff in dealing with disciplinary issues	1.1. Parents will participate in workshops dealing with a range of topics such as appropriate behavior, signs of mental health issues in their children, resources available for counseling, and developing communication skills. Staff/Administration will provide progress reports to parents, twice monthly to indicate student progress in curriculum and behavior at school. Staff/Administration and the Family Coordinator will hold parent conferences, as needed	1.1. Leadership Team	1.1. Pre/post activity questionnaire Interview Referral numbers Behavior logs.	1.1. STARS: 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
Student Workshop Appropriate Behavior	9-12	Robert Martin	Students	October 12, 2012	Survey	Leadership Team
Parent Workshop Supporting Appropriate Behavior	9-12	Robert Martin	Parents/Students	October 12, 2012	Survey	Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	As a new school, we will use District averages to establish current and expected decrease of students dropping out of school.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

N/A	N/A

2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Informing students who classified as at-risk about alternative graduation programs.	1.1. Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs. Enroll the students in the receptive programs. 1.2. Provide parent meetings to inform parents of the graduation requirements and the available resources. Discuss graduation requirements to ensure student receive the proper support.	1.1. Leadership Team 1.2. Career Counselor/Coach	1.1. Monitor Enrollment Log tracking at-risk students registering for alternative programs. 1.2. Monitor parent sign-in Roster and contact parents that did not attend.	1.1. Enrollment Log 1.2. Sign-In Roster/ Parent-Contact Log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Identifying obstacles to student success	9-12/Drop-out-Prevention	On-Campus Counselor	On-Campus Counselor	September 28, 2012	Monthly team feedback reports of student needs	Principal and On-Campus Counselor.

Dropout Prevention Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to obtain a 50 % Parent Involvement in school activities, workshops, parent conferences.
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
1	1.1. Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements	1.1. Invite parents to attend PTA/parent group programs or workshops through phone, email, and flyers.	1.1. School Administration	1.1. Review sign in sheets/ to determine the number of parents participating in PTA/parent group programs or workshops	1.1. Sign in sheets Enrollment Specialist

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
Strategies for Engaging Parents	9-12/All	Principal	All Staff	October 26, 2012 On-going (Monthly	Monthly team discussion to determine efficacy of attempted strategies and ideas for increased parental involvement.	Principal

Parent Involvement Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	STEM Goal #1: The goal for 2012-2013 school year is to increase students enrollment in Advance Placement and Honor courses by _5__percentage points from __0_____% to __5____%. A total of 1 student is enrolled in Dual Enrollment and Advance Placement courses. Representatives from feeder colleges meet quarterly to articulate about the process and procedures for Dual Enrollment.
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		1.1. Monitor student's enrollment in Advance Placement courses.	1.1. Monitor students' academic gains in order to place them in advance courses.	1.1. MTSS Team	1.1. The MTSS/RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention. 1.1 Formative – District Baseline Data and school Based assessment.	1.1. Formative – District Baseline Data and school based assessment. Student's rosters in advance placement and Honor courses.

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal for the 2012-2013 school year is to increase enrollment of students in the OJT program. An additional goal is to qualify 100% of our graduates for post-secondary jobs, college, job training or military service.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. It has been a challenge to identify Dade Partners who would be able to accommodate students for on the job training. 1.2. Student lack of participation due to lack of interest. Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	1.1. Provide CTE students the opportunity to participate in on the job training courses. 1.2. On-going workshops and presentations 1.3. Increase the number of dual enrollment students by providing career events and activities through the local colleges and technical institutions.	1.1. Administration 1.2. Administration 1.3 . Administration	1.1. Bi-weekly meetings to monitor the participation of student in OJT. 1.2. 80% or more student participation in workshops and presentations 1.3. Administrators monitor the effectiveness of the CTE events and activities through students' surveys and dual enrollment data. Ongoing monitoring	1.1. \ 2013 CTE students participation in OJT. 1.2. Post graduation survey 1.3 2013 CTE students participation in OJT.

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

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.
Goal:

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
School Attendance Procedures	9-12	Robert Martin	Parents and Students	September 28, 2012	Surveying	Robert Martin
Best Practices for Increasing Student Attendance.	912/ Attendance	Robert Martin	Principal	September 28, 2012	Principal will report weekly on daily attendance rates as well as strategies for improvement implemented.	Principal

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Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School One	Computer-based software	Private	$1,500.00
Parent link	Communications program	Private	$1,500.00
			Subtotal: $3,000.00
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: $3,000.00

End of 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.
Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using APEX curriculum	Technology based curriculum	Corporate Office	$1,000.00
Mathematics	APEX technology based curriculum	Technology based curriculum	Corporate Office	$1,000.00
Science		APEX	Corporate Office	$1,000.00
Science		NWEA	Corporate Office	$1,000.00
Writing	APEX curriculum	Technology based curriculum for students	Corporate Office	$1,000.00
Writing	Jamestown Reader	Technology based curriculum for students	Corporate Office	$1,000.00
Attendance	School One	Computer-based software	Private	$1,500.00
Attendance	Parent link	Communications program	Private	$1,500.00
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.	School One	Computer-based software	Private	$1,500.00
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.	Parent link	Communications program	Private	$1,500.00
				Subtotal: $12,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer/license upgrades	To upgrade existing software	To upgrade existing software	$500.00
Mathematics	Computer license upgrades	Computer license upgrades	Corporate Office	$500.00
Science		Computer	License Upgrades	$500.00
Writing	Computer/license upgrades		Corporate Office	$500.00
				Subtotal: $2,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	APEX curriculum training NWEA training	APEX curriculum training NWEA training	APEX curriculum training NWEA training	$1,000.00
Mathematics	• Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	• Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	• Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs to improve connections between multiple representations of equations.	$500.00
Science		APEX	Corporate Office	$1,000.00

Science		NWEA	Corporate Office	$1,000.00
Writing	APEX curriculum	PD for teachers	Corporate Office	$500.00
Writing	NWEA Assessment	PD for teachers	Corporate Office	$500.00
				Subtotal: $4,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $18,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꙮ Priority	ꙮ Focus	ꙮ Prevent	ꙮ NA	

Are you a reward school: ꙮ Yes ꙮ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Implementation of school wide enrichment programs.	$1,750.00

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

Reviewing school wide data, and assisting with the school improvement plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found