

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JOSE MARTI MAST 6-12 ACADEMY

District Name: Dade

Principal: Jose Enriquez, Jr

SAC Chair: Anthony Machado

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jose Enriquez, Jr.	Bachelor's Degree in Social Studies Education Master's Degree in Educational Leadership Certified in School Principal, (all Levels), Social Science, (6 - 12)	6	16	'12 School Grade A AMO High Standards Rdg. 76 High Standards Math 74 Lrng Gains-Rdg. 74 Lrng Gains-Math 70 Gains-Rdg-25% 80 Gains-Math-25% 70
		Bachelor's Degree in Varying Exceptionalities Master's Degree in Varying Exceptionalities Educational			'12 School Grade A AMO

Assis Principal	Ivette Diaz-Rubio	Specialist Degree in Educational Leadership Certified in Educational Leadership, (all Levels) and Varying Exceptionalities (grades K - 12)	6	6	High Standards Rdg. 76 High Standards Math 74 Lrng Gains-Rdg. 74 Lrng Gains-Math 70 Gains-Rdg-25% 80 Gains-Math-25% 70
Assis Principal	Sofia Buttacavoli	Bachelors Degree in Science Master's Degree in Educational Leadership Certified in Educational Leadership, (all Levels) and Biology (grades 6 - 12)	3	6	'12 School Grade A AMO High Standards Rdg. 76 High Standards Math 74 Lrng Gains-Rdg. 74 Lrng Gains-Math 70 Gains-Rdg-25% 80 Gains-Math-25% 70

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	Martinette Thompson	Reading Endorsement, ESOL Endorsement, Varying Exceptionalities, Middle Grade Integrated Master's in Reading	7	2	'12 School Grade A AMO High Standards Rdg. 76 High Standards Math 74 Lrng Gains-Rdg. 74 Lrng Gains-Math 70 Gains-Rdg-25% 80 Gains-Math-25% 70

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	Allow internships through local colleges and universities.	Principal	June 7, 2013	
2	Meet monthly with new teachers.	Assistant Principal	June 7, 2013	
3	Soliciting referrals from current employees	Principal	June 7, 2013	
4	MINT Program	Assistant Principal	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
No data submitted	

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
41	9.8%(4)	7.3%(3)	34.1%(14)	48.8%(20)	36.6%(15)	58.5%(24)	12.2%(5)	0.0%(0)	26.8%(11)

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
Elizabeth Rebastillo	Christy Llanes	Science department chair and new Science teacher	Bi-weekly meetings to review lesson plans and discuss best practices.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided at Jose Marti MAST 6-12 Academy to ensure students requiring additional remediation are assisted through after-school programs or summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Jose Marti MAST 6-12 Academy provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities such as after-school and summer school by the Title I Part C, Migrant Education Program

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs at Jose Marti MAST 6-12 Academy.

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

Services are provided through the District that are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students at Jose Marti MAST 6-12 Academy by providing funds to implement tutorial programs , education materials to improve their education, and parent outreach activities.

Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Jose Marti MAST 6-12 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and counselors.
- Training and technical assistance for teachers, counselors and administrators is also a component of this program.
- Counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) Jose Marti MAST 6-12 Academy School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

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

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

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

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RTI Leadership Team.

The MTSS/RTI team members at Jose Marti are: the Principal; Assistant Principal of Curriculum; Assistant Principal; ELL Dept. Chair; Student Services Dept. Chair; Counselor; Reading Coach; and Media specialist.

The school's MTSS/RTI Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

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

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

MTSS/RTI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RTI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups' targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provide in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The Leadership Team will:

1. Utilize the Edusoft Assessment Management System to manage the following data: Baseline assessments, Interim Assessments, and Mini Benchmark Assessments.
2. Monitor academic and behavior data evaluating progress by addressing the curriculum based standards and implementing

mini-benchmark assessments /data chats.

3. Respond to intervention problem solving process and monitor the progress of the interventions.
4. Provide enrichment for students who are performing at mastery.
5. Gather and analyze data to determine effective professional development for faculty as indicated by student intervention and achievement needs.
6. Hold monthly meetings, in addition to our two monthly Instructional Focus Talks, monthly grade level team meetings and monthly Positive Behavioral Support team meetings
7. Maintain communication with staff for input and feedback, and updating them on procedures and progress.
8. Support the implementation of Florida's Continuous Improvement Model
9. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The MTSS/RTI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS/RTI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS/RTI Leadership Team will provide levels of support and interventions to students based on data.
4. The MTSS/RTI Leadership Team will consider data the end of year Tier 1 problem solving.

MTSS Implementation

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

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

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

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT

Student grades

School site specific assessments

Behavior

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

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jose Enriquez, Principal; Sofia Buttacavoli, Assistant Principal; Ivette Diaz-Rubio, Assistant Principal; Martinnette Thompson, Reading Coach/Language Arts Dept. Chair; Gladys Luis, ELL Dept. Chair; Albina Cruz, Media Specialist.

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

The LLT will meet once a quarter on Monday. They will monitor and analyze data provided through the baseline, interim, FCAT and Fair assessments. They will establish and implement strategies to support students that are identified as demonstrating deficiencies.

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

The major initiative of the LLT for the 2012 – 2013 school year are to:

- offer professional growth opportunities for team members
- create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school
- creating a collaborative environment that fosters sharing and learning
- develop a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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.

Reading is implemented throughout all the content areas with our Knights' Time (homeroom) activities. At Jose Marti MAST 6-12 Academy, we have a school wide literacy plan that focuses extensively on building fluency. Twice a week, students read the same novel aloud for 30 minutes in their homeroom class. The novels are of high interest, so students enjoy and look forward to what novel they will receive next. All teachers, regardless of content area have Accelerated Reader installed in their computers so that students may take the quiz when the class has completed the novel to assess reading comprehension. Once a week, students read for personal interest for 30 minutes in their Knights Time Class. Our Social Studies department incorporates the Jamestown readers into their daily lessons. Our Mathematics and Science departments have developed specific strategies for students to increase their vocabulary and reading comprehension skills.

*High Schools Only

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

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

MAST @ Jose Marti will provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics/computers/technology, field studies, projects, competitions, and scientific research throughout their middle and high school years. With this focus in mind, the entire school will be thematically tied to scientific and mathematical

research, methodology, and most importantly to the application of the sciences.

In order to achieve this goal, there will be an interdisciplinary approach to science, technology, and mathematics instruction. For example, Language Arts curriculum will incorporate the processes of research and technical writing, and include science topics and concepts in the design of creative literary pieces. Mathematics will include statistical analysis and interpretation of data. Social studies classes will incorporate current ethical, political, social, and geographical issues as they relate to science and technology. A strong theme of this school entails expressing scientific ideas through verbal and written communication skills.

High school students will be given the opportunity to participate in university level courses through a dual enrollment program and will participate in internships dealing with computers, mathematics, and scientific research. Students will gain experience in conducting research, gathering data, and communicating ideas with other researchers and the community at large.

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?

Students select an academy of study in their 10th grade year to align with their proposed career path. Internships are created to allow student to work directly with individuals in the community who have the careers they are aspiring to attain. Additionally 9th and 10th grade students are given the PSAT in order to map out a path to college and inevitably to a career.

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](#)

We will continue to track all of our 10th graders who scored a Level 3 or higher on the FCAT Reading or Mathematics and encourage them to take the SAT, ACT, and/or the CPT, in order to determine their "readiness" for postsecondary academia. Jose Marti MAST 6-12 Academy also encourages students to take Advance Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Future. Counselors will review data tracking graduation requirements and Bright Future requirements and intervene if necessary.

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:	Our goal for the 2012-2013 school year will be to increase the number of students scoring at level 3 proficiency 3 percentage points from 36% to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (63)	39%(67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text/Research Process.	The opening routine "Mini-Lessons" in Reading as an instructional tool that enhances knowledge of all tested benchmarks. All Language Arts and Reading teacher will include the lessons in their daily activities with a focus on Informational Text/Research Process via use of text features and synthesizing reliability of information. Students will benefit of gathering and applying appropriate research skills, research projects and real-world tasks.	MTSS/RTI Leadership Team	Ongoing classroom assessments/observation focusing on students' ability to complete assignment as teacher becomes facilitator guiding students to become independent learners. Data chats with Teachers and students	Formative: District Baseline Assessment Mini-Benchmark Assessments FAIR Assessments Summative: 2013 FCAT 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:

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal for the 2012-2013 school year will be to increase 1 percentage point from 40% to 41%. goal in this box.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(69)	41% (71)

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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	Based on the District average, our goal for the 2011-2012 school year will be to increase 5 percentage points from 61%
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Reading Goal #3a:	to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(31)	66%(33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 3, Literary Analysis: Fiction and Non-Fiction.	Implement structures lesson plans to incorporate graphic organizers, identification and distinction between figurative and descriptive language. Implementation of the college board SpringBoard program will also provide additional rigorous activities.	MTSS/RTI Leadership Team	Lesson study through PLC during weekly department meeting.	Formative: Mini-Benchmark Assessments FAIR Assessments Summative: 2013 FCAT Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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:	The results of the 2011-2012 FCAT Reading Test indicate that 80% of students in the lowest 25% made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (27)	85% (29)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.	Students grouped in Homeroom to receive instructional lessons based on NGSSS benchmark clusters. Particular emphasis will be on enhancing main idea and text structure via text marking.	MTSS/RTI Leadership Team	Review the intervention plan monthly and modify based on students needs.	Formative: monthly assessment/data reports District Interim Assessment Summative: 2013 FCAT Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% from 2011 - 2017. Beginning at 46% and ending with 73% achieving proficiency.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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 result of the 2011-2012 FCAT Reading Test indicates that Students in this subgroup did not meet AMO. The Goal for the 2012 – 2013 school year is to increase the amount of students making satisfactory progress by 2 percentage points in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 77% (22) Hispanic: 78% (107)	Black: 79% (22) Hispanic: 80% (110)

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	As noted on the administration of the 2012 FCAT Reading Test, both subgroups did not make. AMO with a deficiency in reporting category: Vocabulary.	Utilize data to identify Tier 2 and 3 students for placement in appropriate interventions within the first month of the school 2012-2013 school year and monitor student progress using data monthly. Integrate pre-reading activities utilizing concept maps, words walls, and reading a variety of texts.	MTSS/RTI Leadership Team	MTSS/RTI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR, District and School-wide assessments data, interventions assessments. Summative 2013 FCAT 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The result of the 2011-2012 FCAT Reading Test indicates that Students in this subgroup did not meet AMO. The Goal for the 2012 – 2013 school year is to increase the amount of students making satisfactory progress by 4 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (10)	61% (11)

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	As noted on the administration of the 2012 FCAT Reading Test English Language Learners were deficient in the Reporting category 1: Vocabulary	Incorporate Teen Biz/Achieve 3000 and the ELLIS Program for all English Language Learners (ELL) students to help accelerate of the English language, improve reading skills, and enhance knowledge of all tested benchmarks. Integrate pre-reading activities utilizing concept maps, words walls, and reading a variety of texts.	MTSS/RTI Leadership Team	Data Chats on Teen Biz 3000 and ELLIS Program Monthly reports Reviewing group created on edusoft.	Formative: Ellis Teen Biz 3000 Summative 2013 FCAT 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The result of the 2011-2012 FCAT Reading Test indicates that Students in this subgroup did not meet AMO. The Goal for the 2012 – 2013 school year is to increase the amount of students making satisfactory progress by 3 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (107)	78% (111)

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	As noted on the administration of the 2012 FCAT Reading Test Economically Disadvantaged students did not make AMO. Appropriate and timely placement of students in interventions has been an obstacle due to scheduling conflicts.	Developed a monthly schedule for the completion Reading PLUS which addresses and enhances knowledge of all tested benchmarks with grade level assigned passages use Accelerated Reader with recommended titles to facilitate the transition from independent to instructional level.	MTSS/RTI Leadership Team	Student progress is assessed with all the instructional technology program and collaboration at PLC meetings will be conducted to determine progress.	Formative: FCAT Explorer, Reading PLUS, and Accelerated Reading reports. Summative 2013 FCAT 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
Differentiated Instruction	6-10	Dept Chair	PLC	October 2012	Classroom observations	Assistant Principal
Common Core State Standards	6-10	Dept Chair	PLC	November 2012	Classroom observations	Assistant Principal
Springboard Training	6-10	PLC Leader	PLC	September 2012	Classroom observations	Assistant Principal

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Based on the 2012 CELLA administration our proficiency was 84 % t on the Listening and Speaking portion of the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
84% (16)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require the ability to practice their speaking skills in the home life and therefore have difficulty advancing in this portion.	Teachers will utilize that Language experience approach as well as engage students in cooperative learning opportunities. Students will also be required to conduct quarterly presentations to assess their progress.	MTSS/RTI Leadership team	quarterly presentations.	Summative : 2013 CELLA
1.1.					

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:	Based on the 2012 CELLA administration our proficiency was 32 % .
2012 Current Percent of Students Proficient in reading:	
32% (6)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 CELLA students were deficient in the Reporting category 1: Vocabulary.	Incorporate Teen Biz/Achieve 3000 and the ELLIS Program for all English Language Learners (ELL) students to help accelerate of the English language, improve reading skills, and enhance knowledge of all tested benchmarks. Integrate pre-reading activities utilizing concept maps, words walls, and reading a variety of texts.	MTSS/RTI Leadership team	Edusoft reports, Fair reports, quarterly presentations	Formative: District Interim Assessments Summative : 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Based on the 2012 CELLA administration our proficiency was 37 % on the Writing portion of the CELLA.

2012 Current Percent of Students Proficient in writing:

37%(7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This area of deficiency as noted on the 2012 administration of the CELLA Test was Sentence Structure and Elaboration	Implement writing across the curriculum in content area classes Quarterly timed and informal writing assessments. Provide the SIX Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) through various writing skills with emphasis on Persuasive and Expository Writing.	MTSS/RTI Leadership Team	Professional Learning Communities, Data Chats, Focused Lesson Plan, Classroom Visits	Formative: Pre/Post District Writing Tests Summative: 2013 CELLA

CELLA Budget:

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

Middle School Mathematics 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 mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 29% of students achieved Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (37)	31% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test is Number (Base Ten), Ratios and Proportional Relationships. These deficiencies are due to students' need for additional knowledge in the mathematics vocabulary necessary to be successful problem solvers	Implementation of SpringBoard mathematics curriculum to provide contextual and student centered development of skills aligned to NGSSS standards. . Strategies include development of an interactive word wall in each classroom and student use of vocabulary graphic organizers. Use Geometer's Sketchpad to help students create and interpret 2-D and 3-D sketches with measures. Also use GSP to investigate relationships among plane geometric figures	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, FL Achieves benchmark assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments. Summative: Results from the 2013 FCAT Mathematics 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 mathematics. Mathematics 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				

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 mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 45% students achieved Level 4 or 5 proficiency. Our goal is to increase the amount of students achieving Level 4 and 5 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (57)	46% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test is Number (Base Ten), Ratios and Proportional Relationships. These deficiencies are due to students' need for additional knowledge in the mathematics vocabulary necessary to be successful problem solvers	Implementation of SpringBoard mathematics curriculum to provide contextual and student centered development of skills aligned to NGSSS standards. . Strategies include development of an interactive word wall in each classroom and student use of vocabulary graphic organizers. Use Geometer's Sketchpad to help students create and interpret 2-D and 3-D sketches with measures. Also use GSP to investigate relationships among plane geometric figures.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, FL Achieves benchmark assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments. Summative: Results from the 2013 FCAT Mathematics 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT Mathematics Test 70% of students made learning gains. Our goal is to increase the amount of students making satisfactory progress by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(99)	75%(106)

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 areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test were Number (Base Ten) Ratios and Proportional Relationships, Geometry and Measurement, and Statistics and Probability.	Implementation of SpringBoard mathematics curriculum to provide contextual and student centered development of skills aligned to NGSSS standards. Strategies include development of an interactive word wall in each classroom and student use of vocabulary graphic organizers. Use Geometer's Sketchpad to help students create and interpret 2-D and 3-D sketches with measures. Also use GSP to investigate relationships among plane geometric figures.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, FL Achieves benchmark assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments. Summative: Results from the 2013 FCAT Mathematics Assessment EOC Exams

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 mathematics. Mathematics 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 mathematics. Mathematics Goal #4:	On the 2011-2012 FCAT Mathematics Test 70% of students made learning gains. Our goal is to increase the amount of students making satisfactory progress by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(99)	75%(106)

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 areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test were Number (Base Ten) Ratios and Proportional Relationships, Geometry and Measurement, and Statistics and Probability	Implementation of SpringBoard mathematics curriculum to provide contextual and student centered development of skills aligned to NGSSS standards. Strategies include development of an interactive word wall in each classroom and student use of vocabulary graphic organizers. Use Geometer's Sketchpad to help students create and interpret 2-D and 3-D sketches with measures. Also use GSP to investigate relationships among plane geometric figures.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed.	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, FL Achieves benchmark assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments. Summative: Results from the 2013 FCAT Mathematics Assessment EOC Exams

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

Middle School Mathematics Goal #

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

Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% to increase the amount of students achieving proficiency from 45% to 73%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The result of the 2011-2012 FCAT Mathematics Test indicates that 81% of the Hispanic subgroup achieved proficiency and that 73% of the Black subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 73% (15) Hispanic: 81% (82)	Black: 76% (16) Hispanic: 83% (84)

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	As noted on the administration of the 2012 FCAT Mathematics Test, both subgroups did not make AMO. Appropriate and timely placement of students in interventions has been an obstacle.	Identify students for placement in appropriate interventions within the first month of the school 2011-2012 school year and monitor student progress using data monthly.	MTSS/RtI Leadership Team	MTSS/RTI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	5A.1. Formative: District and School-wide assessments data, interventions assessments. Summative 2013 EOC Exams

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 mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT Mathematics Test indicates that 61% of students in the English Language Learners subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (8)	65% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the 2012 administration of the	Infusing literacy into the mathematics instructional	MTSS/RtI Leadership Team	Review ongoing classroom assignments	Formative: District Baseline

1	Algebra 1 EOC, the English Language Learners subgroup did not meet AYP.	block by utilizing vocabulary journals to help build their knowledge of word meanings and relationships. Additionally use of real world scenarios, such as budgeting and calculating their own GPA in their classes via guided worksheets.	and assessments that target application of the skills taught. Review formative assessments during Instructional Focus Talks to ensure progress is being made and adjust instruction as needed.	Assessment, Interim Assessment, Benchmark assessments. Summative: EOC Exams
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT Mathematics Test indicates that 78% of students in the Economically Disadvantaged subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (84)	80% (86)

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	As noted on the 2012 administration of the Algebra 1 EOC Exam, Economically Disadvantaged Students failed to meet AYP. .	Infusing literacy into the mathematics instructional block by utilizing vocabulary journals to help build knowledge of word meanings and relationships. Additionally, classes will incorporate resources from newly adopted textbooks that infuses	MTSS/RtI Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught. Review formative assessments during instructional focus talks to ensure progress is being made and adjust instruction as needed	Formative: District Baseline Assessment, Interim Assessment, Benchmark assessments. Summative: EOC Exams

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:	Based on the 2012 Algebra EOC our goal for the 2012-2013 school year will be to maintain proficiency at 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (7)	30% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 Algebra 1 EOC involved rationals, radicals, quadratics, and discrete mathematics.	Utilization of teacher produced Sets Education activity will address discrete math benchmarks, SpringBoard activities and FL Achieves will address quadratics, rationals, and radicals.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed.	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments, FL Achieves online benchmark assessments. Summative: 2013 Algebra 1 EOC

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

of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Based on the 2012 Algebra EOC our goal for the 2012-2013 school year will be to maintain a proficiency level of 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (15)	65% (15)

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 areas of deficiency as noted on the 2012 Algebra 1 EOC involved rationals, radicals, quadratics, and discrete mathematics.	Students will learn to utilize graphing utilities on TI-84 graphing calculators and geometer's Sketchpad to identify, compare, and contrast properties of all functions in Alg1 NGSSS.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed.	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments, FL Achieves online benchmark assessments. Summative: 2013 Algebra 1 EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Our goal is to reduce the percent of students by 50% FROM 2011-2017. 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:	The result of the 2011-2012 Algebra 1 EOC Test indicates that 81% of the Hispanic subgroup achieved proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 81% (15)	Hispanic: 83% (15)

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 areas of deficiency as noted on the 2012 Algebra 1 EOC was Standard 2.	Infusing literacy into the mathematics instructional block by utilizing vocabulary journals to help build knowledge of word meanings and relationships. Incorporate resources from newly adopted textbooks that infuses technology and manipulatives	Dept. chair Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught. Review formative assessments during instructional focus talks to ensure progress is being made and adjust instruction as needed.	Formative: Student authentic work; District interim data reports; and benchmark assessments. Summative: EOC Exams

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

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:	The result of the 2011-2012 Algebra 1 EOC Test indicates that 78% of the ELL subgroup did not achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (14)	80% (14)

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	As noted on the 2012 administration of the Algebra 1 EOC, the Economically disadvantaged subgroup did not meet AMO. Students need a better grasp of the concept through improving their math vocabulary	Implementation of SpringBoard Algebra 1 mathematics curriculum to provide contextual and student centered development of NGSSS standards. Teaching and learning strategies in reading, writing, problem solving, and collaboration infused in classroom instruction to increase achievement.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed.	Formative: SpringBoard Embedded Assessments, District Baseline Assessment, Interim Assessment, Benchmark assessments. Summative: 2013 EOC Exams

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	On the 2012 Geometry EOC baseline assessment, 7%(1) scored in the second tercile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(1)	7% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 Geometry EOC involved three-dimensional	Implementation of SpringBoard geometry mathematics curriculum to provide contextual	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus	Formative: Questioning focused on NGSSS,

1	geometry.	and student centered development of NGSSS standards. Teaching and learning strategies in reading, writing, problem solving, and collaboration infused in classroom instruction to increase achievement. Utilization of teacher produced Geometer's Sketchpad assignments, SpringBoard activities and FL Achieves will address quadratics, rationals, and radicals. Vocabulary organizers and interactive word walls will be utilized. Construction, labeling, and use of three-dimensional models will be implemented.	talks to ensure progress is being made and adjust instruction as needed.	SpringBoard Embedded Assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments, FL Achieves online benchmark assessments. Summative: 2013 Geometry EOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	On the 2012 Geometry EOC baseline assessment 93%(13) scored in the third tercile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(13)	93% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 Geometry EOC involved three-dimensional geometry.	Implementation of SpringBoard geometry mathematics curriculum to provide contextual and student centered development of NGSSS standards. Teaching and learning strategies in reading, writing, problem solving, and collaboration infused in classroom instruction to increase achievement. Utilization of teacher produced Geometer's Sketchpad assignments, SpringBoard activities and FL Achieves will address quadratics, rationals, and radicals. Vocabulary organizers and interactive word walls will be utilized. Construction, labeling, and use of three-dimensional models will be implemented.	MTSS/RTI leadership team	Review formative assessments during weekly PLC meetings and instructional focus talks to ensure progress is being made and adjust instruction as needed.	Formative: Questioning focused on NGSSS, SpringBoard Embedded Assessments, Teacher developed assessments aligned to NGSSS, District Baseline Assessment, Interim Assessment, Benchmark assessments, FL Achieves online benchmark assessments. Summative: 2013 Geometry EOC

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-12	Dept Chair	PLC, Mathematics Dept	October 2012	Classroom observations	Assistant Principal

Common Core State Standards	6-12	Dept Chair	PLC, Mathematics Dept	November 2012	Classroom observations	Assistant Principal
Geometer's Sketchpad for Algebra and geometry	6-12	Dept Chair	PLC, Mathematics Dept	December 2012	Classroom observations	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Graphing calculators	batteries to power the calculators	supplies	\$250.00
			Subtotal: \$250.00
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: \$250.00

End of Mathematics Goals

Elementary and Middle School Science 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 science. Science Goal # 1a:		The results of the 2011-2012 FCAT Science Test indicates that 23% of students achieved Level 3 proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% (49)		29%(60)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The areas of deficiency as noted on the 2012 administration of the	Collaborative lesson planning focusing on the use of active learning and inductive	MTSS/RTI Team	Completion of science activities, experiments and projects. Review of data from	Formative: Classroom observations Student work

1	FCAT Science Test were Life/Environmental and Earth/ Space Science.	methods including inquiry learning, problem-based and project-based learning.		assessments based on target areas. Collaboration among teachers in weekly Instructional Focus Talk Meetings.	samples from group learning, lab experiments and science projects. Students will keep interactive science notebook. Summative: Results from the 2013 FCAT Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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 science. Science Goal #2a:		The results of the 2021-2013 FCAT Science Test indicates that 3 % of students achieved Level 4 and 5 proficiency.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
3% (6)		5% (11)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The areas of deficiency as noted on the 2012 administration of the FCAT Science Test were Life/Environmental and Earth/ Space Science.	Teachers will increase use of technology, demonstrations, hands-on science experiments and field trips.	MTSS/RTI Team	Implementation of follow-up assignments and activities. Review of data from assessments based on target areas.	Formative: Classroom observations Student work samples from group learning, lab experiments

1					and science projects. Student Lab Notebooks Summative: Results from the 2013 FCAT Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
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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:	Based on the 2012 Biology EOC assessment data, 6% achieved a Level 3 proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	6% (1)

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 areas of deficiency as noted on the Biology EOC exam was Classification, Heredity and Evolution.	Focusing on the use of active learning and inductive methods including inquiry learning, problem-based and project-based learning through professional learning communities. Incorporation of digital lab equipment for the lab component of the	MTSS/RTI Team	Completion of science activities, experiments and projects. Review of data from assessments based on target areas. Collaboration among teachers in Instructional Focus Talk Meetings.	Formative: Classroom observations Student work samples from group learning, lab experiments and science projects. Student labs recorded according to AP requirements.

	course.			Summative: Biology EOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Based on the 2012 Biology EOC data we need to maintain the 94 % of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (17)	94% (17)

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 areas of deficiency as noted on the Biology Baseline exam was Classification, Heredity and Evolution.	Collaborative lesson planning focusing on the use of active learning and inductive methods including inquiry learning, problem-based and project-based learning through professional learning communities. Incorporation of digital lab equipment for the lab component of the course.	MTSS/RTI Team	Completion of science activities, experiments and projects. Review of data from assessments based on target areas. Collaboration among teachers in Instructional Focus Talk Meetings.	Formative: Classroom observations Student work samples from group learning, lab experiments and science projects. Student labs recorded according to AP requirements. Summative: Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Nature of Science & Content Science activities and demonstrations	9, 10	Facilitator and/or PLC Leader	PLC	Meetings once a month	Follow-up activities and lesson plans implement knowledge gained at PD	Assistant Principal
Training on field trips based on the life and environmental science of South Florida	9,10	PD Facilitator	PLC	Completed by April 2013	Follow-up activities and lesson	Assistant Principal

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Our goal for the 2012-2013 school year is to increase proficiency by 3 percentage point from 68% to 71%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
68% (144)		71%(151)			
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	This area of deficiency as noted on the 2012 administration of the FCAT Writing Test was Sentence Structure and Elaboration	Implement writing across the curriculum in content area classes Quarterly timed and informal writing assessments. Provide the SIX Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions) through various writing skills with emphasis on	Classroom Teachers MTSS/RTI Leadership Team	Professional Learning Communities, Data Chats, Focused Lesson Plan, Classroom Visits	Formative: Pre/Post District Writing Tests Summative: 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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
Writing Standards	10	District	Language Arts teachers	Oct. 2012	Classroom Observations	Assistant Principal

Writing Budget:

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

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

End of Writing Goals

Civics 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 Civics.	
Civics Goal #1:	Our goal is to have 50% achieve a level 3 in the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on Trend data, students have demonstrated a deficiency in vocabulary and research.	Provide classroom activities that provide students with the opportunity to understand content-specific vocabulary used in civic/government	MTSS/RtI Team	Interim assessments, Biweekly assessments, Informal assessments	Formative: Classroom observations Student work samples from group learning. Summative: Civics EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	
Civics Goal #2:	Our goal is to have 25% of the students achieve a level 4 or 5 on the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (15)

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
	Ensuring teachers are prepared to challenge the students with a rigorous curriculum based on the tested	2.1. Utilize District-published lesson plans with assessments aligned to	Dept. Chair, Assistant Principal	Interim assessments, Biweekly assessments, Informal assessments	Formative: Classroom observations Student work samples from

1	benchmarks.	tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content		group learning. Summative: Civics EOC
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Civics 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 Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
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. 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:	Our 2011-2012 attendance rate was 97.14% Our goal for the 2012-2013 school year is to maintain the attendance rate			
2012 Current Attendance Rate:	2013 Expected Attendance Rate:			
97.14% (170)	97.14% (170)			
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
24	23			
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
35	33			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Most of our students walk to school and do not have adult supervision to ensure that they arrive at school and on time.	Through the use of positive reinforcements to reward those students that have good attendance. This will encourage and motivate truant students to come to school.	Student Services and Administration	Monthly attendance records	Attendance Manager Cognos
2	Students are tardy excessively due a lack of parental supervision to ensure that they leave with ample time.	Through the use of positive reinforcements to reward those students that have good attendance. This will encourage and motivate truant students to come to school.	Student Services and Administration	Monthly attendance records	Attendance manager

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						

Attendance Budget:

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

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the suspension to 13.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14	13

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	There are not enough opportunities to reward students for positive behavior.	Through positive reinforcements to reward those students monthly that demonstrate good behavior. This will encourage and motivate misbehaving students to follow the code of student conduct.	Student Services and Administration	Monthly data reports	COGNOS

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Our goal for the 2011-2012 school year is to increase the graduation rate by 2 percentage points from 72.1 % to 74.1%. Additionally, will maintain our dropout rate at 0.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0	0
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
72.1%(36)	

74.1%(37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Since the school is a magnet school, our difficulty will be maintaining students at the school who have transportation issues.	Since the school is a magnet school, our difficulty will be maintaining students at the school who have transportation issues.	Administration Activities Director	Club enrollment and activity logs	Cognos Graduation rate

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

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

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

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

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal is to increase the amount of Parent involvement by 5 percentage points.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
18.9% (49)	23.9% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who attend Jose Marti MAST 6-12 Academy commute from various areas within the district, therefore an anticipated barrier will be attendance at afterschool activities and PTSA meetings.	Provide various times for afterschool meetings as well as parent academy workshops in order to increase attendance at these activities.	Community Involvement Specialist	Rosters and sign in sheets.	Event sign-in sheets

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The school will increase the opportunities for students to participant in advance in advanced classes which in turn will allow greater access to Technology based activities. Additionally, all students are enrolled in a supplemental lab course with a focus on STEM goals. Increase use of digital technology in the classroom.			
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	These deficiencies are due to students' need additional exposure to active learning.	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts through a supplemental lab class.	Leadership Team	Completion of student experiments in their Laboratory Notebooks and Collaboration amongst peers in the PRE-AP Vertical team Meetings	Formative: Classroom observations Student work samples from group learning, lab experiments and science projects. Summative: Results from the 2013 FCAT 2.0 Science 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
PRE-AP Vertical Team	6-10	PLC Leader	PLC	Science monthly	Follow-up activities and lesson plans implement knowledge gained at PD	Assistant Principal
Inquiry PD	6-10	PLC Leader	Science teachers	February	Follow-up activities and lesson	Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Increase the number of students enrolled in CTE courses by 5 percentage points.		
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	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined	Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data	Formative: Increase in enrollment of students in CTE courses for 2013-2014

	within CTE professional development activities.	level courses, building strong academies.	including baseline, practice or readiness tests.	Summative: CTE Gold Seal recipients
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Graphing calculators	batteries to power the calculators	supplies	\$250.00
				Subtotal: \$250.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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
Student Agendas	\$1,700.00
Student Incentive Materials	\$1,000.00
Academic support materials	\$1,050.00

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



AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found