FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY

District Name: Dade

Principal: Angela Ramos

SAC Chair: Marianella Mesa

Superintendent: Albert M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Douglas Rodriguez	BA in History from Barry University, MA in Social Science Education from Nova Southeastern University, Specialist in Educational Leadership from Barry University	3	16	'12 '11 '10 '09 '08 School Grade A C D A High Standards Rdg. 79 83 16 17 61 High Standards Math 83 80 56 51 86 Lrng Gains-Rdg. 70 71 40 39 68 Lrng Gains-Math 66 64 74 77 84 Gains-Rdg-25% 70 73 49 54 61 Gains-Math-25% 66 65 74 80 78
Assis Principal	Mrs. Yvette Tamargo	BA in Elementary Education from Barry University, MS in Educational Leadership Certification from Nova Southeastern University	5	2	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 79 83 80 79 77 High Standards Math 83 80 83 83 78 Lrng Gains-Rdg. 70 71 66 71 68 Lrng Gains-Math 66 64 72 79 81 Gains-Rdg-25% 70 73 62 72 67 Gains-Math-25% 66 65 72 79 79

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	Sophia Prevolis	Professional Educators ESE K-12 , Reading K-12 ESOL and Gifted Endorsement	3	2	'12 '11 ' 10 School Grade A A A High Standards Rdg. 79 83 80 High Standards Math 74 80 83 Lrng Gains-Rdg. 75 71 66 Lrng Gains-Math 71 64 72 Gains-Rdg-25% 79 73 62 Gains-Math-25% 71 65 72 Ms. Prevolis entered the teaching profession in 2009.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Hire Certified Teachers	Administration	Beginning August 2012	
2	2. Mentor Program	Gina Lalicata	Beginning August 2012	
3	3. Monitor Certification	Administration	Beginning August 2012	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
7	0.0%(0)	42.9%(3)	42.9%(3)	14.3%(1)	28.6%(2)	100.0%(7)	14.3%(1)	0.0%(0)	14.3%(1)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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.

Principal (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RtI model.
General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.
Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.
Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic contracts; and communicate with all stake-holders.

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

The MTSS Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:
Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT Saturday tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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

The MTSS Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention. Monitoring, modify and analyzing student data performance will be the primary source in implementing the School's Improvement Plan throughout the year.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR)Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR)End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)Frequency of Data Days: Once a quarter for data analysis
Edusoft: District baselines, interims, and mini assessments. MTSS/RtI will implement the process at a glance for behavior management utilizing the steps for Tier 1-3. If needed a FAB or BIP and The Student Case Management system will be implemented for Tier III.

Describe the plan to train staff on MTSS.

Professional development will be provided during first week of school. Small sessions are planned throughout the year. Professional development sessions entitled "What is MTSS/ RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar. Teachers will be encouraged to take the MTSS/ RTI online course through the Florida Department of Education.

Describe the plan to support MTSS.

Effectively and actively involve and resolute leadership that frequency provides visible connections between a MTSS framework with district &school mission statements and organizational improvement efforts. Ongoing date driven professional development activities that align core student goals and staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mr. Douglas Rodriguez, Principal
Mr. Carlos Ferralls, Assistant Principal
Mr. Jorge Nunez, Assistant Principal
Mrs. Yvette Tamargo, Assistant Principal
Mrs. Alina Lopez , Assistant Principal
Mrs. Sophia Prevolis, Reading Coach
Mrs. Marianella Mesa, Assistant Principal
Mrs. Linette Prats, Math Department Chair
Mrs. Sarah Temple, Science Department Chair
Ms. Alyse Ruiz, Language Arts Department Chair
Dr.Adalberto Yanes, Performing Arts Department Chair
Mrs. Lismey Mitat, Social Studies Department Chair
Mrs. Zulyn Hernandez, Electives Department Chair
Mr. Guillermo Rivera, Foreign Language Department Chair

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

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

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

The major initiative for the 2012-2013 school year would be increase literacy across all curriculums.
Increase understanding of differentiated instruction and continue to apply best practices.
Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The major initiative for the 2012-2013 school year would be increase literacy across all curriculums.
Increase understanding of differentiated instruction and continue to apply best practices.
Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

*High Schools Only

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

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

The school offers a diverse array of integrated elective courses within each academy of study. Using the 9th grade E-PEP updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices. School is a partner with Community Business and have agreed to have students complete community hours in a field of choice related to the students career path

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 meet individually with guidance counselors to review and choose course selections annually. The counselors advise the students on which courses of studies would be relevant to their (E-PEP) career aspirations in addition to meeting state graduation requirements.

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

Doral Performing Arts and Entertainment Academy High's graduation rate of 100% is well above the district, state, and national average. The administration and counselors work closely with all the students throughout the year to ensure students are on track to graduating and pursuing a postsecondary education. The counselors are also active in encouraging students to take Honors, Advance Placement and Dual Enrollment Courses to help prepare the students in their postsecondary plans. Counselors share information that includes but is not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to postsecondary institutes and financial aid. Although Doral Performing Arts and Entertainment Academy is proud of its graduation rate and student readiness for the postsecondary level, it will continue to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the PSAT, SAT and ACT . Doral Academy High wants to see all its students graduating and enrolling in Universities.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 30% of students achieved a Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by1 percentage point to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (34)	31% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration if the FCAT Reading test was Reporting Category 2- Reading Application	1a.1 Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers. Utilize grade level appropriate text that include author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and explaining	1a.1. Administration MTSS/ RtI	1a.1. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed.	1a.1. Formative: FAIR assessment Reading Plus Florida Achieves District Baseline Assessments District Interim Assessments Summative: 2013 FCAT Reading Test 2.0.
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text/ Research Process.	1a.2. Use real world documents such as brochures, fliers, newspapers, websites, and how to articles to locate , interpret and organize information. Ongoing classroom assessments focusing on students' ability to complete assignments as the teacher becomes the facilitator guiding students to become independent learners.	1a.2. Administration MTSS/RtI Leadership Team and	1a.2. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed.	1a.2. Formative: FAIR assessment Reading Plus Florida Achieves District Baseline Assessments District Interim Assessments Classroom Teacher Assessments Summative: 2013 FCAT Reading Test 2.0

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:	The results of the 2012 FCAT Reading Test indicate that 49% of students achieved a Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (56)	49%(56)

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	2a.1. The area of deficiency as noted on the 2012 administration if the FCAT Reading test was Reporting Category 2- Reading Application	2a.1. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings Utilize Reading Plus Move students from guided learning to more independent learning through the use of Project Base Learning	2a.1. Administrators, Reading Coach, Department chairperson.	2a.1. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed. Incorporating reading strategies in lesson plans and focus calendars using effective reading strategies, especially in the Advanced Language Arts teachers.	2a.1. Formative: FAIR assessment Reading Plus Florida Achieves District Baseline Assessments District Interim Assessments Classroom Teacher Assessments Summative: 2013 FCAT Reading Test 2.0.
	2a.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4-	2a.2. Use real world documents such as brochures, fliers, newspapers, websites, and how to articles to	2a.2. Administrators MTSS/ RtI Leadership Team	2a.2. Administrators and Reading Coach will conduct grade level meetings to review	2a.1. Formative: FAIR assessment Reading Plus Florida Achieves

2	Informational Text/ Research Process	locate, interpret and organize information. Utilize Timed Reading Social Studies and Science books to monitor student progress as it relates to informational text.		formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed.	District Baseline Assessments District Interim Assessments Classroom Teacher Assessments Summative: 2013 FCAT Reading Test 2.0.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 70%of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (77)	75% (83

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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction	3a.1 Students requiring intervention will receive weekly targeted instruction that will focus on student weaknesses in the following areas: reading closely to identify relevant details that support comparison and	3a. Administrators MTSS/ RtI Leadership Team	3a.1. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed.	3a.1. Formative: FAIR assessment Reading Plus Florida Achieves District Baseline Assessments District Interim Assessments Classroom Teacher Assessments

		contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that supports making inferences (i.e., while providing increasingly more challenging practice in making inferences.		Review department action plans and pacing guides	Summative: 2013 FCAT Reading Test 2.0.
2	3a.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Applications	3a.2. Implement tutoring before and after school 3 to 4 times a week Utilizing Reading Plus and USA Today supplemental material Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose Provide more data chats with students frequently.	3a.2. Administrators Reading Coach and Intensive Reading Teachers	a.2. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed. Administrators and Reading Coach will review monthly reports (pertaining to Reading Plus and USA Today supplemental material) on student's attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with The students using a variety of data in which they keep data charts and have a data folder used for progress monitoring.	3a.2. Formative: FAIR assessment Reading Plus Florida Achieves District Baseline Assessments District Interim Assessments Classroom Teacher Assessments Summative: 2013 FCAT Reading Test 2.0.

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 2012 FCAT Reading Test indicate that 70%of the lowest 25% of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 points to 75% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (N<30)	75% (N<30)

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	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3-Literary Analysis/Fiction/Non Fiction There was an increase but students are still in need of intervention and remediation. Tutoring options were limited to afterschool only.	4a.1. Lowest 25% students will be identified per grade level in order to implement a pull out tutoring session during school hours. Implement an extended day tutoring program (meeting twice a week) that will target the lowest 25% by utilizing Success Academy and Florida Achieves materials. Use incentives to encourage students to participate in the extended day tutoring program consistently.	4a.1. Reading Coach and Administration	4a.1. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus, mini-assessments, and FL Achieves reports) from the pull-out and extended day tutoring programs and will make adjustments to instruction as needed.	4a.1. Formative: FAIR assessment Reading Plus Florida Achieves District Baseline Assessments District Interim Assessments Classroom Teacher Assessments Summative: 2013 FCAT Reading Test 2.0.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Our goal from the 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	80	82	84	86	

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.	N/A

Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading 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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core School based Implementation	9-12	Common Core Institute	Reading ,Math, and Science Teachers	June 25-29,2012	School Implementation Plan	Administration
Springboard	9-12	Reading Coach	Language Arts Teachers	August 11- 19, 2012	Mini assessments and student work	Reading Coach
Reading Plus Training and Florida Achieves	9-12	Reading Coach	Reading and Language Arts Teachers	August 13-17, 2012	Student Reading Plus Progress Reports and student assessments	Reading Coach
Data Driven Instruction	9-12	Reading Coach	School wide	September 17, 2012	Monthly data chats	MTSS/ RtI Literacy Team
Differentiated Instruction and Effective Reading Training Strategies	9-12	Reading Coach	New Teachers	August 13-17, 2012	Observations , student work folders and walkthroughs	Administration, Reading Coach and Department Heads
MTSS/ RtI /Problem Solving	9-12	Reading Coach	School wide	October 26, 2012	Monthly chats	Leadership Team
Reference and Research Workshop	9-12	Reading Coach and Selected Teachers	School wide	October 26, 2012	Mini assessments and student work	Reading Coach and Department Chairs
Reading Targeted Tutoring	9-12	Reading Coach	Reading Tutoring Teachers	November 6, 2012	Student Progress on after school tutoring assessments	Reading Coach

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
Implement an extended day tutoring program that will target the lowest 25%.	Supplemental materials and supplies USA Today	Internal funds	$1,000.00
Use incentives to encourage students to participate in the after school tutoring or reading plus program consistently.	Prizes and small gift cards	PTSI	$500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Test indicate that 75% of students scored proficient in Listening /Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
75% (4)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The area of deficiency as noted on the 2012 administration of the	1.1. Teachers use illustrations and diagrams while asking	1.1. Administrators ELL Coordinator	1.1. Administrators and Reading Coach will conduct grade level	1.1. Formative: District Baseline Assessments

1	CELLA Listening /Speaking test was students are in need of meaningful language practice, so they can build vocabulary and fluency.	open-ended questions so that students are processing the information and articulating it on their own. If the sentence still does not make sense and the student does not understand the main point the author is making in the paragraph, look for synonym, definition, and antonym clues. If the student is still uncertain, check a dictionary		meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed.	District Interim Assessments Summative: 2013CELLA Test

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 75% of students scored proficient in Reading
2012 Current Percent of Students Proficient in reading:	
75% (3)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA Listening /Speaking Reading test was students in need of more differentiated instruction in all classes.	2.1. Utilize QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization. The Comprehensive Research-based Reading Plan (CRRP) task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students.	2.1 Administrators ELL Coordinator	2.1. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed. Monitor Reading Plus data reports for individual students.	2.1. Formative: Mini Assessment District Baseline Assessment District Interim assessments Summative: 2013CELLA Test 2013 FCAT Reading 2.0.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 75% of students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:
75% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the CELLA Writing was students are in need of rubrics for the writing process in all classes.	2.1. Utilize Reading response journal/logs which provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Utilize Writing Rubrics for students when working on projects or student writing assignments.	2.1. Administrators ELL Coordinator	2.1. Administrators and Reading Coach will conduct grade level meetings to review formative assessment data reports (Reading Plus and FL Achieves reports) on a bi-weekly basis and adjust instruction as needed. Monitor and conduct data charts and provide feedback of writing samples to students.	2.1. Formative: Mini Assessment Data District Interim Assessments District Baseline Assessment District Post Test Summative: 2013CELLA Test 2013 FCAT Writes

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

High School Mathematics AMO Goals

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%.	Mathematics Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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

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

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A

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

Problem-Solving Process to Increase Student Achievement

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

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

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
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:

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

Problem-Solving Process to Increase Student Achievement

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra I EOC Math Test indicate that 52% of students scored in the upper third (Level 3-5) in Algebra. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) by 1 percentage point to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% 14)	53% (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	1.1. The area in need of support as noted by the 2012 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics	1.1. The Mathematics department will work to align the New Generation Standards with district pacing guides in order develop a department Focus Calendar that will be used to provide supplemental materials. Students will use virtual manipulative to support and enhance instruction. Provide all students with practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets. Supplemental resources: Success Academy Utilize Carnegie Levels 1 2, and 3 books.	1.1. Administrators	1.1. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators will conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction	1.1. Formative: Student Carnegie mini assessments District Interim Assessment District Baseline Assessment Summative: 2013 Algebra I EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels	The results of the 2012 Algebra I EOC Math Test indicate that 22% of students achieved a Level 4or 5 in Algebra.

4 and 5 in Algebra. Algebra Goal #2:	Our goal for the 2012-2013 school year is to maintain the percentage of students achieving a Level 4 or 5 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (6)	22% (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	2.1. The area of deficiency as noted by the 2012 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	2.1. Provide students with more practice using quadratic equations to solve real-world problems. Students will use virtual manipulative to support and enhance instruction. Provide all students with practice in identifying relationships and patterns	2.1. Administrators	2.1. Administrators will conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Continue to collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction	2.1. Formative: Student Carnegie mini assessments District Interim Assessment District Baseline Assessment Summative: 2013 Algebra I EOC

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:	The results of the 2012 Geometry EOC Test indicate that 38% of the students scored in the upper third (Level 3-5) proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third (Levels 3-5).

2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (39)	38% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in need of support in the 2012 Geometry EOC assessment is Trigonometry and Discrete Mathematics. Mathematics limited classroom opportunities to develop exploration and inquiry activities.	1.1. Provide students inductive reasoning strategies that include discovery learning activities. Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent)	1.1. Administrator.	1.1. Administrators will conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed.	1.1 Formative: Student Carnegie Mini Assessments District Baseline Assessments District Interim Assessments. Summative: 2013 Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Test indicate that 55% of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to have at maintain the percent of student proficiency in the Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (57)	55% (57)

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
	2.1. The area in need of support in the 2012 Geometry EOC assessment is Trigonometry and Discrete Mathematics	2.1. Develop departmental guidelines for all student learning notebooks designed to increase student achievement by enhancing critical	2.1. Administrators	2.1. Administrators will conduct grade level meetings to ensure effectiveness and alignment of math program. Review of	2.1. Formative: Mini Carnegie Assessments District interim Assessments. District Baseline

1		thinking skills and achieving learning goals.		Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed.	Assessments. Summative: 2013 Geometry EOC.

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
Common Core School based Implementation	9-12	Common Core Institute	Reading,Math, and Science Teachers	June 25-29,2012	School Implementation Plan	Administration
New Teacher Orientation	9-12	Reading Coach and Administration	9-12 new teachers new to the school and teaching Profession	August 13-17, 2012	Teacher Mentoring	Teacher Mentor trainer, Reading Coach Administration
Carnegie Cognitive Tutoring	9-12	Math Department Chair	9-12 Math Teachers	August 13-17, 2012	Math Department Chair	Administration
Differentiated Instruction in Mathematics	9-12	Math Department Chair	9-12 Math Teachers	September 26,2012	Math Department Chair	Administration
Target Tutoring	9-12/mathematics	Math Department Chair	9-12 Math Teachers	November 6,2012	Math Department Chair	Administration
Data Driven Instruction What it is and how it is accomplished	9-12	Math Department Chair	9-12 Math Teachers	October 26,2012	Lesson plan reviews/walkthroughs and observations	Administration , Reading Coach and Math Department Chair
Develop Focus Calendar	9-12	Reading Coach	School wide	August 13-17,2012	Lesson plan reviews/walkthroughs and observations	Administration , Reading Coach and Math Department Chair

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
Customizing the lessons in the Carnegie Program to focus and align the benchmarks being assessed in each grade level.	Web based program, resources and materials	Operating funds	$25,000.00
Computer Labs	computers for mathematics curriculum	Internal	$15,000.00
			Subtotal: $40,000.00

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
Use incentives to encourage students to participate in the after school tutoring program consistently.	Prizes and small gifts and gift cards	PTSI	$500.00
			Subtotal: $500.00
			Grand Total: $40,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC Test indicate that 37% students achieved a Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving a Level 3 proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (24)	37% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Results of the 2012 Biology EOC indicates that the students are in need of support with is Organisms, Populations, and Ecosystems. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.	1.1. Maintain fidelity to the high school curriculum and instruction offered to accelerated middle school students enrolled in Biology Honors as delineated in the Biology Honors Pacing Guide Implement strategies to increase inquiry-based learning in Life Sciences. (Biology, Anatomy and Physiology, Environmental Science, etc.) Provide incentives for extended day tutoring for students in Biology.	1.1 Administrators	1.1. Administrators will monitor grade level teams and department meetings on a monthly basis to discuss and determine progress towards standards. They will adjust instruction as needed. Maintain data chats and revision to focus calendars and lessons Science department chair and administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed	1.1. Formative: Student work and mini assessments. District Baseline Assessment School Based Assessments. District Baseline Assessment Summative: 2013 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC Test indicates that 60% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain levels 4 and 5 student proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (39)	60% (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	2.1. Students need additional investigations in higher rigor independent and group based projects. Provide professional development for teachers to research, discuss, design, and implement strategies to increase inquiry-based learning in Life Sciences (Molecular and Cellular Biology).	2.1. Provide a learner-centered environment by guiding students through differentiated instructional models in science. Implementation of formative assessment probes and higher order questioning/discussions. Implement of reading information text and writing in science. Through team teaching and lesson planning, provide classroom and extended day opportunities for students to incorporate lab investigations and field studies. Provide incentives for extended day tutoring for students in Biology	2.1. Administrator.	2.1. Administrators will monitor monthly department meetings and review of district interims, mini assessments, and focus calendars on bi-weekly basis to adjust interventions as needed.	2.1. Formative: Student work and mini assessments. District Baseline Assessments District Interim Assessments Data and School Based Assessments Summative: 2013Biology 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
Common Core School based Implementation	9-12	Common Core Institute	Reading, Math, and Science Teachers	June 25-29,2012	School Implementation Plan	Administration

NGSS/Benchmarks Training	9-12	Department Heads	School wide	August 13-17, 2012	Lesson plan reviews/walkthroughs and observations	Administration and Department Heads
Lab Investigations and Lesson Training	9-12	Science Department Head	Science Teachers 9-12	October 26, 2012	Lesson plan reviews/walkthroughs and observations	Science Department Head
Data Driven Instruction	9-12	Science Department Head	Science Teachers 9-12	September 26, 2012	Monthly data chats	MTSS/ RtI Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Incentives	Incentives for students scoring a 4 or higher on the Biology EOC administration	SAC	$1,000.00
Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems	Materials for innovative science instruction and labs	Operating funds	$2,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 96% students scored a level 3.0 or higher. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring a level 3.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (47)	96% (47)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Students are in need of additional support in writing conventions that will be used in their writing. The teachers and students should continue to implement writing strategies throughout all the disciplines.	1a.1. Cover the use of the writing process included conventions throughout the curriculum Implementation of school wide writing prompts, unified writing format and discussions. Organize Writing Seminar for bubble students. Provide incentives for students who score a level 3 or higher on the 2013 FCAT Writing Test	1a.1. Administrators and Reading Coach	1a.1. Administration will monitor monthly writing results from pre and post writing exams and will adjust instruction as needed.	1a.1. Formative: Student's Scores on Monthly Writing assignments. Summative: 2013 FCAT Writing

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bringing Words to Life/ Writing across the Curriculum	9-12 Language Arts	Reading Coach	School wide	August 13-17, 2012	Leadership Team will meet monthly to monitor the progress and effectiveness of vocabulary and writing.	Reading Coach and Leadership Team

Writing Action Plan Implementations	Language Arts	Reading Coach	School Wide	August 13-17,2012	Leadership Team will meet monthly to monitor the progress and effectiveness student work in writing	Reading Coach, Language Arts Department Chair and Leadership Team
Writing in the Arts	Language Arts Teachers	Language Arts Department Chair	School Wide	September 26,2012	Writing samples in Content and Special area classes	Reading Coach, Language Arts Department Chair and Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Incentives	Incentives for students receiving a level 3 or higher on the Writing administration	SAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Based on the 2012 baseline district exam, our goal is to increase students scoring at a Level 3 on the Spring 2013 District US History Assessment by 10 percentage points to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Increase understanding and knowledge in US History while incorporating primary sources	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Teach curriculum with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.	Reading Coach Administrators	Administration will monitor and analyze student performance reports from Edusoft mini assessments on a quarterly basis and adjust instruction as needed. Administrators will review classroom assignments, lesson plans and student assessments that target specific skills. Administrators will conduct data chats within Social Studies department	Formative: Student mini assessments Monthly assessments Summative: 2013 District Spring Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Based on the 2012 baseline district exam, our goal is to increase students scoring at a Level 3 on the EOC US History exam by 10 percentage points to 10% Our goal for the 2012-2013 school year to provide enriched research based activities for students to prepare for the district interim EOC exam by provide opportunities to develop inquiry based learning in 11th grade classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The anticipated barrier to having limited classroom opportunities to develop exploration and inquiry activities with information text concepts and provided research based activities for students.	2.1. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues	2.1. Social Studies Department Reading Coach, Administrator	2.1 Administration will monitor and analyze student performance reports from Edusoft mini assessments on a quarterly basis and adjust instruction as needed. Administrators will review classroom assignments, lesson plans and student assessments that target specific skills. Administrators will conduct data chats within Social Studies department	2.1. Formative: Student mini assessments Monthly assessments Summative: 2013 District Spring 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
NGSSS/ Benchmarks/Common Core Standards	9-12	Reading Coach	School wide	November 6,2012	Lesson plan reviews/walkthroughs and observations	Administration
Develop Focus Calendar	9-12 Social Studies	Reading Coach	Social Studies Teachers	August 13-17, 2012	Lesson plan reviews/walkthroughs and observations	Administration , Reading Coach and Department Chair
Data Driven Instruction What it is and how it is accomplished	9-12	Reading Coach	School wide	September 26 2012	Lesson plan reviews/walkthroughs and observations	MTSS/ RtI Leadership Team /PLC
Primary Sources in Social Studies (Common Core State Standards)	9-12	Social Studies Department Chair	Social Studies Teachers	September 26 2012	Lesson plan reviews/walkthroughs and observations	Administration ,

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is increase attendance to 94.92% by minimizing the absences due to illness and truancy. Our second goal is to create a climate where parents, students, and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.92% (218)	95.42%(219)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
84	80
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
23	22

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Increase in student population and limited street to access the school may cause tardiness. Parents unfamiliar with the traffic flowchart	1.1. Design and implement a traffic flowchart for parents and students to follow. Use the website as a reminder. Increase security during drop off and pick up times. Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	1.1. Administration and Truancy Committee Review Team	1.1. Administrators will monitor attendance logs, rosters, and data logs on a weekly basis and make adjustments as needed. Weekly updates to Administration and faculty provide the Truancy Committee Team	1.1. Attendance logs Plasco data logs and reports. Review of attendance rosters School Climate Survey Results for 2012-2013
2	1.2. Parents and students unaware of the consequences of excessive absences and tardies.	1.2. Parents/student notification system regarding excessive absences and tardiness (Connect Ed and Plasco). Student lock out will be enforced throughout the day.	1.2. Administrators Counselors	1.2. Administrators will monitor attendance logs, rosters, and data logs on a weekly basis and make adjustments as needed. Review monthly Plasco reports targeting tardiness and excessive absences	1.2. Attendance logs.

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
Truancy Prevention	9-12	Attendance Clerk and Assistant Principal	Counselors and Attendance Clerk	August 13-17, 2012	Review weekly reports by counselors and Assistant principals	Assistant Principal and Counselors
Plasco System Training	9-12	Plasco Representative	Security , Attendance Clerk, Assistant Principal, and Counselors	August 17, 2012	Monthly student reports	Assistant Principals

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
Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)	Plasco system and training	Operating funds	$19,000.00
			Subtotal: $19,000.00
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: $19,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 School year is to decrease to total number of out of school suspensions by 1 percentage point.
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
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Increase in student Population due to lack of conflict resolution skills.	1.1. Increase security throughout the school Continue the implementation of the Plasco system to monitor behavior infractions. Training will be provided for security and administrators to monitor the system.	1.1. Administrative Team	1.1. Administrators will review reports of student outdoor and indoor suspension on a quarterly basis and will adjust as needed.	1.1. Suspension Report
2	1.2. Parents and students are unfamiliar with student code of conduct and reasons for suspensions Counselors will be conducting Character Education Seminars for the students throughout the year (ex. Bullying and Sexting)	1.2. Parents and students will sign and return the student code of conduct. Counselors and administrators will contact parent if student is placed on indoor or outdoor suspension. Counselors will conduct Character Education Seminars for students throughout the school year.	1.2 Administrators	1.2. Administrators will review reports of student outdoor and indoor suspension on a quarterly basis and will adjust as needed.	1.2. Suspension Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	9-12	Administration	School-wide	August 13-17, 2012	Utilize classroom walkthroughs to monitor teacher's enforcement of the Student Code of Conduct. Review parent communication logs made by teachers.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Counselors will be conducting Character Education Seminar for student throughout the year (Bullying)	Videos and materials	Operating	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to maintain our 0% Dropout rate.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.3% (3)	1.24% (3)

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students not meeting graduation requirements due to attendance and non-credit issues.	1.1. Counselors will identify and meet with students who may not meet the graduation requirements throughout the year. Counselors will notify parents regarding graduation requirements on a regular basis	1.1. Administrators	1.1. Administrators and Counselors will monitor student grades and progress and have frequent conferences with students on a quarterly basis and will adjust as needed.	1.1. School reports and NGA Graduation Reports

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

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

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

Dropout Prevention Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, parent participation in school wide activities was 80%. Our goal for the 2012-2013 school year is to increase parent participation by 10%, from _80% to 90% in increasing percentage of parents participating in school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%	90%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of participation due to employment hours and lack of time Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI)	1.1. Through the Parent Teacher Student Involvement (PTSI), create a variety of opportunities before and after school for parents to volunteer and participate in.	1.1. Lead Teacher and Administrators	1.1. Lead Teacher and Administrators will monitor participation during school events by reviewing sign-in sheets/logs on a quarterly basis and will adjust as needed.	1.1. Sign In Sheets and Connect Ed Logs
2	1.2. Parents have limited knowledge of opportunities to volunteer in school activities	1.2. Use the Website , Ipad Application and Connect Ed to communicate with parents. Encourage parents to participate in the Parent Teacher Student Involvement (PTSI) to become aware of school activities.	1.2. Lead Teacher and Administrators	1.2. Lead Teacher and Administrators will monitor participation during school events by reviewing sign-in sheets/logs on a quarterly basis and will adjust as needed.	1.2. Sign In Sheets and Connect Ed Logs

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
Parent Student Orientation	9-12	Counselors	Parent and Students	August 7 & 8, 2012	Review Sign in sheets	Administrators
Open House	9-12	Counselors	Parent and Students	September 8, 2012	Review Sign in sheets	Administrators
High School & College Readiness Fair	9-12	Counselors	Parent and Students	October 26, 2012	Review Sign in sheets	Administrators
FCAT 2.0 and EOC parent informational night	9-12	Literacy Team	Parent and Students	March 12,2013	Review Sign in sheets	Administrators
Family Pasta Night	9-12	Literacy Team	Parent and Students	November 13,2012 May 7,2013	Review Sign in sheets	Administrators
Literacy Night	9-12	Literacy Team	Parent and Students	October 9,2012 March 12,2013	Review Sign in sheets	Administrators
High School & College Readiness Fair	9-12	Counselors	Parent and Students	October 26, 2012	Review Sign in sheets	Administrators
Cyber Bullying	9-12	Counselors	Parent and Students	February 14, 2013	Review Sign in sheets	Administrators
Pre AP- AP Parent Night	9-12	Counselors	Parent and Students	February 20, 2013	Review Sign in sheets	Administrators

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:	Our goal for the 2012-2013 school year is to increase student participation in school science or math clubs. Students will participate in technology courses offered as an elective or science-based competition (ex. Fairchild Challenge).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students may not have access to science or math clubs information Students having limited course in technology to participate in as an elective	1.1. .Send Connect Ed messages to families of times and locations of school club events. Offer a variety of electives in technology for high school students.	1.1 Counselors and Administration	1.1. Administrators will monitor student sign in sheets for club meetings or competitions. Make courses available to students for the following school year in subject selection course.	1.1. Formative: Student sign in sheets Summative: 2013 Student Subject Selection Form

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

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

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

STEM Budget:

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

Subtotal: $0.00	
Grand Total: $0.00	

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal for the 2012-2013 school year is to increase students participation when entering high school technology courses and programs.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of student knowledge of technology courses and programs available in high school	1.1. Create a Student Parent Course showcase where students can inquire about elective courses for the following school year. Offer middle school students a variety of technology course in subject selection forms. Completion of EPEP in 7th grade classes before promotion to high school.	1.1. Counselors and Administration	1.1. Administration will monitor course selections and articulation process	1.1. Formative: EPEP reports and Sign in sheets from parent nights. Summative: 2013 Student Subject Selection Form

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)

N/A Goal:

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

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

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

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 N/A Goal(s)

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	Customizing the lessons in the Carnegie Program to focus and align the benchmarks being assessed in each grade level.	Web based program, resources and materials	Operating funds	$25,000.00
Mathematics	Computer Labs	computers for mathematics curriculum	Internal	$15,000.00
Attendance	Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)	Plasco system and training	Operating funds	$19,000.00
				Subtotal: $59,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement an extended day tutoring program that will target the lowest 25%.	Supplemental materials and supplies USA Today	Internal funds	$1,000.00
Reading	Use incentives to encourage students to participate in the after school tutoring or reading plus program consistently.	Prizes and small gift cards	PTSI	$500.00
Mathematics	Use incentives to encourage students to participate in the after school tutoring program consistently.	Prizes and small gifts and gift cards	PTSI	$500.00
Science	Science Incentives	Incentives for students scoring a 4 or higher on the Biology EOC administration	SAC	$1,000.00
Science	Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems	Materials for innovative science instruction and labs	Operating funds	$2,000.00
Writing	Writing Incentives	Incentives for students receiving a level 3 or higher on the Writing administration	SAC	$1,000.00
Suspension	Counselors will be conducting Character Education Seminar for student throughout the year (Bullying)	Videos and materials	Operating	$200.00
				Subtotal: $6,200.00
				Grand Total: $65,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

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 (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds will be anticipated for Science incentives	$1,000.00
Funds will be anticipated for Writing incentives	$1,000.00

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

The School Advisory Council has an important function for the success of Doral Performing Arts and Entertainment Academy School. Listed below are some of the functions of the SAC.
Reach out to business communities as a partnership.
Increase parental involvement.
Discuss strengths and weaknesses as it relates to students achievement.
Monitor the implementation of the School Improvement Plan through ongoing data analysis from district interims and mini assessments.
Monitor and review the spending of school funds.
Review and monitor data regarding student performance of interim assessments, End of Course Exams and FCAT assessments.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	95%	100%	33%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	82%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	82% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					572	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	95%	95%	41%	306	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	78%	83%			161	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	83% (YES)			153	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					620	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested