

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: SOUTHWEST MIAMI SENIOR HIGH

District Name: Dade

Principal: Carlos A. Diaz

SAC Chair: Doristine Williams

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

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	Carlos A. Diaz	Bachelor of Science in Elementary Education, Master of Science in Educational Leadership. Certifications: Elementary Education; School Principal	2	16	'12 '11 '10 '09 '08 School Grade pending A A A A High Standards Rdg. 52 82 83 92 92 High Standards Math 57 87 83 94 92 Lrng Gains-Rdg. 68 69 73 59 72 Lrng Gains-Math 56 73 70 73 73 Gains-Rdg-25% 72 67 68 70 64 Gains-Math-25% 49 71 68 71 69
		Bachelor of Arts in English Master of Science in English Education			'12 '11 '10 '09 '08

Assis Principal	Lisset Vazquez-Rios	Education Specialist in Educational Leadership. Certifications: English, Journalism, Reading, ESOL, Educational Leadership	15	4	School Grade Pending A D B B High Standards Rdg. 52 29 25 49 44 High Standards Math 57 60 55 75 72 Lrng Gains-Rdg. 68 45 44 59 56 Lrng Gains-Math 56 68 75 77 78 Gains-Rdg-25% 72 49 40 56 55 Gains-Math-25% 49 57 72 71 75
Assis Principal	Michael Sell	Bachelor of Science in Communication, Master of Science in Education Educational Specialist degree in Educational Leadership Certifications: English, Educational Leadership	3	9	'12 '11 '10 '09 '08 School Grade pending A C A n/a High Standards Rdg.52 48 67 75 79 High Standards Math 57 77 68 78 78 Lrng Gains-Rdg. 68 58 58 44 70 Lrng Gains-Math 56 74 42 80 72 Gains-Rdg-25% 72 58 50 63 58 Gains-Math-25% 49 65 50 90 80
Assis Principal	Ana Valdes	Bachelor of Science in English Education Master of Science in TESOL Educational Specialist in Educational Leadership. Certifications: English, ESOL, MG English, Educational Leadership	7	2	'12 '11 '10 '09 '08 School Grade pending A B B C High Standards Rdg. 52 48 48 49 44 High Standards Math 57 77 80 75 72 Lrng Gains-Rdg. 68 58 56 59 56 Lrng Gains-Math 56 74 80 77 78 Gains-Rdg-25% 72 58 54 56 55 Gains-Math-25% 49 65 69 71 75

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	Alina Valero	Bachelor of Science in Mentally Handicapped, Elementary Education, Pre- K/Primary Master in TESOL Reading Endorsed Endorsed	5	3	'12 '11 '10 '09 '08 School Grade pending A B B C High Standards Rdg.52 48 48 49 40 High Standards Math57 77 80 75 62 Lrng Gains-Rdg. 68 58 56 59 52 Lrng Gains-Math 56 74 80 77 69 Gains-Rdg-25% 72 58 54 56 54 Gains-Math-25% 49 65 69 71 66

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	Regular meetings of new teachers with administration	Assistant Principal	On-going	
2	Partnering new teachers with veteran staff	Assistant Principal	On-going	

3	Internship opportunities with community colleges/universities	Assistant Principal	On-going	
4	Job shadowing experiences with innovative and/or traditional teachers	Assistant Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
.05%(70: out-of-field 0%(0): less than effective rating	1. Teachers have registered for the subject area exams. 2. Teachers are enrolled in the one or more of the Reading Endorsement courses.

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
146	1.4%(2)	13.0%(19)	41.8%(61)	43.8%(64)	37.7%(55)	100.0% (146)	9.6%(14)	8.9%(13)	22.6%(33)

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
Helena Rosa	Stephanie Fennel, Taj Marshall	New to High School	PD/one on one planning
Kathryn Riley	Kathryn Riley Donnette Hutchinson-Cox	New to Math & SPED	PD/one on one planning

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

Southwest Miami High School provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Southwest Curriculum Leaders Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based

curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Southwest Miami High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school) by the Title 1, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

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

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Southwest Miami High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

Southwest Miami High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Housing Programs

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

identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools. Each school is provided a video and curriculum manual a contest is sponsored by the homeless trust, a community organization.

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Southwest Miami High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

Southwest Miami High School currently offers On-the-Job Training for both, our General Education population and our Exceptional Student population.

Other

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal of Southwest Miami High School provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. The Assistant Principals of Southwest Miami High School participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. A Select Group of General Education Teachers at Southwest Miami High School provide information about core instruction and participates in student data collection. Exceptional Student Education (ESE) Teachers at Southwest Miami High School participate in student data collection and integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Reading Coach at Southwest Miami High School develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Student Services Personnel at Southwest Miami High School provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue

to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, as well as evaluate new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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 Benchmark Assessments, FAIR Assessments, Interim Assessments, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring, FCAT Simulation, Measurement Incorporated. Midyear: FAIR Assessments, Interim Assessments, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring, FCAT Simulation, Measurement Incorporated. End of year: Interim Assessments, FCAT, Measurement Incorporated, Algebra I EOC. Frequency of Data Days: twice a month for data analysis.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "MTSS/RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "MTSS/RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in September. The MTSS/RtI team will also evaluate additional staff PD needs during the weekly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The school's Leadership Team will work closely with the curriculum leaders and Reading Coach to ensure proper implementation of the interventions agreed upon.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Principal of Southwest Miami High School—Carlos A. Diaz,
Assistant Principals: Michael Sell, Ana Valdes, Lisset Vazquez-Rios
General Education Teachers: Jeanette Ganshamdasani, Ken Nadaskay, Ana Diaz, Jorge Diaz
Advanced Academics: Betty Victores
SPED Teacher: Susana Alvarez
ELL Teacher: Maria Amor

Instructional Reading Coach: Alina Valero
Media Specialist: Kim Workman
SAC Chairperson: Doristine Williams

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

The LLT meets on a weekly basis to discuss strategies that will be implemented across the curriculum to increase reading achievement.

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

The major initiative of the LLT is to align the school's reading initiatives to the District's K-12 Comprehensive Research-based Reading Plan.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The school will maintain an Instructional Focus Calendar (IFC), highlighting specific school-wide reading benchmarks and strategies that will be incorporated across the curriculum. The Reading Coach will offer a PD at the start of the year that will address how to embed the secondary benchmark outlined in the IFC by using appropriate reading strategies.

*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 students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and/or lead to industry certification. Every year, after FCAT testing, students and parents participate in a curriculum showcase and articulation assemblies that exposes them to next year's curriculum to inform their course selection. After the articulation assemblies, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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](#)

According to the 2010 High School Feedback Report, Southwest Miami High School's percentage of graduates completing a college prep curriculum is 65.8%, compared to the State's average of 60.2%. Currently our Dual Enrollment percentage for students who successfully completed a course is 48.8%, compared to the State's average at 45.9%. The number of graduates enrolled in Algebra 1 or equivalent in a Florida public school prior to 9th grade was 26%, compared to the State's average of 32.9%. The percent of 2010 graduates who completed at least one dual enrollment math course was .21%, compared to the State's average of 6.63 %. The percent of 2010 graduates who completed at least one level 3 high school science course was 55.4%, compared to the State's average of 54.8%.

After analyzing the data, Southwest Miami High School has plans to offer on campus dual enrollment courses in mathematics. Also, in order to decrease the number of students who take remedial courses in college, the school will be offering Math for College Readiness and English 4: College Prep to selected seniors who are at risk of not obtaining a College Ready score independently. These courses are designed to prepare selected seniors who have not yet earned a college ready score to be successful on the Post Education Readiness Test (PERT). In addition, the student services department along with the CAP advisor will be visiting upper-classmen to have discussions regarding post-secondary education. Our students with disabilities will also be given the opportunity to meet with a transition specialist to review the choices for post-secondary education for students with disabilities.

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 Reading FCAT 2.0 indicate that 27% of students achieved level 3. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (419)	32%(502)

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. According to the 2012 administration of the FCAT 2.0 Reading Test, students show deficiency in the following reporting categories: Reporting Category 2: Reading Application	1a.1. The following instructional strategies will be utilized to support Reporting Category 2: The use of graphic organizers, summarization activities, Reciprocal Teaching, questioning the author, text marking and encouraging students to read from a variety of texts. Using the above-named strategies, students will identify details from the passage to determine main idea, plot and purpose. Students will also learn to make inferences, draw conclusions and identify implied main idea and author's purpose	Reading Coach Assistant Principal Language Arts/Social Science Curriculum Leader	Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.	Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR) Results from 2012-2013 Interim Assessments Results from teacher-created assessments Summative: 2013 FCAT Reading Assessment
2	1a.2. According to the 2012 administration of the FCAT Reading Test, students show deficiency in the following reporting categories: Reporting Category 4: Informational Text/Research Process	1a.2. The following instructional strategies will be utilized to support Reporting Category 4: The use of note-taking skills, summarization skills, text features activities, opinion-proofs, and encouraging students to read from a wide variety	1a.2. Reading Coach Assistant Principal Language Arts and Social Science Curriculum Leaders	1a.2. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.	1a.2. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR) Results from 2012-2013 Interim Assessments Results from teacher-created

				assessments Summative: 2013 FCAT Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment indicate that 26% of students achieved levels 4, 5, or 6 proficiency. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(5)	31%(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	1b.1. Following a review of the data from the 2012 FAA, students are not accurately and consistently identifying pictures or symbols paired with words in stories.	1b.1. The following instructional strategies will be utilized to support the NGSSS Access Points: Students will require multiple reads of a selection prior to responding to comprehension questions by incorporating the use of read-alouds, auditory tapes and text readers that provide print with visuals and or symbols.	1b.1 SPED Curriculum Leader Assistant Principal	1b.1. The use of the Florida Continuous Improvement Model by the teachers.	1b.1. Formative: Teacher generated assessments Summative: 2013 FAA
2	1b.2. Following a review of the data from the 2012 FAA, students are not accurately and consistently recognizing details and sequence of events in reading passages.	1b.2. Picture walks will be used to assist students in making predictions of a reading selection. Students must have continuous review and practice when learning reading concepts.	1b.2 SPED Curriculum Leader Assistant Principal.	1b.2. The use of the Florida Continuous Improvement Model by the teachers.	Formative: Teacher generated assessments Summative: 2013 FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 Reading FCAT 2.0 indicate that 23% of students achieved levels 4-5. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(363)	26%(408)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. According to the 2012 administration of the FCAT 2.0 Reading Test, students show deficiency in Category 3, specifically in the area of descriptive and figurate language.	2a.1. The following instructional strategies will be utilized to support students' use of descriptive and figurative language: Through the use of higher-order questioning activities, students will learn to analyze both implicit and explicit text within a wide-variety of genres.	2a.1. Reading Coach Assistant Principal Language Arts, Social Science and Advanced Academics Curriculum Leaders	2a.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome	2a.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR). Results from 2012-2013 Interim Assessments Results from teacher-created assessments Summative: Results from 2013 FCAT Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 26% of students achieved level 7 or above proficiency. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (5)	29% (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	2b.1. Following a review of the data from the 2012 FAA, students are not exposed to various literary genres.	2b.1. The following instructional strategies will be utilized to support the NGSSS Access Points: Students will be guided to read fiction, nonfiction and informational text to identify the difference in genres.	2b.1 SPED Curriculum Leader Assistant Principal	2b.1. The use of the Florida Continuous Improvement Model by the teachers.	2b.1. Formative: Teacher generated assessments Summative: 2013 FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The results of the 2012 Reading FCAT 2.0 indicate that 70% of students made learning gains.
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Reading Goal #3a:	Our goal for the 2012-2013 school year is to increase our score by 5% points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(983)	75%(1054)

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. According to the 2012 administration of the FCAT 2.0 Reading Test, Southwest showed an increase in learning gains. However, the LLT has determined that main idea, author's purpose and vocabulary must be reinforced in daily instruction	3a.1. The following instructional strategies will be utilized to support the benchmarks addressed as anticipated barriers: Use of a school-wide Instructional Focus Calendar will be implemented and followed across the curriculum.	3a.1. LLT Reading Coach Assistant Principal	3a.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.	3a.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and FOCUS min-assessment. For students in Intensive Reading classes, the following CAP reports will be utilized: Jamestown Reading Navigator Reports or Achieve 3000 Reports (for ELL), Florida Assessment for Instruction in Reading (FAIR). Results from 2012-2013 Interim Assessments Results from teacher-created assessments Summative: Results from 2013 FCAT Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate that 19% of students made annual Learning Gains Our goal for the 2012-2013 school year is to increase by 10% percentage points to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(3)	29%(5)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. Following a review of the data from the 2012 FAA, students are not exposed to repeated readings	3b.1. The following instructional strategies will be utilized to support the NGSSS Access Points: Students will incorporate continuous repetition/practice when learning reading concepts.	3b.1. SPED Curriculum Leader Assistant Principal	3b.1. The use of the Florida Continuous Improvement Model by the teachers.	Formative: Teacher generated assessments Summative: 2013 FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal # 4:	The results of the 2012 Reading FCAT 2.0 indicate that 75% of students in L25% made learning gains. Our goal for the 2012-2013 school year is to increase our score by 5% points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(284)	80%(303)

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	4.1. According to the 2012 administration of the FCAT 2.0 Reading Test, Southwest L25% students showed an increase in learning gains. However, the RtI Team has determined that more emphasis must be given to differentiated instruction.	4.1. The following remediation and instructional strategies will be utilized to support Tier II interventions: Differentiated Instruction (DI) using flexible grouping within reading courses, explicit systematic instruction in phonics and fluency using research-based practices such as recognizing affixes, word sorting, multiple meanings, read-alouds, oral reading fluency drills and repeated readings.	4.1. Response to Intervention (RtI) Team, Reading Coach, Assistant Principal	4.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.	4.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus, Jamestown Navigator, Achieve 3000, Florida Assessment for Instruction in Reading (FAIR). Results from 2012-2013 Interim Assessments Results from Teacher-created assessments Results from Oral Reading Fluency drills Summative: • Results from 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%
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by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Reading Goal #5B:</p> <p>The results of the 2012 Reading FCAT 2.0 indicate that students in the White subgroup made 58% . Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the White subgroup from 58% to 62%.</p> <p>The results of the 2012 Reading FCAT 2.0 indicate that students in the Black subgroup made 35%. Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the Black subgroup from 35% to 54%</p> <p>The results of the 2012 Reading FCAT 2.0 indicate that students in the Hispanic subgroup made 51%. Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the Hispanic subgroup from 51% to 61%.</p> <p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p> <p>The results of the 2012 Reading FCAT 2.0 indicate that students in the ELL subgroup made 22% learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the ELL subgroup from 22% to 36%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>White: 58% (53) Black: 35% (6) Hispanic: 51% (739) Asian: N/A American Indian: N/A</p>	<p>White: 62% (57) Black: 54% (10) Hispanic: 61% (884) Asian: N/A American Indian: N/A American Indian: N/A</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>5B.1. White: N/A Black: N/A Hispanic: 45% Asian: N/A American Indian: N/A</p> <p>According to the 2012 administration of the FCAT 2.0 Reading Test, the students in the Hispanic subgroup show deficiency in the</p>	<p>5B.1. The following instructional strategies will be utilized to support: Reporting Category 4:</p> <p>Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw conclusions using</p>	<p>5B.1. Reading Coach, Assistant Principal, Language Arts and ELL Curriculum Leaders.</p>	<p>5B.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.</p>	<p>5B.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR)</p> <p>Results from 2012-2013 Interim Assessments Results from</p>

1	following: Reporting Category 4: Informational Text/Research Process	note-taking skills and summarization skills.		Teacher-created assessments For students in Intensive Reading: Results from 2012-2013 Florida Assessment for Instruction in Reading (FAIR), Jamestown Reading Navigator web-based program, Achieve 3000 Summative: Results from 2013 FCAT Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 Reading FCAT 2.0 indicate that students in the ELL subgroup made 22% learning gains. Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the ELL subgroup from 22% to 36%
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (61)	36% (99)

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	5C.1. According to the 2012 administration of the FCAT 2.0 Reading Test, students in the ELL subgroup show deficiency in the following reporting category: Reporting Category 1: Vocabulary	5C.1. The following instructional strategies will be utilized to support students' use of context clues and multiple meanings: Engaging in root word activities, personal dictionaries, and instruction in different levels of content-specific words (shades of meaning). Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.	5C.1. Reading Coach, Assistant Principal, ELL Curriculum Leader	5C.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.	5C.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR) Results from 2012-2013 Interim Assessments Results from Teacher-created assessments For students in Intensive Reading: Results from 2012-2013 Florida Assessment for Instruction in Reading (FAIR), Jamestown Reading Navigator web-based program, Achieve 3000 Summative:

					Results from 2013 FCAT Reading Assessment
2	<p>5C.2. According to the 2012 administration of the FCAT 2.0 Reading Test, students in the ELL subgroup show deficiency in the following reporting category:</p> <p>Reporting Category 3: Literary Analysis</p>	<p>5C.2. The following instructional strategies will be utilized to support Category 3: Literary Analysis.</p> <p>Identifying signal or key words in a text and the use of recognizing text features in a passage.</p>	<p>5C.2. Reading Coach, Assistant Principal, ELL Curriculum Leader</p>	<p>5C.2. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.</p>	<p>5C.2. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR)</p> <p>Results from 2012-2013 Interim Assessments Results from Teacher-created assessments</p> <p>For students in Intensive Reading: Results from 2012-2013 Florida Assessment for Instruction in Reading (FAIR), Jamestown Reading Navigator web-based program, Achieve 3000</p> <p>Summative: Results from 2013 FCAT Reading Assessment</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The results of the 2012 Reading FCAT 2.0 indicate that students in the SWD subgroup made 30% learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the SWD subgroup from 30% to 40%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>30% (69)</p>	<p>40% (92)</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5D.1. According to the 2012 administration of the FCAT2.0 Reading Test, students in the SWD subgroup show deficiency in the following reporting categories:</p> <p>Reporting Category 4: Informational Text/Research Process</p>	<p>5D.1. The following remediation and instructional strategies will be utilized to support: Reporting Category 4:</p> <p>Use of questioning the author and encouraging students to read a wide variety of text where students can synthesize, analyze and evaluate information to determine the validity and reliability</p>	<p>5D.1. Reading Coach Assistant Principal SPED Curriculum Leader</p>	<p>5D.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.</p>	<p>5D.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR)</p> <p>Results from 2012-2013 Interim Assessments Results from Teacher-created assessments</p>

1		of the text.			For students in Intensive Reading: Results from 2012-2013 Florida Assessment for Instruction in Reading (FAIR), Jamestown Reading Navigator web-based program, Achieve 3000 Summative: Results from 2013 FCAT Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 Reading FCAT 2.0 indicate that students in the ED subgroup made 48% learning gains. Our goal for the 2012-2013 school year is to increase our current level of performance for our students in the ED subgroup from 48% to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (586)	58% (708)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. According to the 2012 administration of the FCAT 2.0 Reading Test, students in the ED subgroup show deficiency in the following reporting categories: Reporting Category 4: Informational Text/Research Process	5E.1. The following remediation and instructional strategies will be utilized to support: Reporting Category 4: Summarization skills and question-answer relationships using Task cards.	5E.1. Reading Coach Assistant Principal	5E.1. Using the Florida Continuous Improvement Model (FCIM), the LLT will determine the effectiveness of the strategies and the evaluation tools to measure outcome.	5E.1. Formative: Computer Assisted Programs (CAP) reports generated from Reading Plus and Accelerated Reading (AR) Results from 2012-2013 Interim Assessments Results from Teacher-created assessments For students in Intensive Reading: Results from 2012-2013 Florida Assessment for Instruction in Reading (FAIR), Jamestown Reading Navigator web-based program, Achieve 3000 Summative: Results from 2013 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teen Biz	9th/10th grade Developmental Language Arts through ESOL	ESOL Curriculum Leader	9th/10th grade Developmental Language Arts through ESOL	9/22/12, 12/08/12, 2/2/13, 5/3/13	Usage Reports and Student Data Reports	Reading Coach and Administration
Reading Plus	9th/10th grade Reading & Language Arts	Reading Coach	9th /10th Grade Reading and Language Arts Teachers	9/22/12, 12/08/12, 2/2/13, 5/3/13	Usage Reports and Student Data Reports	Reading Coach and Administration
Access Points	9th/10th Special Diploma Students	SPED Curriculum Leader	9th/10th grade Special Diploma Teachers	9/22/12, 12/08/12, 2/2/13, 5/3/13	Administrative Walk-Throughs	SPED Curriculum Leader and Administration
Reading Strategies	9th grade Social Studies	Reading Coach	9th Grade World History Social Studies	9/22/12, 12/08/12, 2/2/13, 5/3/13	In Class Modeling sessions/ongoing support	Reading Coach and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.1, 1A.2, 3A.1, 4A.1, 5B.1, 5C.1,5C.2, 5D.1, 5E.1	Extended Learning Activity: After-School Tutoring	Title 1	\$4,000.00
1A.1, 1A.2, 4A.1	Extended Learning Activity: After-School Tutoring	Title 1	\$10,000.00
1A.1, 1A.2, 3A.1, 4A.1, 5B.1, 5C.1,5C.2, 5D.1, 5E.1	FCAT Student Incentives	E.E.S.A.C	\$2,000.00
1A.1, 1A.2, 3A.1, 4A.1, 5B.1, 5C.1,5C.2, 5D.1, 5E.1	Snacks and Water for FCAT Testing	E.E.S.A.C.	\$2,999.00
Subtotal:			\$18,999.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1A.1, 1A.2, 2A.1, 3A.1, 4A.1, 5B.1, 5C.1, 5C.2, 5D.1, 5E.1	Purchasing additional Accelerated Reader quizzes	Internal Funds	\$500.00
Subtotal:			\$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers an opportunity to create pacing guides and instructional focus calendars for the upcoming school year	Summer Professional Development: Reading Teachers, Language Arts Teachers, and ELL Teachers	Title 1/Small Learning Communities	\$1,500.00
Provide Reading teachers with opportunities to meet and discuss trends, disaggregate data and create pacing guides based on student needs.	Substitute coverage for Reading Teachers for half day of PD.	Title 1/Small Learning Communities	\$700.00
Subtotal:			\$2,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

2A.1, 3A.1, 4A.1, 5B.1, 5C.1, 5C.2, 5D.1, 5E.1

Top 10% Ceremony for our highest achieving students.

E.E.S.A.C.

\$500.00

Subtotal: \$500.00

Grand Total: \$22,199.00

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 indicate that 40% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase by 2 percentage points to 42%.			
2012 Current Percent of Students Proficient in listening/speaking:					
40%(169)					
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. Following a review of the data from the 2012 CELLA, students need more exposure to oral and auditory activities.	1.1. The following instructional strategies will be utilized to support the NGSSS: tape-assisted instruction, teacher modeling explicit instruction, reader's theatre, read-a-loud, and repeated readings.	1.1. ELL Curriculum Leader Assistant Principal	1.1. oral questions oral responses oral discussions student presentations	1.1. Formative: Teacher made rubrics FAIR Summative: CELLA

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 indicate that 17% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase by 2 percentage points to 19%.			
2012 Current Percent of Students Proficient in reading:					
17%(77)					
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.	2.1.	2.1.	2.1.	2.1. Formative:

1	Following a review of the data from the 2012 CELLA, students lack vocabulary.	The following instructional strategies will be utilized to support the NGSSS: C.R.I.S.S strategies such as meta cognition, reciprocal reading, read-a-loud, cloze reading, echo & choral reading, and achieve 3000 (technology), reading response journals	ELL Curriculum Leader Assistant Principal	The FCIM will be used to determine effectiveness graphic organizers, exit slips, achieve pre and post tests, interims	Achieve 3000 assessments FAIR Interim Assessments Summative: CELLA
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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 indicate that 19% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase by 2 percentage points to 21%.
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2012 Current Percent of Students Proficient in writing:

19%(84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Following a review of the data from the 2012 CELLA, students lack conventions and knowledge of the writing process.	2.1. The following instructional strategies will be utilized to support the NGSSS: CELLA connection daily writing practice through journaling, reading response journals, and writing prompts.	2.1. ELL Curriculum Leader Assistant Principal	2.1. The FCIM will be used to determine effectiveness of strategies	2.1. Formative: Writing Interims Assessments Teacher created Assessments Summative: CELLA 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:	The results of the 2012 Florida Alternate Assessment indicate that 44% of students achieved levels 4, 5, or 6 in proficiency. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(8)	49%(9)

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. Following a review of the data from the 2012 FAA, Students are not independently transferring mathematical skills taught in the classroom into real life situations.	1.1. The following instructional strategies will be utilized to support the NGSSS Access Points: Students will visit Community Based Instruction sites that are appropriate and encourage the application of the skills taught in the classroom	1.1. Sped Curriculum Leader Assistant Principal	1.1. The use of the Florida Continuous Improvement Model by the teachers.	1.1. Formative: Teacher generated assessments Summative: 2013 FAA

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2012 Florida Alternate Assessment indicate that 17 % of students achieved level 7 or above in proficiency. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(3)	20%(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
	2.1. Following a review of the data from the 2012 FAA,	2.1. The following instructional strategies will be utilized to	2.1. Sped Curriculum Leader	2.1. The use of the Florida Continuous Improvement Model by	2.1. Formative: Teacher generated

1	Students are not continuously practicing or having repetition when learning math concepts.	support the NGSSS Access Points: Students will use information from tables and other types of visual modes to compare quantities from real world situations represented on a graph and explain similarities and differences.	Assistant Principal	the teachers.	assessments Summative: 2013 FAA
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 Florida Alternate Assessment indicate that 21% of students made learning gains. Our goal for the 2012-2013 school year is to increase by 10 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(3)	31%(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	3.1. Following a review of the data from the 2012 FAA, Students are not successfully identifying equivalent forms of fractions, percentages, and decimals in the context of money using visual and numerical representations in real world situations.	3.1. The following instructional strategies will be utilized to support the NGSSS Access Points: Students will have continuous repetition/practice when learning math concepts. Students will be provided with visual choices as presented in the Florida Alternate Assessment. Students will be provided with opportunities to learn concepts using manipulatives, visuals and assistive technology.	3.1. Sped Curriculum Leader Assistant Principal	3.1. The use of the Florida Continuous Improvement Model by the teachers	3.1. Formative: Teacher generated assessments Summative: 2013 FAA

High School Mathematics AMO Goals

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

Mathematics Goal #

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

Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B:

The results of the 2012 Algebra 1 EOC indicate that 57% of Hispanic students and 62% of White students achieved level 3 or higher.

Our goal for the 2012-2013 school year is for the Hispanic subgroup to increase by 3 percentage points to 60% and the White subgroup to increase by

2012 Current Level of Performance:

2013 Expected Level of Performance:

White: 62% (20)
Black: N/A
Hispanic: 57% (317)
Asian: N/A
American Indian: N/A

White: 63% (21)
Black: N/A
Hispanic: 60% (334)
Asian: N/A
American Indian: 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	Following a review of the data from the 2012 Algebra 1 EOC, Students are deficient in Reporting Category 1 – Function, Linear Equations and Inequalities	The following instructional strategies will be utilized to support instruction in Reporting Category 1: The course-alike learning teams will discuss, design and implement instructional strategies such as: • Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson with interactive "Word Walls" created by the teacher and students. o Provide inductive reasoning strategies that include discovery learning activities using small group instruction. o Provide the students with more practice with activities which target deficiencies of specific benchmarks. o Provide students opportunities to explore and apply the use of a system of equations in the real-world o Provide students opportunities to graph linear equations and inequalities in two	Assistant Principal Math Department Chair	The Florida Continuous Improvement Model will be used to guide instruction.	Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra

	<p>variables with and without graphing technology.</p> <ul style="list-style-type: none"> o Provide students training and access to computer-based resources such as Florida Focus – Math Skills Series and Cognitive Tutor Algebra 1. o Provide students after-school tutoring. 		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	The results of the 2012 Algebra 1 EOC indicate that 44% of ELL students achieved level 3 or higher.
Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase by 2 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (54)	46% (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
1	3C.1. The anticipated barriers to increasing the percentage of students who are making satisfactory progress in the Algebra EOC assessment is reporting category 1 – Functions, Linear Equations and Inequalities	3C.1. The course-alike learning teams will discuss, design and implement instructional strategies such as: • Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson with interactive "Word Walls" created by the teacher and students. o Provide inductive reasoning strategies that include discovery learning activities using small group instruction. o Provide the students with more practice with activities which target deficiencies of specific benchmarks. o Provide all students opportunities to explore and apply the use of a system of equations in the real-world o Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology. o Provide students training and access to	3C.1. Assistant Principal Math Department Chair	3C.1. The Florida Continuous Improvement Model will be used to guide instruction.	3C.1. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra EOC

	computer-based resources such as Florida Focus – Math Skills Series and Cognitive Tutor Algebra 1. o Provide students after-school tutoring		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 Algebra 1 EOC indicate that 33% of SWD students achieved level 3 or higher. Our goal for the 2012-2013 school year is to increase by 6 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(39)	39%(46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. The anticipated barriers to increasing the percentage of students who are making satisfactory progress in the Algebra EOC assessment is reporting category 1 – Functions, Linear Equations and Inequalities	3D.1. The course-alike learning teams will discuss, design and implement instructional strategies such as: • Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson with interactive "Word Walls" created by the teacher and students. o Provide inductive reasoning strategies that include discovery learning activities using small group instruction. o Provide the students with more practice with activities which target deficiencies of specific benchmarks. o Provide all students opportunities to explore and apply the use of a system of equations in the real-world o Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology. o Provide students training and access to computer-based resources such as Florida Focus – Math Skills Series and Cognitive Tutor Algebra 1.	3D.1. Assistant Principal Math Department Chair	3D.1. The Florida Continuous Improvement Model will be used to guide instruction	3D.1. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra

		o Provide students after-school tutoring.			
2		3D.2. The anticipated barriers to increasing the percentage of students in the Students with Disabilities (SWD) subgroup making satisfactory progress in Algebra EOC are that additional intervention/remediation methods are needed.	3D.2. Inclusion teachers will target students within their inclusion classes and o Provide inductive reasoning strategies that include discovery learning activities using small group instruction. Provide the students with more practice with activities which target deficiencies of specific benchmarks	3D.2. Assistant Principal Math Department Chair SPED Department Chair	3D.2. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra

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:	The results of the 2012 Algebra 1 EOC indicate that 56% of ED students achieved level 3 or higher. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(269)	59%(284)

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	3E.1. The anticipated barriers to increasing the percentage of students in the Economically Disadvantaged subgroup making satisfactory progress in Algebra 1 assessment is reporting category 1 – Functions, Linear Equations and Inequalities .	3E.1. The course-alike learning teams will discuss, design and implement instructional strategies such as: o Provide inductive reasoning strategies that include discovery learning activities using small group instruction. o Provide the students with more practice with activities which target deficiencies of specific benchmarks. o Provide all students opportunities to explore and apply the use of a system of equations in the real-world o Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology. Provide students after-	3E.1. Assistant Principal Math Department Chair	3E.1. The Florida Continuous Improvement Model will be used to guide instruction	3E.1. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra

		school tutoring			
2	3E.2. The anticipated barriers to increasing the percentage of students in the Economically Disadvantage subgroup, who are making satisfactory progress in Algebra 1, are that parents and students do not utilize technology available.	3E.2 The course-alike learning teams will discuss, design and implement instructional strategies such as: o Provide students training and access to computer-based resources such as Florida Focus – Math Skills Series and Cognitive Tutor Algebra 1. o Provide the students with more practice with activities which target deficiencies of specific benchmarks	3E.2. Assistant Principal Math Department Chair	3E.2. The Florida Continuous Improvement Model will be used to guide instruction	3E.2. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra

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 1 EOC indicate that 36% of students achieved level 3. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(219)	39%(235)

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. Following a review of the data from the 2012 Algebra 1 EOC, Students are deficient in Reporting Category 3 – Rational, Radicals, and Discrete Mathematics.	1.1. The following instructional strategies will be utilized to support instruction in Reporting Category 3: Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: o Develop departmental guidelines for all student learning notebooks designed to increase student achievement. o Provide teachers with	1.1. Assistant Principal Math Department Chair	1.1. The Florida Continuous Improvement Model will be used to guide instruction.	1.1. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Algebra 1

	<p>training in developing meaning through mathematical problem solving in a real-world context.</p> <ul style="list-style-type: none"> o Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. o Assist teachers with effective strategies for integrating technology in their lesson designs 		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p> <p>Algebra Goal #2:</p>	<p>The results of the 2012 Algebra 1 EOC indicate that 8% of students achieved level 4 or 5.</p> <p>Our goal for the 2012-2013 school year is to increase by 9 percentage points to 9%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>8%(48)</p>	<p>9%(54)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1.</p> <p>Following a review of the data from the 2012 Algebra 1 EOC, Students are deficient in Reporting Category 3 – Rational, Radicals, and Discrete Mathematics.</p>	<p>2.1.</p> <p>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:</p> <ul style="list-style-type: none"> o Provide inductive reasoning strategies that include discovery learning activities o Provide students the opportunity to solve non-routine problems to help build a logical argument o Provide teachers with training in Webb's DOK chart to create higher order questioning techniques. <p>Assist teachers with effective strategies for integrating technology in their lesson designs</p>	<p>2.1.</p> <p>Assistant Principal Math Department Chair</p>	<p>2.1.</p> <p>The Florida Continuous Improvement Model will be used to guide instruction.</p>	<p>2.1.</p> <p>Formative Evaluation: District Interim Assessments Teacher created assessments.</p> <p>Summative Evaluation: 2013 Algebra</p>

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 indicate that 29% of our students scored in the middle third. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(201)	32%(222)

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 anticipated barriers to increasing the percentage of students who maintain proficiency in the Geometry EOC assessment is reporting category 3 – Trigonometry and Discrete Mathematics	1.1. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: o Develop departmental guidelines for all student learning notebooks designed to increase student achievement. o Provide teachers with training in developing meaning through mathematical problem solving in a real-world context o Assist teachers with effective strategies for integrating technology in their lesson designs. o Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).	1.1. Principal, Assistant Principal for Curriculum, Math Department Chair	1.1. Teacher created assessments and analysis of District mandated assessments through the use of Edusoft.	1.1. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Geometry.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC indicate that 27% of our students scored in the upper third. Our goal for the 2012-2013 school year is to increase by 1 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(187)	28%(196)

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 barriers to increasing the percentage of students who maintain proficiency in the Geometry EOC assessment is reporting category 3 – Trigonometry and Discrete Mathematics	2.1. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: o Develop departmental guidelines for all student learning notebooks designed to increase student achievement. o Provide teachers with training in helping students construct viable arguments and critique the reasoning of others o Assist teachers with effective strategies for integrating technology in their lesson designs. o Students will use methods of direct and indirect proofs to determine whether a proof is logically valid	2.1 Principal, Assistant Principal for Curriculum, Math Department Chair	2.1. Teacher created assessments and analysis of District mandated assessments through the use of Edusoft.	2.1. Formative Evaluation: District Interim Assessments Teacher created assessments. Summative Evaluation: 2013 Geometry.

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
Textbook Technology and the Smartboard	Algebra & Geometry/9th and 10th	Math Leader	9th and 10th grade Math teachers	August 2012	Administrative Walkthroughs-Coaching Cycle	Assistant Principal, Math Curriculum Leader
DOK Chart	9-12 Math	Math Leader	9-12 Math Teachers	November 2012	Administrative Walkthroughs-Coaching Cycle	Assistant Principal, Math Curriculum Leader
Discovery Geometry	Geometry/9th and 10th	District	Geometry teachers	June 2012	Administrative Walkthroughs	Assistant Principal
Algebra 1	Algebra 1, 9th grade	District	Algebra 1 teachers	June 2012	Administrative Walkthroughs	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2.1, 2.2, 3.1, 3.2	Extended Learning Opportunities	Title 1	\$5,000.00

			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
3E.1	Carnegie math	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		The results of the 2012 Florida Alternate Assessment indicate that 46% of students achieved levels 4,5, or 6 proficiency.			
Science Goal #1:		Our goal for the 2012-2013 school year is to increase by 5 percentage points to 51%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46%(6)		51%(7)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Following a review of the data from the 2012 FAA, students are having difficulty understanding and identifying the differences between concrete and abstract objects.	1.1. The following instructional strategies will be utilized to support the NGSSS Access Points: The student will use objects/pictures for exploration and identification of objects. Instruction will be hands on so that students can manipulate and explore actions and outcomes.	1.1. Sped Curriculum Leader Assistant Principal	1.1. The use of the Florida Continuous Improvement Model by the teachers.	1.1. Formative: Teacher generated assessments Summative: 2013 FAA.

	Instruction will be presented in a multi-sensory format.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Science Goal #2: The results of the 2012 Florida Alternate Assessment indicate that 8% of students achieved level 7 or above proficiency. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 11%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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8%(1)	11%(1)
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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. Following a review of the data from the 2012 FAA, Students are not understanding the scientific method and making inferences.	2.1. The following instructional strategies will be utilized to support the NGSSS Access Points: Students will use text and pictures for exploration and identification of key scientific concepts.	2.1. Sped Curriculum Leader Assistant Principal	2.1. The use of the Florida Continuous Improvement Model by the teachers	Formative: Teacher generated assessments Summative: 2013 FAA .

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 indicate that 32% of our students scored in the Middle Third. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 35%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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32%(226)	35%(244)
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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	The Reporting category Molecular and Cellular Biology presented our students with the most difficulty on the 2011-2012 interim assessments.	. *Teacher will utilize the Item Specs to guide instruction. *Student will be allotted time to use Computer Based Programs such as gizmos, discovery education, and FCAT Explorer. *Biology teachers will reinforce annually assessment benchmarks through the use of mini lessons, classroom activities and labs, and IFCs	Department chair, Administration	Progress monitoring using the District Interim Assessments Classroom walkthroughs Data Chats	Formative Evaluation: *Interim Assessment Data *GIZMOS usage reports *Discovery Education Data Summative Evaluation: *Biology EOC Exam
2	1.2. Students may not be exposed to as many labs/hands-on activities necessary to gain the knowledge needed to pass the Biology EOC.	1.2 *Develop professional learning communities of biology teachers to research, discuss, design, and implement strategies to increase laboratory investigations that address Biology I item specs.. * Provide opportunities for students to participate in Biology enrichment activities, after school tutorials, and science clubs. * Provide all students the opportunity to compare, contrast, interpret, analyze, and explain biological concepts during laboratory activities and classroom discussions.	Department chair, Administration	1.2. Progress monitoring using the District Interim Assessments, Classroom walkthroughs Data Chats	Formative Evaluation: *Interim Assessment Data *Teacher generated assessments and labs Summative Evaluation: *Biology EOC Exam

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 indicate that 30% of our students scored in the Upper Third. Our goal for the 2012-2013 school year is to increase by 1 percentage point to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(210)	31%(218)

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 number of inquiry-based learning activities and laboratory investigations currently	1.1 . *Teacher will utilize the Item Specs to guide instruction. *Biology teachers will reinforce annually	1.1. Department chair, Administration	1.1. Progress monitoring using the District Interim Assessments Classroom	1.1. Formative Evaluation: *Interim Assessment *Teacher

1	being used.	assessment benchmarks and item specs through the use of mini lessons, classroom activities and labs, and IFCs.	walkthroughs Data Chats	generated assessments and labs Summative Evaluation: *Biology EOC Exam
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Biology Teachers	9th/10th /Biology	Ms. Nunez	Biology Teachers	Early Release/once a quarter	Develop bank of higher order thinking/application questions to be used in making departmental exams to better prepare students for Biology I EOC.	Science Department Chair Assistant Principal
Biology Professional Development	9th/10th /Biology	Mr. Oddone	Biology Teachers	6/11/2012-6/14 /2012 6/18/2012-6/21/2012	Modify an existing lab, using item specs as guide, to better prepare students taking Biology I EOC	PD Facilitator Mr. Oddone

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.2	After School Tutoring	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Biology PLC	Early release day	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers an opportunity to create pacing guides and instructional focus calendars for the upcoming school year.	Summer Professional Development: Science Teachers	Title 1	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$3,500.00

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:	For students achieving proficiency (FCAT Level 3.0 in writing), Southwest will strive to ensure those students maintain or increase proficiency while preventing regression. The current level of performance will remain the same or increase from 82% in the 2011-2012 administration to 84% in the 2012-2013 administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(595)	84%(608)

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 areas of deficiency as noted in the 2012 FCAT Writing was writing a persuasive essay that state a position or claim presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments.	1a.1 The strategies for the writing instruction: Students will review persuasive writing techniques with students, poetry, print and media advertisements, editorials and speeches can be use as examples for students to evaluate persuasive techniques.	1a.1. Language Arts Curriculum Leader Assistant Principal	1a.1. The FCIM along with the Pacing Guides will be used to monitor effectiveness of strategies.	1a.1. Formative Evaluations: District Assessments Teacher-created assessments Writing Portfolios Summative Assessments: 2013 FCAT Assessments
2	1a.2. The areas of deficiency as noted in the 2012 FCAT Writing indicated that students were deficient in writing details in a logical order.	1a.2. Students will implement the use of organizational techniques, such as the web graphic organizer, to help students identify which relevant details are best for supporting their paper. Students will also use the exemplary papers to model good examples and non-examples of proper writing formats.	1a.2. Language Arts Curriculum Leader Assistant Principal	1a.2. The FCIM along with the Pacing Guides will be used to monitor effectiveness of strategies.	1a.2. Formative Evaluations: * District Assessments *Teacher-created assessments Summative Assessments: 2013 FCAT Assessments

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:	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
Data Analysis	9th and 10th Grade Language Arts teachers	Language Arts Curriculum Leader	9th/10th Grade Language Arts teachers.	10/25/12, 1/17/13, 2/14/13,	Implement the use of data into modifying curriculum as needed based on student progress.	Principal, Assistant Principal for Curriculum, Language Arts Department Chair
Pacing and Rigor in the Language Arts Classroom	9th and 10th grade Language Arts teachers	Language Arts Curriculum Leader	9th/10th Grade Language Arts teachers.	1/17/13	Implementation of strategies discussed at the meeting.	Principal, Assistant Principal for Curriculum, Language Arts Department Chair
Writing Traits Workshop	9th and 10th Grade Language Arts teachers	Language Arts Curriculum Leader	9th /10th Grade Language Arts teachers and 9th Grade Social Studies (World History) teachers.	11/6/12 & 12/15/12	Implementation of Writing Traits strategies	Principal, Assistant Principal for Curriculum, Language Arts and Social Studies Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities for students that are in need of remediation.	Countdown time: After-School Tutoring	Title 1	\$1,000.00
Writing Interventionist	Provide assistance with writing pull-out tutoring	Title 1	\$1,500.00
EESAC supports funding for implementing student incentives to prepare students for the FCAT.	Incentives	E.E.S.A.C.	\$2,000.00
Subtotal:			\$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Language Arts teachers with opportunities to meet and discuss trends, disaggregate	Substitute coverage for Language Arts teachers for half	Title 1	\$700.00

data and create pacing guides based on student needs.	day of PD.		
			Subtotal: \$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,200.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 U.S. History Baseline indicate that 0% of students were Proficient. Our goal for the 2012-2013 school year is to increase our current level of performance for our students to be 10% Proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(64)

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. Following a review of the data from the 2012 U.S. History EOC, students need more instructional time to synthesize information using multiple sources.	1.1. Students in the U.S. History course will interpret information using a variety of primary and secondary sources using a variety of media, including Discovery Education.	1.1. Social Sciences Curriculum Leader Assistant Principal	1.1. The FCIM will be used to determine effective of strategies	1.1. Formative: Quarterly Assessments Teacher Created Assessments Summative: U.S. History 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 U.S. History. U.S. History Goal #2:	The results of the 2012 U.S. History Baseline indicate that 0% of students were Proficient. Our goal for the 2012-2013 school year is to increase our current level of performance for our students to be 10% Proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(64)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Following a review of the data from the 2012 U.S. History EOC, students need more instructional time to argue opposing points of view in a variety of issues, both written and oral.	2.1. Students in the Advanced U.S. History courses will be provided opportunities to strengthen their persuasive writing skills. Students will also be provided an opportunity to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history by assisting students in developing well-reasoned positions on issues.	2.1. Social Sciences Curriculum Leader Assistant Principal	2.1. The FCIM will be used to determine effective of strategies	2.1. Formative: Teacher created activities Quarterly Assessments Summative: U.S. History 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
Edusoft	11/US History	Reading Coach	U. S. History Teachers, 11th grade	September 2012	Use of Edusoft data/data binder	Social Sciences Curriculum Leader Assistant Principal

U.S. History Budget:

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

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:	Southwest Miami High School will continue to increase the student attendance rate. The current level of performance will increase from 96.05% in the 2011-2012 school year to 96.55% in the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.05%(2989)	96.55%(3005)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
709	674
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1067	1014

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 choose to be absent from school for reasons that are not approved by the school board.	1.1. Encourage students to attend school by tying in participation in activities and athletics to attendance. Students are informed of excused absences through the student agendas assigned at the beginning of the year and through grade-level orientations at the beginning of the year.	1.1. Principal, All Administrators, Activities Director, Athletics Director, Attendance Review Committee	1.1. Principal, All Administrators, Activities Director, Athletics Director, Attendance Review Committee	1.1. Increase in the daily attendance rate
2	1.2. Students may choose to be tardy from school without a valid excuse.	1.2. Students will report to the Attendance Office to receive a tardy pass. Each pass will document the consequence earned based on the number of tardies generated.	1.2. SCSI Instructor, Administrator	1.2. Decrease in the number of tardies per nine weeks	1.2. District Generated 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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Junior/Senior Olympics: to improve student attendance and expand opportunities to participate in physical fitness experience.	Field Trip	E.E.S.A.C.	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$2,500.00

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:	Southwest Miami High School will continue to decrease the percentage of students placed on indoor and outdoor suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

767	690
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
400	360
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
229	206
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
171	154

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 be placed on indoor/outdoor suspension due to excessive tardiness and failure to comply with the progressive discipline plan	1.1. Provide initiatives for students to remain in school, such as participation in activities and athletics, such as: <ul style="list-style-type: none"> • Club meetings • School Performances • Field Trips • Competitions • Sporting events • School dances 	1.1. Principal, All Administrators, Activities Director, Athletic Director	1.1. *Quarterly suspension reports reviewed by the administrative team	1.1. Suspension reports from COGNOS

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		Southwest Miami High School will continue to decrease the percentage of students dropping out of school. The current level of performance will decrease from 2.05% to 1.95%. <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
2.05%(64)		1.95%(61)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
82.3%(622)		84.3%(721)			
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. At-risk students may choose to drop out of day school and enroll in night school.	1.1. *Provide interventions for at-risk student through student services. * Monitor the number of negative withdrawal codes.	1.1 . Principal, Assistant Principal of Curriculum, Student Services Department	1.1. Decrease the number of students who negatively affect the graduation rate. Increase the number of students taking credit	1.1. District Generated reports Increase in Graduation Rate

1		<p>*Assign the school social worker to check on those students who negatively affect our graduation rate to verify proper withdrawal codes.</p> <p>*Create an action plan with the Adult Ed. Center to enroll students who are behind in credits.</p> <p>*Have counselors review the semesterization report available to salvage credits and GPA.</p>		retrieval in Adult Education.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Semesterization Reports, Withdrawal Codes, & reviewing Credit History	9-12	Student Services Department Chair	Student Services/Counselors		Student Services will keep a spreadsheet on their case load identifying student needs	Principal, Assistant Principal for Curriculum, Student Services Department

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assist students in developing good study habits by incorporating organizational skills.	Student Agenda Planners	E.E.S.A.C.	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	"N/A Title 1 Schools see PIP"			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
"N/A Title 1 Schools see PIP"	"N/A Title 1 Schools see PIP"			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		STEM Goal #1: Southwest Miami currently has the following clubs that would fall under STEM: • SECME • Phi Beta Chi • ECO • Mu Alpha Theta Increase student involvement in clubs by increasing membership. Increase enrollment in Honors AP Physics.			
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 number of students participating in STEM clubs	Organized club fair through activities office	Activities director	The number of students that sign up for clubs during club fair.	*Membership logs *Meeting attendance sheets
2	1.2. Student concerns over high level of subject content.	1.2. Introduce curriculum to potential candidates prior to subject selection.	1.2. Physics AP Teacher	1.2. The number of students who sign up during subject selection.	1.2. Enrollment in AP Physics for 2013-2014 school year

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM PLC	9th – 12th	*Science Department Chair *Activities Director	Club Sponsors	Teacher work day/Early Release	Club Fair planned and measures in place to recruit new club members.	Science Department Chair Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Based on the 2012 data, --- % of students passed an industry certification exam. The 2013 goal is to increase the number of students passing a certification exam by 2%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. CTE teacher is not certified with industry certification	1.1. CTE teachers implement CTE program, state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outline with CTE	1.1. Assistant Principal CTE Curriculum Leader	1.1. Monitor the effective implementation of lessons and timely instruction in the CTE classrooms.	1.1. Certiport

		professional development activities.			
2	1.2. Students not prepared for certification exam in timely manner	1.2 The pacing of the curriculum will be adjusted to ensure proper training to our students.	1.2 Assistant Principal CTE Curriculum Leaders	1.2. Review of progress monitoring	1.2. Certiport

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1A.1, 1A.2, 3A.1, 4A.1, 5B.1, 5C.1,5C.2, 5D.1, 5E.1	Extended Learning Activity: After-School Tutoring	Title 1	\$4,000.00
Reading	1A.1, 1A.2, 4A.1	Extended Learning Activity: After-School Tutoring	Title 1	\$10,000.00
Reading	1A.1, 1A.2, 3A.1, 4A.1, 5B.1, 5C.1,5C.2, 5D.1, 5E.1	FCAT Student Incentives	E.E.S.A.C	\$2,000.00
Reading	1A.1, 1A.2, 3A.1, 4A.1, 5B.1, 5C.1,5C.2, 5D.1, 5E.1	Snacks and Water for FCAT Testing	E.E.S.A.C.	\$2,999.00
Mathematics	2.1, 2.2, 3.1, 3.2	Extended Learning Opportunities	Title 1	\$5,000.00
Science	1.2	After School Torturing	Title 1	\$2,000.00
Writing	Provide extended learning opportunities for students that are in need of remediation.	Countdown time: After-School Tutoring	Title 1	\$1,000.00
Writing	Writing Interventionist	Provide assistance with writing pull-out tutoring	Title 1	\$1,500.00
Writing	EESAC supports funding for implementing student incentives to prepare students for the FCAT.	Incentives	E.E.S.A.C.	\$2,000.00
Dropout Prevention	Assist students in developing good study habits by incorporating organizational skills.	Student Agenda Planners	E.E.S.A.C.	\$500.00
				Subtotal: \$30,999.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1A.1, 1A.2, 2A.1, 3A.1, 4A.1, 5B.1, 5C.1, 5C.2, 5D.1, 5E.1	Purchasing additional Accelerated Reader quizzes	Internal Funds	\$500.00
Mathematics	3E.1	Carnegie math	n/a	\$0.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide teachers an opportunity to create pacing guides and instructional focus calendars for the upcoming school year	Summer Professional Development: Reading Teachers, Language Arts Teachers, and ELL Teachers	Title 1/Small Learning Communities	\$1,500.00
Reading	Provide Reading teachers with opportunities to meet and discuss trends, disaggregate data and create pacing guides based on student needs.	Substitute coverage for Reading Teachers for half day of PD.	Title 1/Small Learning Communities	\$700.00
Science	Biology PLC	Early release day	n/a	\$0.00
Writing	Provide Language Arts teachers with opportunities to meet and discuss trends, disaggregate data and create pacing guides based on student needs.	Substitute coverage for Language Arts teachers for half day of PD.	Title 1	\$700.00
				Subtotal: \$2,900.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	2A.1, 3A.1, 4A.1, 5B.1, 5C.1, 5C.2, 5D.1, 5E.1	Top 10% Ceremony for our highest achieving students.	E.E.S.A.C.	\$500.00
Science	Provide teachers an opportunity to create pacing guides and instructional focus calendars for the upcoming school year.	Summer Professional Development: Science Teachers	Title 1	\$1,500.00
Attendance	Junior/Senior Olympics: to improve student attendance and expand opportunities to participate in physical fitness experience.	Field Trip	E.E.S.A.C.	\$2,500.00
				Subtotal: \$4,500.00
				Grand Total: \$38,899.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Snacks and Water for FCAT Testing	\$2,999.00
EESAC supports funding for implementing student incentives to prepare students for the FCAT.	\$2,000.00
Student Agenda Planners	\$500.00
Junior/Senior Olympics: to improve student achievement and expand opportunities to participate in physical fitness experience.	\$2,500.00
Top 10% Ceremony to recognize students who in all grade levels. Increase student achievement and recognize	\$500.00

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

The SAC will develop and monitor the School Improvement Plan. Additionally, SAC will meet monthly to review data in Reading, Algebra, Geometry, Writing, and Biology. The SAC will make suggestions relating to student interventions and the fidelity to FCIM. Lastly, the SAC will assist in creating a student incentive plan, and the committee will contribute \$2,000 towards the cause.

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 SOUTHWEST MIAMI SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	77%	77%	44%	246	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	58%	74%			132	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	65% (YES)			123	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					511	
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 SOUTHWEST MIAMI SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	80%	91%	43%	262	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	56%	80%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	69% (YES)			123	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					531	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested