FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI BEACH SENIOR HIGH SCHOOL

District Name: Dade

Principal: Mr. John Donohue

SAC Chair: Carlos Rodriguez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% Reading AMO Progress: No Mathematics AMO Progress: Yes Miami Beach Senior High School 2010-2011 School Grade: Pending Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved
		BS in Sports			

Assis Principal	Christopher Gonzalez	Medicine, Barry University MS in Educational Leadership, Nova Southeastern University Certification in Middle Grades Science and Educational Leadership	2	8	Miami Carol City Senior 2009-2010 School Grade: Pending Reading Mastery: 18%, Learning Gains 37%, Lowest 25%: 76% Math Mastery: 58%, Learning Gains 72%, Lowest 25%: 76% AYP: not achieved Miami Carol City Senior 2008-2009 School Grade: D Reading Mastery: 16%, Learning Gains 12%, Lowest 25%: 52% Math Mastery: 54%, Learning Gains 74%, Lowest 25%: 81% AYP: not achieved American Senior High 2007- 2008 School Grade: C Reading Mastery: 30%, Learning Gains 49%, Lowest 25%: 54% Math Mastery: 62%, Learning Gains 76%, Lowest 25%: 82% AYP: not achieved American Senior High School 2006-2007 School Grade: D Reading Mastery: 28%, Learning Gains 44%, Lowest 25%: 48% Math Mastery: 55%, Learning Gains 66%, Lowest 25%: 64% AYP: not achieved
Assis Principal	Chandrell Larkin	BS in Psychology Florida Memorial University MS in Mathematics Education Nova Southeastern University Ed.S in Educational Leadership Nova Southeastern University Certification in Exceptional Student Education, Reading Endorsement & Educational Leadership	2	2	Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% Reading AMO Progress: No Mathematics AMO Progress: Yes Miami Beach Senior High School 2010-2011 School Grade: Pending Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Northwestern Senior High 2007-2008 School Grade: D Reading Mastery: 17%, Learning Gains 41%, Lowest 25%: 58% Math Mastery: 45%, Learning Gains 74%, Lowest 25%: 75% AYP: not achieved W.R. Thomas Middle School 2006-2007 School Grade: B Reading Mastery: 62%, Learning Gains 58%, Lowest 25%: 62% Math Mastery: 67%, Learning Gains 69%, Lowest 25%: 63% AYP: not achieved
Assis Principal	Ramon Patrice	BA in Political Science and History from University of Massachusetts, MS in Educational Leadership. Certification in History and Educational Leadership	6	6	Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% Reading AMO Progress: No Mathematics AMO Progress: Yes Miami Beach Senior High School 2010-2011 School Grade: N/A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Beach Senior High School 2009-2010: School Grade: NA, Reading Mastery:45 Math Mastery: 73 AYP: not achieved Miami Beach Senior High School 2008-09: School Grade: B, Reading Mastery: 44%, Math Mastery: 74% maintained a school grade of a B from the 2007-08 school year.

Position	Name	Certification	Years	Years2	Performance Record
					AYP: 87% not achieved. Miami Beach Senior High School 2007-2008: School Grade: B, Reading Mastery: 40%, Math Mastery: 66%, AYP: 95% not achieved. Miami Beach Senior High School 2006-2007: School Grade: D, Reading Mastery: 30%, Math Mastery: 55%, down from a C 2005-06. AYP: 67% not achieved.
Principal	John Donohue	Ed. Leadership Biology 6-12	1	8	Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% Reading AMO Progress: No Mathematics AMO Progress: Yes Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Hialeah Senior High School 2009-2010: School Grade: C Reading Mastery: 36%, Learning Gains 47%, Lowest 25%: 73% Math Mastery: 69%, Learning Gains 76%, Lowest 25%: 73% Hialeah Senior High School 2008-09: School Grade: D, Reading Mastery: 30%, Learning Gains 26%, Lowest 25%: 48% Math Mastery: 62% Learning Gains 69%, Lowest 25%: 65% AYP: not achieved. Hialeah Senior School 2007-2008: School Grade: C, Reading Mastery: 31%, Learning Gains 47%, Lowest 25%: 49% Math Mastery: 60%, Learning Gains 71%, Lowest 25%: 69% AYP: not achieved.
Assis Principal	James Barker	BIOLOGY, PHYS ED, P E K-8, MG GENERAL SCI, MIDDLE GRADES, ED LEADERSHIP	1	16	Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% Reading AMO Progress: No Mathematics AMO Progress: Yes Miami Beach Senior High 2010-2011 School Grade: C Reading Mastery: 48%, Learning Gains 55%, Lowest 25%: 66% Math Mastery: 43%, Learning Gains 62%, Lowest 25%: 66% AYP: not achieved North Dade Middle School 2009-2010: School Grade: C Reading Mastery: 48%, Learning Gains 55%, Lowest 25%: 66% Math Mastery: 43%, Learning Gains 62%, Lowest 25%: 66% AYP: not achieved North Dade Middle School 2008-09: School Grade: C, Reading Mastery: 49%, Learning Gains 17%, Lowest 25%: 72% Math Mastery: 43% , Learning Gains 59%, Lowest 25%: 66% AYP: not achieved.

					North Dade Middle School 2007-2008: School Grade: C, Reading Mastery: 52%, Learning Gains 58%, Lowest 25%: 64% Math Mastery: 66%, Learning Gains 63%, Lowest 25%: 64% AYP: not achieved.

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	Gail Slatko	Varying Ex, Reading, Spec Learn Disab, EMTL Hndcp, Mntl Hndcp	5	4	Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Beach Senior High School 2009-2010: School Grade: NA, Reading Mastery: 47% Learning Gains 55%, Lowest 25%: 62% Math Mastery: 73 AYP: not achieved Miami Beach Senior High School 2008-09: School Grade: B, Reading Mastery: 44%, Learning Gains 33%, Lowest 25%: 56% Math Mastery: 74% Learning Gains 76%, Lowest 25%: 72% AYP: not achieved. Miami Beach Senior High School 2007-2008: School Grade: B, Reading Mastery: 40%, Learning Gains 60%, Lowest 25%: 62% Math Mastery: 66%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Teachers are recruited through advertising on the school and district website. A well-worded promotional advertisement is placed on the website along with contact information	Principal	June 7, 2013	
2	2. New teachers are assigned peer mentors to provide support	Principal	June 7, 2013	
3	3. National Board Certified teachers are paired with new teachers.	Principal	June 7, 2013	
4	4. Time, compensation and professional development points are provided for collaboration, coaching and professional learning teams.	Principal	June 7, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
13 out-of –field 0 receiving less than an effective rating	Professional development is provided during early release, department meetings and faculty meetings. Additionally, teachers are paired with highly effective teachers within their assigned discipline.

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
122	8.2%(10)	21.3%(26)	41.0%(50)	29.5%(36)	50.0%(61)	58.2%(71)	9.8%(12)	4.1%(5)	18.0%(22)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nina Duval	Iran Garcia	Fine Arts Department Chairperson	Early release, teacher workshops, professional development

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all

schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. 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, neglected and delinquent students.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out 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

The services at MBSH that are provided through the District include education materials and ELL district support services to improve the education of immigrant and English Language Learners. MBSH provides Home Language Assistance tutoring through an HLAP tutor during the school day, and provides after-school and Saturday tutoring for ELL students in all core subject areas.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

During 2012-2013 school year, MBSH will continue with the DFYIT program (Drug-Free Youth in Town), the Listeners program and Anti-Bullying lessons for all students through Beach Outreach (Advisory Period).

Nutrition Programs

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

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

MBSH partners with the Miami Beach Adult Education Center to provide credit recovery options for at-risk students. This partnership enables MBSH to reduce the dropout rate by providing students with options for credit recovery to keep them on schedule towards graduation. High school completion courses are also available to all eligible MBSH students in the evening and summer, based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation or grade forgiveness purposes through the adult education program.

Career and Technical Education

MBSH promotes Career Pathways and Programs of Study; students become academy program completers and have a better understanding and appreciation of the postsecondary opportunities. They also plan 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. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry Certifications. Readiness for postsecondary education strengthens the integration of academic and career technical components in a coherent sequence of courses. Dual enrollment courses in hospitality management, economics, calculus and sociology are offered on site.

Job Training

MBSH partners with the City of Miami Beach, local business and arts organizations to provide students with a job skills program that will allow students the opportunity to succeed by learning how to create a resume, how to dress for success, and how to properly prepare and perform during a job interview. Students are able to participate in internships or be hired for after-school jobs in which they simultaneously receive elective credit. All on-the-job training programs are complemented by a work skills class that is taught during the school.

Other

MBSH utilizes Health Connect in Our Schools (HCiOS) and offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership Team is comprised of the Principal, Assistant Principal, Reading Coach, Math Department Chair, Special Education Department Chair, Gifted Department Chair, Special Education Teachers, Guidance Counselor, School's Psychologist, Clinician and Social Worker.

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?

MBSH's MTSS/RtI Leadership Team meets twice monthly to discuss the needs and to analyze students' and teachers' progress and growth. The MTSS/RtI Leadership Team also:
• reviews and disaggregates student performance data and creates strategies to address students' needs.
• maintains communication with staff for input and feedback, as well as updating them on procedures and progress.
• supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
• assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

MBSH's MTSS/RtI Leadership Team disaggregates student performance data and reviews the previous School Improvement Plan. The committee determines which strategies were most effective at improving student achievement, and brainstormed new strategies that would address all subgroups while continuing to raise student achievement.

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.

MBSH's MTSS/RtI Leadership Team focuses on how to develop and maintain a problem solving system to bring out the best in our school, teachers, and students. SP Snapshot is a web-based program with support materials to help teachers find their students' achievement levels and learning gains, as well as the students in the lowest quartile. Data documents were created using the FLDOE content focus information from the last three administrations of the FCAT. They are used to analyze the students' data for the past three years. Data is populated before the beginning of the school year and teachers are able to analyze their data from their previous years' students as well as their incoming students. MBSH also utilizes SPI, PMRN, FAIR, Edusoft and Measurement Inc. to disaggregate and summarize tiered data.

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' planning time and on Early Release days. Small sessions will occur throughout the year during common planning time and two faculty meetings will be dedicated to professional development workshops.

Describe the plan to support MTSS.

MTSS/RtI will be supported throughout Miami Beach Senior High using several methods including but not limited to Administrative walk-throughs, lesson plans, student work folders and student grades. Additionally, we will continue to support MTSS/RtI through our Data Chats. All administrators meet with teachers in small groups to review their individual student performance data from the Baseline, Interim and FAIR tests. Likewise, teachers in turn meet with their students to review and monitor their individual performance results.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

MBSH's school-based Literacy Leadership Team (LLT) is comprised
of teachers and support staff from the following departments:
• Reading: Gail Slatko, Reading Department Chair & Brooke Pennington, Reading Teacher
• English: David Reese, English Department Chairperson & Patricia Haselmann, English Teacher
• Mathematics: Megan Fitzpatrick, Mathematics Department Chair
• ELL: Mary Davis-Nelzi, ESOL Teacher
• Science: Rosemary Melinek Science Department Chair David Guthrie, Science Teacher
• Physical Education: Toni Harmony, Physical Education Department Chair
• Fine Arts: Nina Duval, Fine Arts Department Chair
• Social Studies: Kenneth Spiegelman, Social Studies Department Chair & John Ermer, Social Studies Teacher
• Student Services: Charmaine Williams, Student Services Department Chair
• Special Education: Maggie Guenin, Gifted Department Chair Ashley Pines, Special Education Department Chair
• Career and Technical Education: David Schmidt, Career and Technical Education Department Chair
• Principal: Mr. John Donohue
• Assistant Principal for Curriculum: Chandrell Larkin
Assistant Principal: Christopher Gonzalez
• Assistant Principal: Ramon Patrice
• Assistant Principal: James Barker
• Test Chairperson: Ana Sevillanos

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

MBSH's Literacy Leadership Team is comprised of Reading Leaders from all departments that are entrusted by the faculty to make decisions in order to improve literacy throughout the school. The LLT includes all content and elective areas in our school. The Literacy Leadership Team members meet twice a month. The team uses student data to make decisions, pertaining to the implementation of school wide reading strategies and provide Professional Development to support the initiatives. The decisions that are made in these meetings are disseminated to departments, academies and the school administration during common planning, Professional Learning Communities, Summer Institute and Faculty meetings.

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

MBSH's Literacy Leadership Team will disaggregate the student performance data, create instructional focus calendars and curriculum maps, and review the previous year's School Improvement Plan. The committee will determine which strategies are most effective at improving student achievement, and brainstorm new strategies to address all subgroups while continuing to raise student achievement. Members of the LLT will also participate in the writing of the SIP. The LLT will work during the Summer to develop a comprehensive school-wide calendar for all aspects of school operations including school-wide reading strategies, the Reading Coherence Model and Writing to Show.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum.

*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?

MBSH offers eight academies that enhance the students' high school career by providing relevance to real world experiences. Each Academy features a dynamic cluster of electives and core academic courses that focus on the world's largest and fastest- growing industries. Professionals from the local community come to speak in classrooms, and students have the opportunity to engage in career-oriented internships in a wide variety of fields. The AVID (Advancement Via Individual Determination) program continues to grow and encourages enrollment in advanced academic courses. The number of Advanced Placement Tests taken in 2012 was 1477, an increase of 161 test taken by students in 2011.

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?

MBSH students align in one of our eight career oriented academies at the end of 9th grade. Academies market their programs to the student body through an Academy Fair and by targeting individual students for recruitment. Students meet with guidance counselors regularly to plan their coursework, and faculty members in each academy have received specialized training in the career options that align with their particular academic focus. The CAP adviser meets with each student by the junior year to plan for postsecondary options. Beach Outreach advisory sessions focus on college and career planning. During the articulation process with our feeder-pattern schools rising ninth graders are introduced to the academies and Guidance Counselors assist with their course selections.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

The College Assistance Program (CAP) Advisor, Career Counselor, Internship Coordinator, and counselors work closely together to ensure students meet graduation requirements, follow a challenging curriculum, and maintain academic excellence. The CAP advisor guides students through the college application process to ensure that seniors meet all

application requirements and deadlines. Tutoring is also available on Saturday for ACT preparation.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT indicate that 25% of the students achieved Level 3 proficiency. Our goal for the 2012- 2013 school year is to increase Level 3 student proficiency by 4 percentage points to 29% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (311)	29% (367)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 2: Reading Application. Students need additional support with formulating the implied Main Idea within grade level text.	Teachers will provide opportunities for students to formulate and respond to higher order thinking questions using Cornell Notes with Costa's levels of questioning and Reading Question Task Cards. Reading Interventionist will provide small group tutorials using Reciprocal Teaching strategies.	Literacy Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made Assessments w/Rubrics Interim Assessments Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA indicate that 20% of the students achieved Levels 4, 5, and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	25% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Administration of the FAA Reading Test was Reading Comprehension	Teachers will provide students with opportunities for multiple reads of a selection using read alouds and auditory	Literacy Leadership Team	Student Work Folders Department Meetings Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Summative:

					2013 Florida Alternate Assessment
Students need additional support with identifying the stated main idea when reading a selection.	tapes. Teachers will allow students to utilize visual cues to support word meaning.				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT indicate that 29% of the students achieved Levels 4 and 5 above proficiency. Our goal for the 2012- 2013 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (361)	31% (392)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 FCAT indicate that 29% of the students achieved Levels 4 and 5 above proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 31%.	The area that showed minimal growth as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students need additional support with developing summary statements and understanding inferences with grade level text.	Leadership Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Rubrics Administrative Walkthroughs	Formative: Teacher made Assessments w/Rubrics Interim Assessments Summative: 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 FAA indicate that 50% of the students achieved at or above Level 7 in reading. Our goal for the 2012- 2013 school year is to increase the amount of students scoring at or above Level 7 by 3 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(5)	53%(5)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Administration of the FAA Reading Test was Reading Comprehension Students need additional support with identifying the stated and/or implied main idea when reading a	Teachers will utilize Reciprocal Teaching strategies to reinforce comprehension skill and build vocabulary.	Literacy Leadership Team	Student Work Folders Department Meetings Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Summative: 2013 Florida Alternate Assessment

	selection.				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 Reading FCAT indicate that 64% of the students made Learning Gains. Our goal for the 2012- 20123school year is to increase the amount of students making Learning Gains in reading by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (719)	69% (775)

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>The area in need of significant improvement as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process. Students need additional support with determining validity and reliability of information within and across texts.</td><td>Teachers will utilize Reciprocal Teaching, summarization skills and the Reading Question Task Cards to analyze, synthesize and determine the validity and reliability of information within and across texts.</td><td>Literacy Leadership Team</td><td>Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs</td><td>Formative: Teacher made assessments Interim Assessments

Summative: 2013 FCAT 2.0</td></tr>
</table>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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 indicate that 64% of the students made Learning Gains. Our goal for the 2012- 2013 school year is to increase the amount of students making Learning Gains in reading by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (197)	69% (213)

| Problem-Solving Process to Increase Student Achievement |||||||

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in need of significant improvement as noted on the 2012 Administration of the FCAT Reading Test was Category 2: Reading Application. Students need additional support with understanding the Author's Purpose within/across texts.	Students will practice identifying details from the passage to determine main idea, plot and purpose. Students will understand how patterns support the main idea, character development and author's purpose.	Literacy Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Interim Assessments Summative: 2013 FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The results of the 2012 FCAT 2.0 indicates that 58% of students are proficient. The goal for the 2013 school year is to increase the amount of students that are proficient on the FCAT 2.0 by 4 percentage points to 62%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that _50__% in the Hispanic Subgroup made learning gains and _30__% in the Black Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup making learning gains by __8_percentage points to_58__% and students in the Black Subgroup making learning gains by _19__ percentage points to _49__%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic:_50_% (407) Black:_30_% (43) White: n/a Asian: n/a American Indian: n/a	Black:49__% (70) Hispanic:_58_% (472) White: n/a Asian: n/a American Indian: n/a

| Problem-Solving Process to Increase Student Achievement |||||||

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Reading FCAT results students in the Hispanic and Black subgroups were most deficient in the area of Reporting Category 1: Vocabulary. Students need additional support identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.	Teachers will provide students with additional practice using word maps to identify prefixes, suffixes, synonyms and antonyms. Teachers will incorporate the root of the week/word of the day to build student's word knowledge and vocabulary.	Literacy Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Interim Assessments Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 Reading FCAT indicate that _25__% of the ELL students made satisfactory progress. Our goal for the 2012- 2013 school year is to increase the amount of ELL students making satisfactory progress in reading by _15_ percentage points to _40__%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (31)	40% (49)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in need of improvement as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 1: Vocabulary. Students need additional support identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.	Teachers will provide students with additional practice using prefixes, suffixes, synonyms and antonyms. Teachers will emphasize strategies for deriving word meanings and word relationships from context as well as provide additional instruction on word meanings.	Literacy Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Interim Assessments Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 Reading FCAT indicate that _25__% of the students in the SWD subgroup made satisfactory progress in reading. Our goal for the 2012- 2013 school year is to increase the amount of SWD students made satisfactory progress in reading by __11__percentage points to _36___%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (28)	36% (40)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Reading FCAT results students in the Hispanic and Black subgroups were most deficient in the area of Reporting Category 1: Vocabulary. Students need additional support identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.	Teachers will provide students with additional practice using word maps to identify prefixes, suffixes, synonyms and antonyms. Teachers will incorporate the root of the week/word of the day to build student's word knowledge and vocabulary.	Literacy Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Interim Assessments Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 Reading FCAT indicate that__47__% of the students in the ED subgroup made satisfactory progress in reading. Our goal for the 2012- 2013 school year is to increase the amount of ED students made satisfactory progress in reading by _6__ percentage points to __53__%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (446)	53% (503)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process.	The teacher will model and guide students through activities to build strong arguments to support answers, and use the five steps within the reciprocal teaching process, which includes questioning the text and summarizing.	Literacy Leadership Team	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made assessments Interim Assessments Summative: 2013 FCAT 2.0

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
Effective use of Rubrics	9-12th grade	Reading Coach	School-wide	Early Release- October 25, 2012, once	Lessons Plans and Administrative Walk through	Administration Literacy Leadership Team

Reading Coherence Model w/Question Task Cards	9-12th grade	Reading Coach	School-wide	Early Release-January 17, 2013, once	Lessons Plans and Administrative Walk through	Administration Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5- Reading Saturday Academy	Hourly Pay for Teachers	Title I	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 46 % of the students achieved proficient scores in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
46% (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	The area of deficiency as noted on the 2012 Administration of the CELLA Test was oral language skills.	The teacher will encourage students to speak in class as much possible by structuring conversations around	Literacy Leadership Team Administration	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades	Formative: Teacher made Assessments w/Rubrics Interim

				Administrative Walkthroughs	Assessments Summative: 2013 CELLA
2	The area of deficiency as noted on the 2012 Administration of the CELLA Test was oral language skills.	The teacher will use substitution, expansion, paraphrasing, and repetition to improve the student's listening skills.	Literacy Leadership Team Administration	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made Assessments w/Rubrics Interim Assessments Summative: 2013 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 26 % of the students achieved proficient scores in reading.

2012 Current Percent of Students Proficient in reading:

26% (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	The area of deficiency as noted on the 2012 Administration of the CELLA Test was Reading Comprehension.	The teacher will use the Reading Question Task Cards and Reciprocal Teaching strategies to develop and reinforce the student's abilities to understand and respond to texts.	Literacy Leadership Team Administration	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made Assessments w/Rubrics Interim Assessments Summative: 2013 CELLA
2	The area of deficiency as noted on the 2012 Administration of the CELLA Test was Reading Comprehension.	The teacher will use the Reading Question Task Cards and Reciprocal Teaching strategies to develop and reinforce the student's abilities to understand and respond to texts.	Literacy Leadership Team Administration	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made Assessments w/Rubrics Interim Assessments Summative: 2013 CELLA

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

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Administration of the CELLA Test was Reading Comprehension.	The teacher will use the Reading Question Task Cards and Reciprocal Teaching strategies to develop and reinforce the student's abilities to understand and respond to texts.	Literacy Leadership Team Administration	Student Work Folders Department Meetings Debriefing of Interim Test Results Student Grades Administrative Walkthroughs	Formative: Teacher made Assessments w/Rubrics Interim Assessments Summative: 2013 CELLA

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-3- Saturday Academy	Hourly Pay for Teachers	Title III	$2,800.00
			Subtotal: $2,800.00

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,800.00

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 FAA indicate that 40% of the students achieved at Levels 4, 5, and 6 in reading. Our goal for the 2012- 2013 school year is to increase the amount of students scoring at Levels 4, 5, and 6 by 5 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	45% (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	Based on the 2012 FAA results students were most deficient in the area of Measurement. Students need additional support with understanding number lines, fact fluency and tools for measurement.	Students will be grouped according to their abilities for Differentiated Instruction with the use of centers and visual cues.	Administration Team	Administrative Walkthroughs	Formative: Lessons Plans Student grades Summative: 2013 Florida Alternate Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2012 FAA indicate that 30% of the students achieved at or above Level 7 in reading. Our goal for the 2012- 2013 school year is to increase the amount of students scoring at or above Level 7 by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	33% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FAA results students were most deficient in the area of Fact Fluency. Students need additional support with understanding number lines, fact fluency and tools for measurement.	Students will be grouped according to their abilities for Differentiated Instruction. Visual Cues will be used during guided instruction.	Administration Team	Administrative Walkthroughs	Formative: Lessons Plans Student grades Summative: 2013 Florida Alternate Assessment

2	Based on the 2012 FAA results students were most deficient in the area of Fact Fluency. Students need additional support with understanding number lines, fact fluency and tools for measurement.	Students will be grouped according to their abilities for Differentiated Instruction. Visual Cues will be used during guided instruction.	Administration Team	Administrative Walkthroughs	Formative: Lessons Plans Student grades Summative: 2013 Florida Alternate 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:

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

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra 1 EOC assessment show 37% achieving a level 3 or above. Our goal for the 2012-2013 school year is to increase the percent of students achieving a level 3 or above by 4 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (167)	41% (187)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Algebra I EOC results students were most deficient in the area of Polynomials. Students need additional support	Students will apply instructional techniques learned; Differentiated Instruction, Centers and Gallery Walks when analyzing polynomials.	Administration Team	Data Chats within department and with students Debriefing of Interim Data results	Formative: Lessons Plans Interim Assessment, student grades

				Summative: 2013 Algebra I EOC
with understanding variable representations.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 EOC show 10% of students achieved a level 4 and 5. Our goal for the 2012-2013 school year is to increase the percent of students achieving level 4 and 5 by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (45)	12% (55)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012Algebra I EOC results students receiving Levels 4 or 5 were most deficient in the area of Rationals, Radicals, Quadratics, & Discrete Mathematics. Students will need additional support with solving quadratic equations to solve real-world problems.	Students will perform stimulating hands-on activities focusing on Rationals, Radicals, Quadratics & Discrete mathematics geared towards deeper understanding of complex topics.	Administration Team	Administrative Walk through	Formative: Lessons Plans Interim Assessment, student grades Summative: 2013 Algebra I EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : The results of the 2012 Algebra I EOC indicate that 41% of students are proficient. The goal for the 2013 school year is to increase the amount of students that are proficient on the Algebra I EOC by 6 percentage points to 47%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making	

satisfactory progress in Algebra. Algebra Goal #3E:	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				

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 assessment indicate that 29% of students scored I the upper third. Our goal for the 2012-2013 school year is to increase the percentage of the students scoring the upper third by 3 percentage points to 32% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (187)	32% (208)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Geometry Baseline results students were most deficient in the area of Two-Dimensional Geometry. Students need additional support with slopes, parallel lines, perpendicular lines, and equations of line.	The students will use examples of practices learned through differential instruction techniques, centers and gallery walks dealing with two-dimensional geometry.	Administration Team	Data Chats within department and with students Debriefing of Interim Data results	Formative: Lessons Plans Interim Assessment, student grades Summative: 2013 Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 25% of students scored in the upper third. Our goal for the 2012-2013 school year is to increase the percentage of the students scoring the upper third by 1

		percentage points to 26% .

2012 Current Level of Performance:	2013 Expected Level of Performance:
255 (164)	26% (173)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Geometry Baseline results students were most deficient in the area of Two-Dimensional Geometry. Students need additional support with slopes, parallel lines, perpendicular lines, and equations of line.	The students will use examples of practices learned through differential instruction techniques, centers and gallery walks dealing with two-dimensional geometry.	Administration Team	Data Chats within department and with students Debriefing of Interim Data results	Formative: Lessons Plans Interim Assessment, student grades Summative: 2013 Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : The results of the 2012 Algebra I EOC indicate that 41% of students are proficient. The Goal for the 2013 school year is to increase the amount of students that are proficient on the Algebra I EOC by 6 percentage points to

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32				

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A

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

Problem-Solving Process to Increase Student Achievement

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

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3E:	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		

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
Online Textbook Resources	Algebra, Geometry, and Algebra 2	Math Department Chair	Math Department	Nov 6 2012- Once	Lessons Plans and Administrative Walk through	Administration Team
Sharing of Best Practices	Algebra & Geometry	Math Department Chair	Math Algebra and Geometry Planning teams	Nov 6 2012- Once	Lessons Plans and Administrative Walk through	Administration Team
Bell Ringers and Pacing Guides	Algebra, Geometry, and Algebra 2	Math Department Chair	Math Department	Dec 13, 2012 Early Release	Lessons Plans and Administrative Walk through	Administration Team
Understanding EOC and Data	Algebra, Geometry, and Algebra 2	Math Department Chair	Math Department	Jan 17, 2013 Early Release	Lessons Plans and Administrative Walk through	Administration Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1- 3 Afterschool Tutorials	Tutor Training, Hourly Pay	Title I	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The results of the 2012 Florida Alternate Assessment show that 20% of students achieved at Levels 4, 5, 6. Our goal for the 2012-2013 school year is to maintain the percent of students scoring at Levels 4, 5, 6 at 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	20% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FAA results students were most deficient in the area of scientific theory. Students need additional support with exploring the environment and determining relevant outcomes.	The teacher will provide students with pictures and hands-on activities to support exploration and outcomes.	Administration	Student Grades Student Work Folders Administrative Walk Through	Formative: Teacher made 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 science. Science Goal #2:	The results of the 2012 Florida Alternate Assessment show that 80% of students achieved at or above Level 7. Our goal for the 2012-2013 school year is to maintain the percent of students scoring at or above Level 7 at _80_%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (8)	80% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FAA results students were most deficient in the area of scientific theory. Students need additional support with documenting the expected outcomes of real time activities and using text to understand key scientific concepts.	The teacher will use scientific experiments and texts with pictures for exploration of key scientific concepts.	Administration	Student Grades Student Work Folders Administrative Walk Through	Formative: Teacher made 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 Baseline indicate that 26% of the students achieved proficiency. Our goal for the 2012- 2013 school year is to increase the percentage of students achieving proficiency by 4 percent points to 30 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (152)	30% (174)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 20112 Biology EOC results students were most deficient in the Reporting Category Nature of Science. Students need additional support in Scientific Thinking.	Provide common labs and corresponding activities in all Biology classrooms. Gizmos and Discovery Learning incorporated into lessons and use thematic conceptual approach in all science classes. Students will utilize on site lab facilities and academy field trips.	Administration	Review strategies during Department Meetings and PLC.	Formative: Biology Interim and end of quarter exams. Summative: 2013 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology Baseline indicate that 21% of the students scored in the upper third. Our goal for the 2012- 2013 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (120)	22% (129)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the 2012 Biology EOC results students attaining scores above proficiency were in need additional support	Use science PLCs to help teachers incorporate reading and writing strategies in science classrooms (CRISS, Cornell notes,	Administration	Student Grades Student Work Folders Administrative Walk Through Review of Best Practices during PLC	Formative: Science Writing Rubric Biology Interim Assessments Summative: 2013

1	in Reading Comprehension and Writing skills.	Costa's Level of Questioning). Incorporate the effective use of a common lab report rubric in all science classes.			Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC sharing of best practices lab.	9-12 Science	Science Department Chairperson	All Science Teachers	October 25, 2012 – June 6, 2013 once monthly	Review of Lesson Plans Administrative Walk Through	Administration
PLC-classroom data analysis activities	9-12 Science	Science Department Chairperson	All Science Teachers	September 17, 2012 once	Written reflections Administrative Walk Through	Administration
PLC-review of EOC content and pacing guide activities	9-12 Science	Science Department Chairperson	All Science Teachers	October 25, 2012 – June 6, 2013 once monthly	Written reflections Administrative Walk Through	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1 -2 Saturday Tutoring	Hourly Pay for Teachers	Title I	$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
PLC Meetings	Hourly Pay for Teachers	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Science Goals

Writing Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicates that 87% of students scored Level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of student scoring Level 3 or higher 2 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (533)	89% (541)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas in need of improvement as noted on the 2012 administration of the Writing FCAT were elaboration, support, focus and conventions in the areas of expository and persuasive writing.	Teach and explain the language of the writing prompts. Teach the various parts of an effective essay. Implement School-wide Writing to show mini-lessons. Utilize Folio teaching resources. Execute Writing Workshops for 10th grade students. Utilize the writing process with students.	Administration Literacy Leadership Team	Data Analysis during Department Meetings.	Formative: Baseline Assessment, Teacher Made Assessments FOLIO Measurement, Inc., Summative: 2013 FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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
Writing To Show	9-12th grade	David Reese	School-wide	November 6, 2012	Written reflections Administrative Walk Through	Administration Literacy Leadership Team
Folio, Measurement Inc.	10th grade	Folio Trainer	10th grade English Teachers	December 12, 2012	Written reflections Administrative Walk Through	Administration Literacy Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal #1 - Folio, Measurement Inc.	Administration of Folio writing assessment	EESAC	$6,000.00
		Subtotal: $6,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Grand Total: $6,000.00			

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 US History Baseline Assessment indicate that _0_% (0) of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percent proficient to __10__% (30)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students have limited understanding and knowledge of the US Constitution and Government.	Provide teachers with opportunities to meet and share and provide examples of best practices including differential instruction techniques, Cornell note taking, and Costa's Levels of questioning to enhance student understanding of the US Constitution.	Administration	Review strategies during Department Meetings.	Formative: US History Interim and End-of-Quarter exams. Summative: 2013 US 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 US History show that __0__% (0) of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percent proficient to __10__% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students have limited understanding and knowledge of the US Constitution and Government.	Provide teachers with opportunities to meet and share and provide examples of best practices including differential instruction techniques, Cornell note taking, and Costa's Levels of questioning to enhance student understanding of the US Constitution.	Administration	Review strategies during Department Meetings	Formative: US History Interim and End-of-Quarter exams. Summative: 2013 US 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

| Writing through Social Studies | 9-12th grade | Social Studies Department Chairperson | School-wide | November 6, 2012 | Written reflections Administrative Walk Through | Administration Literacy Leadership Team |
| Sharing of Best Practices | 9-12th grade | Social Studies Department Chairperson | School-wide | Dec 13, 2012 – Early Release | Written reflections Administrative Walk Through | Administration Literacy Leadership Team |

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To improve Miami Beach Senior High's attendance rates by 1% for all students; which will contribute to improved graduation rates and decrease dropout rates.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.81% (2,340)	93.81% (2,365)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1,266	1,203
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
973	924

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. . Limited parent involvement and incorrect residence information and contact numbers in ISIS resulting in Connect Ed messages not being received	1.1. Prior to the beginning of the 2012-2013 school year, an administrator meets with every student who missed 15 or more absences during the previous school year and issues an attendance contract. The attendance manager will log attendance daily and intervention procedures will be initiated for students with 5 or more absences. Every absence will have a Connect-Ed message sent home; on a third absence a SCAM or referral is written along with a parental contact by the teacher and forwarded to the counselor and administrator.	1.1. Administration	1.1. Attendance Contracts were signed by both students and parents and contracts monitored by the Attendance Review Committee. Daily attendance log will be given to CIS for referral to Success University and if additional services are needed referrals will be made to Social Worker and Trust Specialist. Students are identified by teachers and/or CIS, and will be referred to the counselor, and/or social worker. The appropriate student services staff member will make parental contact and arrange a conference and administration will be present.	1.1. COGNOS File Download Manager

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

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

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

Attendance Budget:

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

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

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:	Create an environment that will reinforce and promote positive behaviors, which will directly impact classroom behavior and reduce suspensions.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
697	627
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
420	378
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
196	176
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
152	137

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not familiar with the Student Code of Conduct.	Educate students on the Student Code of Conduct during the Beach Outreach (Advisory Period) and grade level orientations.	Administration	Monitor COGNOS Report on student suspension rate quarterly.	COGNOS

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1.38%(35)	1.33%(33)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
70.7%(362)	72.7%(445)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exhibit poor attendance (truancy).	The At-cohort of students and their parents meet an administrator to sign attendance contracts	Administration Graduation Task Force	Monitoring daily attendance and truancy reports.	COGNOS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9-12 All Subjects	Student Services	School-Wide	August 17, 2012	Monitor Logs	Administration

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide activities by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
244% (5,466)	268% (6,013)

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. There is a need for parents of ELL students to participate in school-wide activities.	1.1. Extend the hours of the Parent Resource to 9am to 4pm. and ensure bi-lingual staff availability. Use Connect Ed to notify parents of student progress and informational meetings within academies. Workshops and meetings will be held in multiple languages.	1.1. Administration	1.1. Review the Logs and Sign-In Sheets to determine the number of limited English proficient parents attending school community events	1.1. Parent Academy Logs Sign-In Sheets

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

	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 students have deficiencies in higher level mathematical and scientific skills.	The students will be engaged in real world application to solve higher level mathematical problems scientific research skills.	Administration	Data Analysis during Department Meetings Student Work Folders Student Grades	Formative: Teacher made Assessments Summative: 2013 AP Physics Test

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
AP Physics Workshop	11th – 12th Grade AP Physics students	College Board	Physics Teacher	November 30, 2012, once	Lesson Plans Administrative walk-throughs	Administration

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:	The goal for 2012-2013 school year is to increase student achievement in Senior High School Career and Professional Education (CAPE) academies by _10_%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Administration	Administrative Walk-throughs Lesson Plans Student Grades	Formative: Teacher Made Assessments w/Rubrics Summative: 2013 Certification Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE Summer PD Institute	9-12	District Staff	CTE Teachers	7/30/12, Summer 2012	Administrative Walkthroughs, Lesson Plans	Administration

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	Goals 1-5- Reading Saturday Academy	Hourly Pay for Teachers	Title I	$2,000.00
CELLA	Goals 1-3- Saturday Academy	Hourly Pay for Teachers	Title III	$2,800.00
Mathematics	Goals 1- 3 Afterschool Tutorials	Tutor Training, Hourly Pay	Title I	$2,000.00
Science	Goals 1 -2 Saturday Tutoring	Hourly Pay for Teachers	Title I	$2,000.00
Writing	Goal #1 - Folio, Measurement Inc.	Administration of Folio writing assessment	EESAC	$6,000.00
				Subtotal: $14,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	PLC Meetings	Hourly Pay for Teachers	Title I	$1,000.00
				Subtotal: $1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $15,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͏ⁿ Priority	j͏ⁿ Focus	j͏ⁿ Prevent	j͏ⁿ NA

Are you a reward school: j͏ⁿ Yes j͏ⁿ No

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

No Attachment (Uploaded on 10/11/2012)

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

Initiatives for improved attendance, positive behavior reinforcement and Measurement, Inc. FOLIO Writing Program to support students and teachers with the FCAT Writing Assessment.	$6,000.00

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

SAC will assist in the development of the SIP during the first SAC meetings at the beginning of the 2012-2013 school year and will continuously monitor the implementation of SIP during the school year. SAC will check and review data and will work in collaboration with MSST and Literacy Leadership Teams.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MIAMI BEACH SENIOR HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	77%	81%	36%	244	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	54%	76%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	72% (YES)			125	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					499	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
MIAMI BEACH SENIOR HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	77%	89%	36%	249	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	55%	74%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	62% (YES)			113	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					501	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested