FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LIFE SKILLS CENTER MIAMI-DADE COUNTY

District Name: Dade

Principal: Dr. Angel Chaisson and Dannie McMillon

SAC Chair: Munriah Daniel

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Angel Chaisson	BS in Liberal Studies from Louisiana State University, MS in English and MS in Education from Nova Southeastern University, Ed.S. in Educational Leadership from Nova Southeastern University and Doctorate in Curriculum and Instruction from Capella University	2	8	12 '11 '10 '09 '08 '07 School Grade n/a A F A A A AYP ------ Y N Y N Y High Standards Rdg. 5 79 24 45 51 76 High Standards Math 30 83 15 88 83 86 Lrng Gains-Rdg. n/a 71 45 54 57 69 Lrng Gains-Math n/a 79 35 85 70 83 Gains-Rdg-25% n/a 72 45 51 61 68 Gains-Math-25% n/a 79 41 87 73 78

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	Nina Nelson	B.A. in Elementary Ed. and Reading Endorsement, ESOL	1	2	12 '11 '10 '09 '08 School Grade A A D A A AYP Y Y N Y N High Standards Rdg. 56 79 35 45 51 High Standards Math 79 83 43 88 83 Lrng Gains-Rdg. 75 71 53 54 57 Lrng Gains-Math 73 79 64 85 70 Gains-Rdg-25% 73 72 62 51 61 Gains-Math-25% 83 79 57 87 73

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	Utilize MDCPS human resources tracking system.	Principal	October1, 2012	
2	Soliciting referrals from current HQT employees	Principal	October 1, 2012	
3	Solicit resumes through careerbuilders.com, jobing.com, and local university/college career centers.	Principal	August 25, 2012	
4	Partnering new teachers with veteran teachers	Principal	September 1, 2012	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 (Teachers are pending wavier for gifted and talented)	The teachers are taking college courses and professional development. The teachers will be assigned a mentor from one of our sister schools, in gifted.

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
10	10.0%(1)	70.0%(7)	20.0%(2)	0.0%(0)	60.0%(6)	80.0%(8)	20.0%(2)	0.0%(0)	20.0%(2)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal, will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The Intervention Specialist coordinates and facilitates the SST process and SST Intervention Plan. The Intervention Specialist will provide support to the principal to ensure that the instructional personnel successfully implements all RtI goals as it relates to student achievement, interventions, professional development, and all other school based decisions. The General Education Teacher provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The Exceptional Student Education (ESE) Coordinator, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. The Reading Teacher, provides guidance on 9-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The Academic Advisor will provide quality services and expertise to link child- serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success, as well as provide academic guidance to students. The Governing Board President completes the team as board and community stakeholder.

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

The Leadership team meets bi-weekly every Wednesday with a focus on student achievement and data analysis. At the meeting, we discuss all areas of curriculum and each delegate reports on the latest progress monitoring statistics for their assigned area. After the delegates complete status reporting, we then discuss progress made or lack thereof, and determine what plan of action should be implemented for maintenance and/or improvement. There is constant monitoring of subgroups and all tier students in order to make necessary adjustments. The team also discusses what instructional support will be needed; what professional development will be provided; and what mentoring activities would be beneficial.

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

The RTI Leadership Team along with EESAC defines, analyzes, implements, monitors, and evaluations the School Improvement Plan, from the beginning. Utilizing the RtI Problem-Solving process, the RtI Leadership Team defines the problem by utilizing data in order to determine the problems the school will face in the upcoming year. Upon determining the Problem, the team will analyze the discrepancies within the data in order to determine the underlining causes. The team is then prepared to develop an intervention plan to implement in the School Improvement Plan. Finally, the RtI Leadership Team monitors the student's response to intervention by reviewing student data and evaluates the effectiveness of the plan. Adjustments to the SIP will be made if necessary to ensure student progress.

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.

The 2012 Spring FCAT Assessment data and the EOC's will be used to identify students in need of RtI implementation. The following technology programs will be used to address student academic needs: Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Pre-Writing Test, Fall IARM, Fall FORF Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, and EduSoft. In the Midyear: Winter IARM, Winter FORF, and FCAT Writing Test End of year: Spring IARM, Spring FORF, End-of-Year Post-Writing Test, Spring FCAT Frequency of Data Days: once a month for data analysis. Professional Development will be provided as needed throughout the year.

Student behavior needs will be addressed by monitoring the following items: both, the district and school Student Case Management System, detentions, suspensions/expulsions, referrals by student behavior and administrative context. We will also use the student and parent climate surveys, as well as the attendance/retention reports.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' planning time and small sessions will occur throughout the school year.

Describe the plan to support MTSS.

There will be ongoing facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services by administration and the leadership team. We will create a strong, positive, and ongoing collaborative partnership with all stakeholders who provide education services or who otherwise would benefit from increases in the students outcome. Professional development will be provided during teachers' planning time and small sessions will occur throughout the school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Angel Chaisson (Principal), Ms. Roxanne McKay-Chung (ESE Specialist), Ms. Munriah Daniel (Business Teacher), Ms. Nina Nelson (Reading Teacher), Ms Natalie Guerrier (Academic Advisor), Mr. Doreen James (Dean of Discipline), Mr. Ian Buniao (English Teacher), Ms. Jossie Soral (ESE Coordinator / ESOL Coordinator)

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

The Literacy Leadership Team (LLT) will conduct a needs assessment and analysis of the school data in order to make decisions on how to implement the delivery of instruction to target the student's needs. The LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage in the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, E2020 and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing across the curriculum.

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

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

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teaching across the curriculum will be implemented in our school and monitored by administration by conducting classrooms walkthroughs. The Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and student's portfolios. By utilizing these tools, all teachers in math, science, and social studies will be able to show evidence of instruction, assessment, and differentiation to address individual student's reading and literacy needs.

*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?

Stellar Leadership Academy offers students a variety of integrated elective courses in the area of business, technology as well as vocational studies which lead to industry certifications and possible internships. Using the 9th grade E-PEP updated information and individualized meetings, the Academic Advisor and/or Employability Specialist and students chose courses that are pertinent to their future career choices; however, the Academic Advisor and Employability Specialist works in the capacity of a CAP advisor, working closely with the students to give them a better understanding of the requirements and needs related to certain career choices.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school utilizes the FLDOE major areas of interest to promote a connection between student, course selection, and future career planning. Students also participate in a job readiness program to assist them preparing and maintaining employment. Using the 9th grade E-PEP updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices; however, the Academic Advisor and Employability Specialist works in the capacity of a CAP advisor, working closely with the students to give them a better understanding of the requirements and needs related to certain career choices.

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

In an effort to increase the percentage of students attending post secondary education, the graduation team (Principal, Academic Advisor, Intervention Specialist, and Employability Specialist) will provide increased assistance with post secondary planning. The graduation team will meet monthly to coordinate their efforts. The team will conduct small group meetings to work on career planning tools (CHOICES), ACT and/or SAT registration, and applying for secondary educational institutions and financial aid. The team will continue the relationship with Miami Dade College in orienting students to post secondary education and administer the College Placement Test. Students are encouraged to prepare and take the ACT and SAT and given information on test preparation assistance options.
This year eight students took the ACT and SAT compared to two students last year. Currently all graduates are working on obtaining degrees at several different colleges.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our goal for the 2012-2013 school year is to increase level 3 proficiency in reading by 16 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (4)	21%(18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process. Students demonstrate difficulty explaining how to organize, analyze, and evaluate information from multiple sources and draw conclusions.	Students will identify key points in texts and identify connections between ideas by using graphic organizers, concept maps, open compare/contrast, and signal or key words. The student will collect, evaluate and summarize information using a variety of techniques from multiple sources that include paraphrasing to convey ideas and details from the source, main idea and relevant details. Utilize illustration / Diagrams, Cooperative Learning, Graphic Organizers and Highlighting Text.	RTI Leadership Team and Administration.	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed. District Interim Data reports will be reviewed by ESSAC at monthly meetings and adjustments to strategies made as needed.	Formative: Monitor progress through monthly reading assessments (student work); District Interim Assessments; Florida Assessment for Instruction in Reading (FAIR). Summative: 2013 FCAT 2.0 Reading Assessment.

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

	Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 0% of students achieved level 4 – 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4-5 student proficiency by 7 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	7% (6)

	Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Test areas of deficiency included Reporting Category 4, Informational Text/ Research Process and Reporting Category 3, Literary Analysis.	Provide explicit instruction and practice with strategies such as note-taking and summarization skills using informational texts to locate specific details from different sources and draw conclusions from that information. The student will explain how text features aid the reader's understanding (charts, maps, diagrams) Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development and character point of view.	RTI Leadership Team and Administration.	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed. District Interim Data reports will be reviewed by ESSAC at monthly meetings and adjustments to strategies made as needed.	Formative: Monitor progress through student work samples; District Interim Assessments; Florida Assessment for Instruction in Reading (FAIR). Summative: 2013 FCAT 2.0 Reading Assessment.

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Due to limited enrollment, current and expected goals for the school are not available and our goal is based on district averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(15)	73% (16)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading test, learning gains were not achieved. An area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students demonstrate difficulty analyzing a variety of text structures / text features and explaining their impact/meaning in text.	Students will be provided with opportunities to analyze a variety of text structures (comparison/contrast, cause/effect/chronological order, etc) and explain their impact/meaning in text. Push out and Pull in support will be provided to the students.	RTI Leadership Team, Reading and Language Arts Teachers	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed. (Wilson Books will be utilized to provide intervention)	Formative: Monitor progress through monthly reading assessments (student work); District Interim Assessments; Florida Assessment for Instruction in Reading (FAIR). Summative: 2013 FCAT 2.0 Reading Assessment.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Due to limited enrollment, current and expected goals for the school are not available and our goal is based on district averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (19)	70% (22)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading test, learning gains were not achieved. An area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Appropriate and timely placement of students in interventions has been an obstacle, as well as the student's lack of practice in vocabulary acquisition.	The students will use context clues to determine meanings of unfamiliar words with the use of task cards and cognates. The students will establish interactive word walls. The students will maintain vocabulary notebooks with word banks. The students will utilize FCAT Explorer and Quick Reads to build skills and accelerate growth in the following areas; fluency, decoding and vocabulary.	RTI Leadership Team and Administration	Administration, Intervention Specialist and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment, computerized based silent reading assessment charts) on a bi-weekly basis and make adjustments to instruction as needed. District Interim Data reports will be reviewed by ESSAC at monthly meetings and adjustments to strategies made as needed.	Formative: Monitor progress through student work samples; District Interim Assessments; Florida Assessment for Instruction in Reading (FAIR). Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	22	29	36	43	50	

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 2012-2013 FCAT Reading indicate that 19% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black:19% Hispanic: Asian: American Indian:	White: Black:27% (19) Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading test, learning gains were not achieved. An area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Appropriate and timely placement of students in interventions has been an obstacle, as well as the student's lack of practice in vocabulary acquisition	Students will utilize useful instructional activities such as: graphic organizers, semantic mapping, and summarization activities, to encourage students to build upon their reading skills and to read from a wide variety of text. Students will utilize a variety of strategies such as; vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root words.	RTI Leadership Team and Administration	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed. (Wilson Books will be utilized to provide intervention)	Formative: Monitor progress through student work samples; District Interim Assessments; Florida Assessment for Instruction in Reading (FAIR). Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012-2013 FCAT Reading indicate that 5% (3) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 22 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (3)	27%(14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the 2012 administration of the FCAT Reading test, learning gains were not achieved. An area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.	Students will utilize useful instructional activities such as: graphic organizers, semantic mapping, and summarization activities, to encourage students to build upon their reading skills and to read from a wide variety of text. Students will utilize a variety of strategies such	RTI Leadership Team and Administration	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed. (Wilson Books will be utilized to provide	Formative: Monitor progress through student work samples; District Interim Assessments; Florida Assessment for Instruction in Reading (FAIR). Summative: 2013 FCAT 2.0 Reading Assessment

1	Appropriate and timely placement of students in interventions has been an obstacle, as well as the student's lack of practice in vocabulary acquisition	as; vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root words.		intervention)	

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
Lesson Planning	9-12	Tri-Star/School-based Facilitator	All teachers	August 19th, 2012	Classroom Walkthroughs, analysis of lesson plans	Administrator, Assistant Administrator, Reading Coach
Reading Endorsement	9-12	MDCPS Facilitator	Teacher who are not reading endorsed	On-going (targeted dates Dec. 1, 2012 and May 1, 2013)	Submission of completion of endorsements	Professional Development Coordinator of Academic Committee
ESOL Endorsement	9-12	MDCPS Facilitator	Teacher who are not ESOL endorsed	On-going(targeted dates Dec. 1, 2012 and May 1, 2013)	Submission of completion of endorsements	Professional Development Coordinator of Academic Committee
Reading Across the Curriculum	9-12	District	School wide	August 17, 2012	Administration classroom walkthroughs, Analysis of Lesson Plans	Administration, Reading Teacher(s)
CRISS Strategies	9-12	Tri-Star/ School-based Facilitator	School wide	Workshops throughout the year (Sept 18, November 10, Jan 14, February 8)	Administration classroom walkthroughs, Analysis of Lesson Plans	Administration, Reading Teacher(s)

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process.	E2020 - Online curriculum	Internal Fund	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency as noted on			

	Computer and appropriate technical support	Internal Fund	$2,200.00

the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process.

			Subtotal: $2,200.00

Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process.	In-House Workshop	EESAC	$300.00
			Subtotal: $300.00

Strategy	Description of Resources	Funding Source	Available Amount
The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process.	IARM Testing	Internal Fund	$33.00
			Subtotal: $33.00
			Grand Total: $4,033.00

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:	Due to limited enrollment, current and expected goals for the school are not available and our goal is based on district averages.

2012 Current Percent of Students Proficient in listening/speaking:

45% (4)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 CELLA Assessment, an area of deficiency was the listening and speaking section. Students do not have the opportunity to speak English and understand spoken English at home.	Students participate in the LEA (Language Experience Approach) and teacher lead groups. Students will use illustrations and diagrams to help increase their understanding of the English vocabulary and language.	Administration and RTI Leadership Team	The Intervention Specialist and Administration will monitor and review CELLA scores in listening/speaking; to provide ongoing support in those areas. The intervention Specialist will meet bi-weekly to make adjustments to instructions, made as needed.	Formative: Mini Teacher Assessment , FAIR Testing Summative: 2013 CELLA Assessment.

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:	Due to limited enrollment, current and expected goals for the school are not available and our goal is based on district averages.

2012 Current Percent of Students Proficient in reading:

28% (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	As noted on the 2012 CELLA and FCAT Assessments, an area of deficiency was reading.	Build academic vocabulary in English by direct instruction across the English curriculum. Students will use context clues to determine the meaning of unfamiliar words. Students will explain how text features (e.g. charts, maps, diagram, sub-headings, captions, illustrations, and graphs) aid readers understanding.	Administration and Intervention Specialist	The Intervention Specialist will monitor and review the CELLA scores in reading for improvement. The goal is to achieve Improved FCAT reading scores and Improved comprehension of English content; There will be bi-weekly classroom assessments reviewed by the administration and Intervention Specialist that will be used to make adjustments to instruction as needed.	Formative: Teachers' bi-weekly assessments, FAIR Testing Summative: 2013 CELLA and FCAT Assessments.

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

3. Students scoring proficient in writing. CELLA Goal #3:	Due to limited enrollment, current and expected goals for the school are not available and our goal is based on district averages.

2012 Current Percent of Students Proficient in writing:

27% (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	As noted on the 2012 CELLA and FCAT Assessments, an area of deficiency was writing.	Students will develop paragraphs and essays based on the school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing. Students will develop and compose posters to help with understanding the vocabulary concepts.	Administration and Intervention Specialist	There will be bi-weekly classroom assessments reviewed by the administration and Intervention Specialist that will be used to make adjustments to instruction as needed.	Formative: Teachers' bi-weekly assessments, FAIR Testing Summative: 2013 CELLA and FCAT Assessments.

		Students will work collaboratively with ESOL teacher during planning (tutorials)			

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.	E2020; Edge Reading Books	Internal fund	$1,800.00
			Subtotal: $1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.	In house workshop; District professional development workshop	Internal Fund	$300.00
			Subtotal: $300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.	In house workshop; District professional development workshop	Internal fund	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,400.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	

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

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	

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

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 36% (1) of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) by 7 percentage points to 39% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (1)	39% (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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3 – Rational, Radicals', Quadratics, and Discrete Mathematics.	Provide E2020 online preparation tutorials for students who will take the Algebra I EOC. Provide additional practice in solving and graphing quadric equations. Use Venn diagrams in a variety of ways to illustrate intersection, null and disjoint sets. Reinforce mathematical concepts in other curricular areas such as science and social studies	RTI team and Administration	Administration and the RTI Leadership Team will meet during teacher planning bi-weekly meetings; results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments and District Interim Data Reports, Mini teacher assessments and E2020 reports. Summative: Results from the 2013 Algebra I EOC assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC assessment indicate that 21% (1) of the students scored in the upper third (Levels 4-5). Our goal for the 2012-2013 school year is to increase the percentage of students scoring at or above achievement (Level 4-5) by 7 percentage points to 28% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (1)	28% (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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3 – Rational, Radicals', Quadratics, and Discrete Mathematics.	students will be provided the opportunities to explore and apply the use of a system of equations in the real-world Students will be provided with opportunities to graph linear equations and inequalities in two variables with and without graphing technology.	Administration	Administration and the RTI Leadership Team will review the formative assessments on a bi-weekly basis and make adjustments to instruction as needed.	Formative: Biweekly assessments and District Interim Data Reports, Mini teacher assessments and E2020 reports. Summative: Results from the 2013 Algebra I EOC assessment

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC assessment indicate that 30% (6) of the students scored in the middle third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) by 5 percentage points to 35% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (6)	35% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3-	Provide students with models, both digital and tangible, to enable them to visualize and draw cross-sections of the structures and of a range of geometric solids. Students will be provided with opportunities to practice using methods of direct and indirect proof to determine whether a proof is logically valid.	Administration and RTI Leadership Team	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading on a bi-weekly basis and make adjustments to instruction as needed.	Formative: Biweekly assessments and District Interim Data Reports Summative: Results from the 2013 Geometry EOC 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:	
	The results of the 2012 Geometry EOC assessment

	2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	indicate that 0% (0) of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) by 5 percentage points to 2% (0).			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	0% (0)	2% (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	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3-	Provide students with the opportunity to build course-alike learning teams that will build the capacity to research, discuss, design and implement research-based instructional strategies that will provide the needed practice in deriving the formulas for perimeter and/or area of polygons.	RTI Leadership Team & Administration	Administration and the RTI Leadership Team will review the formative assessments on a bi-weekly basis and make adjustments to instruction as needed.	Formative: Biweekly assessments and District Interim Data Reports, Edusoft reports Summative: Results from the 2013 Geometry EOC assessment.

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
Edusoft to enable teachers to analyze data and set progress	9-12	District Personnel	School Wide	September 10, 2012	Administrative classroom walkthrough	Math Teacher/Administration
Implementing technology in the classroom	9-12	District Personnel	Math and Science department	October 15, 2012	Classroom walkthrough	Math teachers/Administration
Differentiated Instruction	9-12	Tri-Star Leadership/School-based facilitator	Math department	September 18, 2012	Mathematics small-group schedule	Math teachers/Administrators
Lesson Planning	9-12	Tri-Star Leadership/School-based facilitator	All teachers	August 19th, 2012	Classroom Walkthroughs, analysis of lesson plans	Administrator, Assistant Administrator, Reading Coach
ESOL Endorsement	9-12	MDCPS Trainer	Teachers who are not ESOL endorsed	On-going	Submission of completion of endorsements	Professional Development Coordinator of Academic Committee
				August 15-		

Florida Continuous Improvement Model	9-12	Tri-Star Leadership/School-based facilitator	All teachers, school-support staff and administrators	17th, 2012 4-5 additional workshops throughout the year	Classroom Walkthroughs, analysis of lesson plans	Administrator, Assistant Administrator, Reading Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1.1(Level 3) & 2.1Level 4&5)	Computer and appropriate technical support	Internal Fund	$1,600.00
			Subtotal: $1,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 (Level 3) & 2.1 (Level 4&5)	Hold In-House Workshop on Geometry & Algebra Strategies (contracted support)	Internal Fund	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,900.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC Test indicate that 29% (5) of our students placed in the second level and 6% (1) placed in the top level. Our goal for the 2012-2013 school year is to increase proficiency in the top level by 5 percentage points to 34% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	34% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency according to the data is reporting category; classification, heredity and evolution; molecular/cellular Biology; populations and ecosystems. A barrier is the students underdeveloped higher order thinking ability	Provide inquiry based laboratory activities that allow for comparison, contrast, analysis, and interpretation of the various scientific concepts. Use of blended model instruction method. Provide EOC	RTI Leadership Team and Administration	Direct instruction based assessment. Off- line laboratory projects. Periodic (bi-weekly) Data - Chats. Mini assessments. During teacher planning meetings,	District Interim Assessment/Biology EOC assessment test. Formative: Biweekly assessments and District Interim Data Reports Summative: Results from the 2013

				results of biweekly assessments will be reviewed by the RTI Leadership Team to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by ESSAC at monthly meetings and adjustments to strategies made as needed.	Biology EOC assessment
1		Provide opportunity for student participation in scientific competitions and fairs.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC Test indicate that 6% of our students placed in the upper third level. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) by 2 percentage points to 8%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	8% (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 area of deficiency according to the data is classification, heredity and evolution; molecular/cellular Biology; populations and ecosystems. A barrier is the students underdeveloped higher order thinking ability	Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge). Provide EOC preparatory lessons Provide opportunity for student participation in scientific competitions and fairs.	Science teachers and RTI team	Direct instruction based assessment. Off- line laboratory projects. Periodic (bi-weekly) Data - Chats. Mini assessments. During teacher planning meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by ESSAC at monthly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data Reports Summative: Results from the 2013 Biology EOC assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Blended model training	9-12	Tri-Star	All teachers and staff	8/-16, 8/-17/2012	Evaluation and lesson plan analysis	Administration
Physics modeling Chemistry modeling Human Growth & Develop. Science made simple	9-12	MDCPS Trainer	Science teachers	9/17,9/26,10/26,11/6/2012 1/8,2/1,3/22,5/20,6/7/2012	Interim assessment; Biology EOC ; Monthly student progress	Science teachers & administration
Differentiating instruction using technology	9-12	MDCPS Instructor	Science teachers	9/17,9/26,10/26,11/6/2012 1/8,2/1,3/22,5/20,6/7/2012	Interim assessment; Biology EOC ; Monthly student progress	Science teachers & administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 & 2.1 The area of deficiency according to the data has been Scientific Thinking; and Biology.	E2020 – Online curriculum	Internal Fund	$1,000.00
			Subtotal: $1,000.00
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
1.1 & 2.1 The area of deficiency according to the data has been Scientific Thinking; and Biology.	Provide projects or mini labs	Internal Funds	$100.00
			Subtotal: $100.00
			Grand Total: $1,100.00

End of Science Goals

Writing Goals

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

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

in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 33% of the students scored in 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher from 33% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (22)	40% (27)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 FCAT Writing Assessment was a lack of a structured system (including a simple guide, models for prewriting) and lack of emphasis on prewriting and basic writing skills. The areas of deficiency as noted on the 2012 FCAT Writing Assessment also reported the writing application and conventions as an area of deficiency.	Students will use journals and generate ideas from various sources followed by teacher emphasis on planning for writing. Students will develop a prewriting plan to organize their ideas in a logical manner by using graphic organizers and outlining skills. Students will practice and review grammar and conventions three days in a week.	RTI Leadership Team and Administration	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed.	Formative: Rubrics (state or teacher generated) focused just on prewriting skills, District baseline and interim assessments, Pre released FCAT writing prompts. Summative: 2013 FCAT Writing Assessment.
2	Students confusing the Purdue Online Writing Lab (OWL) supplemental resource and its methods for prewriting versus the E20/20 curriculum writing methodology.	Students will develop and maintain a writers Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The implementation of supplemental resources will be used by students to reinforce prewriting and drafting parts leading up to the outline.	RTI Leadership Team and Administration	Administration and the RTI Leadership Team will review the formative assessments (FAIR, student reading assessments and work, district baseline assessment) on a bi-weekly basis and make adjustments to instruction as needed.	Formative: Rubrics (state or teacher generated) District baseline and interim assessments, Pre released FCAT writing prompts. Summative: 2013 FCAT Writing Assessment

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

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

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

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
Courses, workshops focusing on the steps of writing at the secondary level. Ideas and current research of best practices	9-12	MDCPS Trainer	English and Reading Teachers	December 1, 2012	Sharing of information with Reading and other English teachers	Administration.

Writing Budget:

<table>
<tr><td colspan="4">Evidence-based Program(s)/Material(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>1.1. The area of deficiency is evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.</td><td>E2020- Online curriculum</td><td>Internal Fund</td><td>$1,000.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $1,000.00</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>1.1 The area of deficiency is evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. Students lack the necessary skills to revise for clarity of context organization and word choice.</td><td>Computer and appropriate technical support</td><td>Internal Fund</td><td>$3,600.00</td></tr>
<tr><td colspan="4" align="right">Subtotal: $3,600.00</td></tr>
<tr><td colspan="4">Professional Development</td></tr>
</table>

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
1.1 The area of deficiency is evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. Students lack the necessary skills to revise for clarity of context organization and word choice.	Novels and supplemental Resources for pre-writing and drafting.	ESSAC	$200.00
			Subtotal: $200.00
			Grand Total: $4,800.00

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 EOC baseline assessment indicate that 0% (0) of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	The areas of deficiency are lack of student research and writing skills. Evaluating research information for development of ideas and content, logical organization (Historical Essays, Biographies etc.) The students have limited understanding and knowledge of the US Constitution.	Students will be provided with opportunities to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. Student will complete weekly reading and writing assignments And respond to writing prompts related to U.S. History content via Social Studies Journal. Students will participate in the research-based program, "We the People."	Administration and RTI Leadership Team	Administration and the RTI Leadership Team will review bi-weekly reading and writing assignments to ensure progress is being made and adjust the instruction as needed. Writing assignments will be evaluated using FCAT writing rubric.	Formative: Teacher made writing prompts, rubrics, baseline testing. Summative: 2013 District U.S. history EOC Spring Assessment.

2	The areas of deficiency are lack of student research and writing skills. Evaluating research information for development of ideas and content, logical organization (Historical Essays, Biographies etc.) The students have limited understanding and knowledge of the US Constitution.	Students will be provided with activities to help them develop an understanding of the content-specific vocabulary taught in history. (word walls, vocabulary notebook, vocabulary assessments)	Administration and RTI Leadership Team	Administration and the RTI Leadership Team will review bi-weekly reading and writing assignments to ensure progress is being made and adjust the instruction as needed. Writing assignments will be evaluated using FCAT writing rubric.	Formative: Teacher made writing prompts, rubrics, baseline testing. Summative: 2013 District U.S. history EOC Spring Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 US History EOC baseline assessment indicate that 0% (0) of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	Students have a limited understanding and knowledge on the United States domestic and foreign policy benchmarks	Ensure that teachers understand how to use higher order thinking questions and provide enrichment activities. This will ensure that mastered benchmarks are reviewed by levels 4-5 students.	Administration	Results of the bi-weekly assessments and data reports will be reviewed by teachers and administration to ensure progress is being made by students in order to make adjustments to instruction as needed. Teachers will provide students with follow-up activities dependent on data gathered from the monthly benchmark assessments. Data analysis of assessments, and compare the benchmarks tested to the evaluations.	Formative Baseline Assessment Interim Assessments Graphs/Charts Summative District Spring Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intensive Study Cohort- Teaching American History	9-12	Miami-Dade County Public schools	Social Studies teacher	Early Release September 2012	Reporting to administration and collaborating with social studies teachers	Administrator, Lead Teacher
Florida Continuous Improvement model	9-12	Tri-Star leadership	All teachers, school-support staff and administrators	August 16, 2012	Classroom Walkthroughs, analysis of lesson plans	Administrator, Lead Teacher
CRISS Strategies	9-12	Tri-Star leadership or Administration	All teachers	August 15, 2012	Classroom Walkthroughs, analysis of lesson plans	Administrator, Lead Teacher

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS Strategies	In-House Workshop/Materials and Books	Internal Funds	$300.00
			Subtotal: $300.00
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
Novel reading with Historical Concepts and Vocabulary	Historical Novels	Internal Funds	$200.00
			Subtotal: $200.00
			Grand Total: $500.00

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:	During the 2012-2013 school year, we will increase the attendance rate by 3 percentage points to 59.09%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
56.09% (294)	59.09% (310)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
457	434

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
223	212

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	Lack of transportation access for students to commute to school	Provide monthly bus passes to students who have achieved at least 80% monthly seat attendance. Provide bus passes in a two shift manner. Award Monthly bus passes to students missing 4 or less days and tardy 4 or fewer days in the month; instead of, the weekly and daily bus cards. Provide students, with perfect attendance with a student of the month breakfast.	Administration and Attendance Review Team	Administration and the Attendance Review Team will review the attendance bulletins daily and track the absent students for the 3/5 day policy on a weekly basis. Weekly updates after 3 day/5 day procedure will be discussed in the Leadership Team Meeting and follow through by the Attendance Review Team with Letters, Conference and home visits. This will be monitored, reviewed and adjusted as needed.	Attendance rosters, attendance bulletin, and attendance intervention list
2	Incorrect student information prevents parent/student contact to advise student of attendance issues	Provide consistent updating of student information so that student data will reflect correct contact information. Send alert messages when students are absent and when tardiness become excessive throughout the year. Faculty members must react as soon as possible when students are absent in efforts to start an attendance intervention.	LMS, Registrar, Academic Advisor, Attendance Review Committee	Monitor attendance of students on the attendance intervention list	Attendance rosters, update alert-now
3	Lack of incentive programs to encourage prompt attendance	Monthly attendance reward bulletin and lunch gift cards attendance but improved throughout the nine weeks.	Administration, faculty, support staff	Monitor attendance of students on the attendance intervention list	Attendance roster and incentives issued to students

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Year Opening	9-12	MDCPS Trainer	Administration, Academic Advisor & LMS Coordinator	September 19, 2012	New guidelines to be put into effect during 2012-2013 school year.	LMS Coordinator, Enrollment Specialist& Administrator
Effective Advisory Programs	9-12	Advisory Program Chair	All teacher and school-support staff	August 18, 2012	Bi-weekly analysis of completed advisory folders	Advisory Program Chair

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
Student of the month incentive programs	Breakfast ceremony for student of the month	ESSAC	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

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:	During the 2012-2013 school year, we will decrease the number of in-school suspensions by 3 and decrease the number of out-of-school suspensions by 4.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
29	26
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18	16

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
41	37
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
25	23

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are not enough opportunities to educate students in positive behavior	Provide incentives for compliance through the use of recognition based student behavioral incentive program, students will be recognized on a monthly bases through a formal recognition ceremony promoting positive behavior. Utilize the Positive Behavior School Model to provide students with incentives (such as certificates of recognition) for compliance with the Student Code of Conduct (e.g. arriving to school on time, no Discipline Violation Forms (DVFs), etc.) Bullying and prevention programs will be discussed and presented to students	Administration, Dean of Discipline / Discipline Committee / Leadership Team	Administration and Dean of Discipline will Monitor behavioral log entries and the number of discipline violations (e.g. tardies, in-school suspensions, etc) via the District portal and the school's Grade Book system on a weekly basis and make adjustments to the instruction or programs as needed	Formative: Behavioral log entries in the Grade Book monitoring system; Reports from monthly ceremonies held to recognize students' positive behavior; and Maintain record/log of students earning positive behavior certificates or other incentives. Summative: 2013 District Suspension Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				August 19,		

The Student Code of Conduct	9-12/School-wide	Administration	School-wide	2012 during a mandatory PD day/As needed throughout the school year	Monitoring of class discipline referrals/log entries in Power School system.	Administration
Effective Classroom Management Strategies	9-12/School-wide	Administration	School-wide	August 19, 2012 during a mandatory PD day	Utilize classroom walk through-through and observation form to monitor teacher's implementation of effective classroom management strategies delivered during PD.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase staff knowledge on student learning based on discovery of the hidden rules of economic class.	Framework For Understanding Poverty (1998) by Ruby Payne	EESAC	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 Implement MDCPS Bully Prevention Program where positive behavioral interventions will take place through various strategies. Also, parents will be provided with training on an understanding of the Miami-Dade Code of Student Conduct	Duplication of Materials	Internal Fund	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $800.00

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.*	The dropout rate for the 2011-2012 school year was 36.19%. Our goal for the 2012-2013 school year is to decrease the percentage points to 34.38%. The graduation rate for the 2011-2012 school year was 4.3% and our goal for 2012-2013 school year is to increase that number to 6.3%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

36.19%(190)	34.38%(180)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
4.3% (11)	6.3% (22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with the opportunities available with achievement of a high school diploma.	Educate students on the opportunities that are available to students who have a high school diploma through field trips to colleges, vocational technical schools and other post-secondary opportunities.	Administration and the RTI Leadership Team	Administration and the RTI Leadership Team will continuously monitor the number of credit completion by all students and review the credit analysis after each semester to see progression of student(s) and make adjustments as needed.	Formative: Progress tracking charts; Course completion logs, student graduation plans. Summative: District Dropout Report
2	Our school has a high population of transient students.	Identify at risk student and develop progression plan.	Student Services Department.	Identify and monitor students at risk using enrollment log.	Enrollment log.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dropout Prevention School Connect	9-12	Student Services Department	Staff, Teachers, Parents	Ongoing	Professional Development Plan	Administration/Attendance

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Field Trips	Buses	School Based Funding	$300.00
			Subtotal: $300.00
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: $300.00

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.*	The parental Involvement for the 2011-2012 school year was 12% and our goal for 2012-2013 school year is to increase that number to 22%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12% (29)	22% (54)

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	Parents work during school hours and after school hours.	Offer several parent involvement workshops and events at various times of the day utilizing our flexible scheduling, Parent Link's, and email to increase notifications.	Administration and Leadership Team	Administration and the Leadership Team will track the number of parents at each event.	Formative: Parent sign-in sheets; Telephone Log Summative: School Climate Survey
2	Parents rely on effective aggressive communication channels of the school (website, mass e-mails) or "word of mouth" to receive most information regarding school matters.	Publish and actively advertise all school events in the school calendar website. Send invitations/reminders to parents via mass emails.	Leadership Team Student Services Department, IT Department	Administration and the Leadership Team will re-visit, at the end of each month, the events of the following month and make the needed adjustments. Parents will be surveyed about the effectiveness, quality, and practical value of the training/event they attended.	Events attendance logs, survey data, and workshop attendance records.

Professional Development (PD) aligned with Strategies through Professional Learning Community

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data	9-12	Reading Coach	Parents	On-going	Review sign-in sheets/log	School Administration / Reading Coach

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
1.1 Family members, students and teachers are invited to participate in workshops to learn how the school uses assessment results to improve student achievement	Duplication of Materials	Internal Funds	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

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:	In alignment with Florida's STEM Education Initiative, Stellar Leadership Academy's goal is to strengthen math and science education. This would include, but is not limited to providing students with a basic understanding of scientific and mathematical principles, a working knowledge of computer hardware and software, and/or problem solving skills developed by STEM coursework.

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
Students need	Develop a plan that	Administration	Administration will	Formative:

1	increased exposure to a curriculum that fosters project-based learning and connects STEM principle with the inclusion of science, math, and technology in coursework and/or instruction.	supports the implementation of a quality program Identify, select the needs of the school and resources available to support STEM Structure instructional plans with STEM attributes/standards to promote student use of STEM	Instructional Support Staff Leadership Team	monitor and review the use of STEM strategies and implementation on a bi-weekly basis using the Classroom walkthroughs and lesson plans as the assessment tool. Adjustments to the instruction will be made as needed.	Meeting minutes STEM implementation plan Logs
2	Limited understanding of STEM standards/attributes and rubric for implementation	Assess staff knowledge and understanding of STEM Provide targeted training on strategies that support the implementation of STEM, such as training on how to use C-PALMS which is an online standards-based resource system helps educators not only find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives, but also share their own resources for review and distribution worldwide. Ensure teachers incorporate and utilize STEM rubrics for monitoring of implementation	Administration Instructional Support Staff Leadership Team	Collaborative planning time between math and science teachers to learn the steps necessary for a quality program. Classroom walkthroughs monitor use of STEM strategies and implementation rubrics Monitor lesson plans and collaborative planning sessions	Formative: STEM implementation Rubric Classroom assessments Teacher observations

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
C-PALMS	9-12	District and/or Instructional Support	All Teachers	Monthly	Review of Lesson Plans and monitoring of collaborative planning sessions to ensure inclusion of STEM strategies	Administration and Instructional Support

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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:	Implement Career Pathway structure including student enrollment in CTE courses.

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	Curriculum not aligned to career theme across all disciplines.	Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum. Schedule career pathway students in cohorts with common academic and CTE instructors. Plan activities school-wide during CTE Month (February 2013). OJT/ Business Classes and Informational Technology	Administration and CTE Teachers.	Monitor the curriculum development opportunities of CTE teachers with common planning, professional development, etc. Monitor and review student schedules to ensure enrollment in CTE courses	Formative: Lesson plans incorporating CTE/career themes; school instructional focus calendar; student schedules; CTE calendar of events for the month of February and throughout the year.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE Curriculum Training	9-12	MDCPS Trainer	CTE Teachers	September 9, 2012	Administration classroom walkthroughs, Analysis of Lesson Plans	Administrator

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)

Graduation Goal:

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. Graduation Goal Graduation Goal #1:	Our goal for the 2011-2012 school year is to increase the graduation rate by 2 percentage points
2012 Current level:	2013 Expected level:
3.2%(6)	5.2% (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
No Data Submitted				

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

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

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

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 Graduation Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process.	E2020 - Online curriculum	Internal Fund	$1,500.00
CELLA	Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.	E2020; Edge Reading Books	Internal fund	$1,800.00
Science	1.1 & 2.1 The area of deficiency according to the data has been Scientific Thinking; and Biology.	E2020 – Online curriculum	Internal Fund	$1,000.00
Writing	1.1. The area of deficiency is evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.	E2020- Online curriculum	Internal Fund	$1,000.00
U.S. History	CRISS Strategies	In-House Workshop/Materials and Books	Internal Funds	$300.00
Suspension	Increase staff knowledge on student learning based on discovery of the hidden rules of economic class.	Framework For Understanding Poverty (1998) by Ruby Payne	EESAC	$500.00
Dropout Prevention	Field Trips	Buses	School Based Funding	$300.00
				Subtotal: $6,400.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process.	Computer and appropriate technical support	Internal Fund	$2,200.00
CELLA	Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.	In house workshop; District professional development workshop	Internal Fund	$300.00
Mathematics	1.1(Level 3) & 2.1Level 4&5)	Computer and appropriate technical support	Internal Fund	$1,600.00
Writing	1.1 The area of deficiency is evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. Students lack the necessary skills to revise for clarity of context organization and word choice.	Computer and appropriate technical support	Internal Fund	$3,600.00
				Subtotal: $7,700.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.	In-House Workshop	EESAC	$300.00
CELLA	Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.	In house workshop; District professional development workshop	Internal fund	$300.00
Mathematics	1.1 (Level 3) & 2.1 (Level 4&5)	Hold In-House Workshop on Geometry & Algebra Strategies (contracted support)	Internal Fund	$300.00
Suspension	1.1 Implement MDCPS Bully Prevention Program where positive behavioral interventions will take place through various strategies. Also, parents will be provided with training on an understanding of the Miami-Dade Code of Student Conduct	Duplication of Materials	Internal Fund	$300.00
Parent Involvement	1.1 Family members, students and teachers are invited to participate in workshops to learn how the school uses assessment results to improve student achievement	Duplication of Materials	Internal Funds	$300.00
				Subtotal: $1,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.	IARM Testing	Internal Fund	$33.00
Science	1.1 & 2.1 The area of deficiency according to the data has been Scientific Thinking; and Biology.	Provide projects or mini labs	Internal Funds	$100.00
Writing	1.1 The area of deficiency is evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation. Students lack the necessary skills to revise for clarity of context organization and word choice.	Novels and supplemental Resources for pre-writing and drafting.	ESSAC	$200.00
U.S. History	Novel reading with Historical Concepts and Vocabulary	Historical Novels	Internal Funds	$200.00
Attendance	Student of the month incentive programs	Breakfast ceremony for student of the month	ESSAC	$200.00
				Subtotal: $733.00
				Grand Total: $16,333.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes   No

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

No Attachment (Uploaded on 10/18/2012)

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
Provide additional novels for the increase in reading and Literacy Across the Curriculum	$300.00
Student Incentives to increase attendance and reduce suspensions.	$500.00
Writing resources to increase student achievement	$200.00
Student breakfast as an incentive for attendance	$200.00

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

Review and monitors the School Improvement Plan
Sponsor Positive Behavior Incentives
Resources to support academic achievement

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found