

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET ACADEMY CHARTER HIGH

District Name: Broward

Principal: B. Montero

SAC Chair: Y. Imperatori

Superintendent: Donnie Carter

Date of School Board Approval: 9/13/2012

Last Modified on: 10/19/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Bernardo Montero	B.S. in History with a Latin American Studies Minor M.S. in Educational Leadership	9	11	2010-2011 (2011-2012 Data not accessible) Somerset Academy High School Grade: A Reading Mastery: 59% Lowest 25% in Reading: 58% Math Mastery: 86% Lowest 25% in Math: 68% Science Mastery: 41% Writing Mastery: 80% Adequate Progress for At Risk: Yes
Assis Principal	Walkiria Soberon	B.A. in English Literature M.S. in Educational Leadership	4	5	2010-2011 (2011-2012 Data not accessible) Somerset Academy High School Grade: A Reading Mastery: 59% Lowest 25% in Reading: 58% Math Mastery: 86% Lowest 25% in Math: 68% Science Mastery: 41% Writing Mastery: 80% Adequate Progress for At Risk: Yes

Assis Principal	Cristina Camus	K-12 Masters in Reading Certified Language Arts 6-12 Specialist in Educational Leadership	10	1	2010-2011 (2011-2012 Data not accessible) Somerset Academy High School Grade: A Reading Mastery: 59% Lowest 25% in Reading: 58% Math Mastery: 86% Lowest 25% in Math: 68% Science Mastery: 41% Writing Mastery: 80% Adequate Progress for At Risk: Yes
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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	Sarah Fye	Certified in Language Arts 6-12	3	1	2010-2011 (2011-2012 Data not accessible) Somerset Academy High School Grade: A Reading Mastery: 59% Lowest 25% in Reading: 58% Math Mastery: 86% Lowest 25% in Math: 68% Science Mastery: 41% Writing Mastery: 80% Adequate Progress for At Risk: Yes
Math	Rachel Notowitz	Certified in Math 6-9; Science 6-9	6		2010-2011 (2011-2012 Data not accessible) Somerset Academy High School Grade: A Reading Mastery: 59% Lowest 25% in Reading: 58% Math Mastery: 86% Lowest 25% in Math: 68% Science Mastery: 41% Writing Mastery: 80% Adequate Progress for At Risk: Yes

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	Teachers-Teachers.com web-site to advertise openings	Administration	Ongoing	
2	Teacher Mentoring Program	Principal, Assistant Principal, Reading Coach, NESS coordinator, and Leadership Team/Department Chairs	Ongoing	
3	Professional Development	Principal, Assistant Principal, Reading Coach and Leadership Team/Department Chairs	Ongoing	
4	Leadership Opportunities	Administration	Ongoing	
5	Tuition reimbursement	Principal	Ongoing	
6	Teacher of the month/year recognition ceremonies	Administration	Ongoing	
7	Team Building Activities	Leadership Team	Ongoing	

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
3	<p>Meetings with each of them have taken place.</p> <p>They are being sent to trainings in order to assist them in becoming highly effective.</p> <p>Their PGP's are tailored around their specific needs.</p> <p>Tutoring is available to assist them in passing subject and professional exams.</p>

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
33	6.1%(2)	45.5%(15)	42.4%(14)	6.1%(2)	45.5%(15)	90.9%(30)	9.1%(3)	0.0%(0)	18.2%(6)

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
Fye, Sarah	Cedeno, Laci	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Acevedo, Lisa	Bruns, Amy	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Delgado, Vielka	Bello, Barbara	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Oliver, Corey	Sinquefield, Deloris	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Amendola, Michael	Taylor, Jared	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Beckenhauer, April	Oporta, Christopher	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC

Cavanaugh, Lauren	McMillan, Patrick	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Venkat, Jaishri	Carrasco, Monica	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal:

Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RtI model.

Curriculum Leadership Team:

Participates in student data collection; provides information and data about core instruction; and maintains communication with department members for input and feedback. Develops intervention strategies for struggling students.

Exceptional Student Education Teacher (ESE):

Participates in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and school psychologist.

Counselor:

Monitors student achievement; set-up parent-teacher conferences; develops academic contracts; and communicates with stakeholders.

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

The Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies.

The Team will meet on a bi-weekly basis to engage in the following activities:

Monitor progress of low level achievers in math, science, reading and writing.

Monitor the implementation of the Comprehensive Reading Plan across the curriculum.

Develop and monitor a tutoring program that suits the needs of our struggling students.

Use data from in-house interim assessments as well as BEEP's (county) mini-assessments and BAT to determine mastery of benchmarks for all students in reading, science, math and writing.

Review and monitor progress of all students using FCAT Explorer, My Access, JRN, Focus and Carnegie as a supplementary program to the curriculum.

Ensure that all teachers are teaching reading strategies across the curriculum.

Adhere to Instructional Focus Calendars provided by the County.

How does it work with other school teams to organize/coordinate RtI efforts?

All of our school teams meet periodically to frequently monitor programs in place and make informed decisions about changes in the strategic interventions being provided. The information gathered allows for the RtI team to make decisions regarding tier-to-tier placements and to provide oversight of procedures and fidelity of implementation.

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

The Leadership Team will provide levels of support, intervention, and creative methods of instructional delivery consistent and prevalent within thematic units and concepts. Data gathered from formative and summative assessments will be used for the purposes of decision making to target the weaknesses of our students. The Leadership Team will also monitor the fidelity of instructional delivery and intervention in order to alter and develop a more in depth school improvement plan year after year.

MTSS Implementation

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

Baseline Data:

Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-Wide Diagnostic Assessment, Florida Assessments for Instruction in Reading (FAIR), My Access Writing Pre-Test, Princeton Review SAT Pre-Test, PSAT – 10th Grade

Progress Monitoring:

Progress Monitoring and Reporting Network (PMRN), Mini-Assessments

Midyear:

Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR), My Access Writing Mid Year Assessment

End of Year:

Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), SAT, EOC's

Frequency of Data Days:

Once a quarter for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during first week of school. Small sessions are planned throughout the year. Professional development sessions entitled "What is RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into on an ongoing basis into the professional development calendar.

Describe the plan to support MTSS.

In order to support our multi-tiered system of supports (MTSS) so that we can continue to provide high quality instruction and intervention we need to have teams meet on a bi-weekly basis through individual departments as well as come together as a leadership team. In short, these meetings are meant to assist in identifying what problem is inflicting our school at the current time and find a resolution for it. This can simply be done by identifying the problem, analyzing why it is occurring, implementing a plan of action, and finally evaluating how effective the original solution was in order to improve it for the upcoming school year. This is a key component to our Schools Continuous Improvement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- * Walkiria Soberon, Vice Principal
- * Jennifer Diaz de Villegas, Guidance Counselor
- * April Beckenhauer, Art Teacher
- * Vielka Delgado, Math Teacher
- * Lisa Piferski, Science Teacher
- * Sarah Fye, Reading Coach
- * Greg Notowitz, Social Science Teacher
- * Miriela Vazquez, Language Arts Teacher
- * Diana Santangelo, Foreign Language Teacher

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

Much like the RTI Team, 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 low level achievers in reading and writing.

Monitor the implementation of the Comprehensive Reading Plan across the curriculum.

Develop and monitor a tutoring program that suits the needs of our struggling students.

Use data from in-house interim assessments as well as BEEP's (county) mini-assessments and BAT to determine mastery of benchmarks for all students in reading, science, math and writing in order to decipher if the programs in place are working for our students.

Ensure that all teachers are teaching reading strategies across the curriculum.

Adhere to Instructional Focus Calendars provided by the County.

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

Based on research on student achievement and school data, in alignment with the Next Generation Sunshine State Standards and in light of the advent of the implementation of the Common Core Standards, the team will oversee the implementation of the revised school reading plan, which focuses on a major area of weakness in our students, vocabulary.

The team will focus on composing needs assessments of its teachers and providing professional development opportunities in accordance with meeting those needs.

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.

*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.

*High Schools Only

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

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

The school offers elective courses in art, technology, and career study. Many of these courses focus on job skills and talent development. Teachers also incorporate current events and reading passages that relate to concepts which allow students to create a connection between subject matter and daily lives.

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?

Course selections are sent home for students to review with their parent. Then, students are scheduled to meet one-on-one with the counselors. At these meetings students' FCAT scores, interests, academic grades, and major of interest (ePEP) are reviewed to better meet student needs and interests.

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 order to increase student's readiness for postsecondary level, we have implemented several programs within our school such as a plethora in Advanced Placement classes, Dual Enrollment, SAT prep course, Pre-Law, and Pre-Med Academy. We are stressing the importance of taking the ACT and/or SAT before the end of the student's junior year of high school so that they have baseline scores in which they can compare their progress to. In addition to having all students take the SAT by the time they are Juniors, we are offering a summer and after school program in junction with Princeton Review that will provide students with preparation for both ACT and SAT.

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:	An analysis of the 2012 FCAT Reading test indicates that 24% of students in grade ninth through tenth achieved a level 3 in Reading. Our current goal is to increase the percentage of students achieving at least a level 3 on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (104) out of 431 students tested obtained a 3.	68% (329) out of 485 students will obtain at least a 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Moving part of the lowest 25% from a level 1 or 2 into a level 3	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to the reading teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. Quick Study program Test Ready will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT. FORF Measurement; MAZE Measure; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.	FORF Measurement; MAZE Measure; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum

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:	An analysis of the 2012 FCAT Reading test indicates that 39% of students in grade ninth through tenth achieved a level 4 or 5 in Reading. Our current goal is to increase the percentage of students achieving a level 4 or 5 on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (169) out of 431 students tested obtained a 4 or 5	50% (242) out of 485 students will obtain a 4 or 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Moving students from a level of proficiency to a level of mastery to have a growth of 54% from 27% level 4 or 5 in reading.	Enroll students in advanced classes focusing of FCAT and SAT strategies with highly qualified instructors. Provide specific reading enrichment and administer mock FCAT/SAT exams in order to measure growth and determine instructional adjustment. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to all teachers. Train content area teachers in NGCAR-PD to ensure a level of rigor across the curriculum that is consistent with the Common Core Standards. Enroll students in classes with	Language Arts Teachers, Department Heads, Administrators, content area teachers and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker; Summative evaluation will be conducted as part of the 2012 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS	Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum. PSAT and SAT assessments; Princeton Review SAT tutoring sessions.

	teachers who are reading endorsed.	strategies; Provided and model professional development on incorporating reading strategies across the curriculum.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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:	An analysis of the 2012 FCAT Reading test indicates that 68% of students in grade ninth through tenth made gains in Reading. Our current goal is to increase the percentage of students making learning gains on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (279) out of 410 students made learning gains	73% (312) out of 433 students will make learning gains

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
Getting the lowest 25% to meet proficiency in reading	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Have students attend Saturday school in order to reinforce strategies taught within the school week. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating

1		resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to the reading teachers	Explorer will be evaluated by the teacher on a weekly basis. Quick Study program Test Ready will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.	reading strategies across the curriculum
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:	An analysis of the 2012 FCAT Reading test indicates that 58% of our lowest 25% in grade ninth through tenth made gains in Reading. Our current goal is to increase the percentage of students making learning gains on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (71) out of 106 students in lowest 25% made learning gains	72% (80) out of 111 students in lowest 25% will make learning gains

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Making the bulk of the lowest 25% proficient	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from FAIR. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars which will be provided to the reading teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT TEST maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT. FOR Measurement; MAZE Measure; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum
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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 # Each year in the next six years will be devoted to the overall goal of cutting the achievement gap in half. The achievement gap was calculated to be 36.7% of the overall population. Increasing the achievement of students overall					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36.7%	33.65%	30.6%	27.55%	24.5%	

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:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 20% of our subgroups are not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 30.3% Black: 37.4% Hispanic: 40.2% Asian: 16.7% American Indian: N/A	White: 20% Black: 20% Hispanic: 20% Asian: 15% American Indian: N/A
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	White: At this time 30% are not making satisfactory progress in reading. Black: At this time, 37% are not making satisfactory progress in reading. Hispanic: At this time, 40.2% are not making satisfactory progress in reading. Asian: At this time, 16.7% are not making satisfactory progress in reading. American Indian: N/A.	Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.	Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the way.	Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in reading from 80% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%	75%

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	At this time, 80% of English Language Learning students are not making satisfactory progress in reading.	Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.	Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the way.	Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports.

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:	An analysis of the 2012 FCAT Reading test indicates that we have a high % of our student subgroups population not meeting satisfactory progress in reading within grades ninth through tenth are proficient in Reading. Our current goal is to increase the percentage of White, Black, Hispanic, Economically Disadvantaged, English Language Learners (ELL) and Students with Disabilities (SWD) making adequate yearly progress (AYP) on the 2012 FCAT Reading by at least 12% in each category.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63% (12) out of 19 students were reading at or above grade level	68% (13) out of 19 students will read at or above grade level
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 63% of students with disabilities are not making satisfactory progress in reading.	Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.	Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the way.	Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports.

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:	An analysis of the 2011 FCAT Reading test indicates that 57% of our student subgroups in grade ninth through tenth are proficient in Reading. Our current goal is to increase the percentage of White, Black, Hispanic, Economically Disadvantaged, English Language Learners (ELL) and Students with Disabilities (SWD) making adequate yearly progress (AYP) on the 2012 FCAT Reading by at least 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (68) out of 137 students were reading at or above grade level	62% (151) out of 243 students will read at or above grade level

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	At this time, economically disadvantaged students are not making satisfactory progress in reading at the rate of their non-economically disadvantaged peers.	Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.	Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the way.	Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Structures	6-12	Reading Coach	School –wide	Early release day	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Vocabulary	6-12	Reading Coach	School-wide	Pre-planning week	Classroom Walkthroughs, use of websites	Reading Specialist, Assistant Principals, Principal
Literary Analysis, Reading Across Texts	6-12	Reading Coach	School-wide	Early release Day	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Assessments for Instruction	6-12	Reading Coach, Literacy Leadership Team	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Elements of Reading Applications, Main Idea and Summarization	6-12	Various Teachers	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Elements of Reading Applications, Cause and Effect	6-12	Various Teachers	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Common Core Workgroups	6-12	Reading Coach, Literacy Leadership Team	School-wide	After School PLC Meetings	Classroom Walkthroughs and student work	Reading Specialist, Assistant Principals, Principal
Using Data to drive Instruction	6-12	Reading Coach, Literacy Leadership Team	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Elements of Reading Applications, Informational Text	6-12	Various Teachers	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Reading Enrichment in the Content Areas	6-12	Reading Coach	School-wide	Teacher Planning Day	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Springboard	Operational	\$30,000.00
Saturday Camps	Intervention Materials, Teachers Compensation	Operational	\$26,000.00
Pullout/PushIn Tutoring	Intervention Materials, Teacher Compensation	Operational	\$1,250.00
			Subtotal: \$57,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	My Access	Operational	\$20,000.00

Subtotal: \$20,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	NGCAR-PD	Operational	\$24,000.00
International Reading Association Attendance	Reading Specialist to get reading materials and current trends and best practices to share with the faculty	Operational	\$1,000.00
			Subtotal: \$25,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$102,250.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The Goal is to increase the number of students scoring proficient (scoring a 739 or higher) on the Listening Speaking portion of the CELLA from 56% to 75%			
2012 Current Percent of Students Proficient in listening/speaking:					
56% (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	At this time 56% of the ELL students tested on the listening/ speaking portion of the CELLA scored below proficient in listening and speaking.	Students who scored poorly have been placed in a groups based upon language level through the developmental language arts course to address concepts of listening and speech. Here students are engaged in activities designed to improve listening/ speaking proficiency.	Lucrecia Mourer, ESOL Contact; Assistant Principals and Principal.	Students will be administered exams on listening comprehension strategies and will be tracked throughout the year.	Baseline measurements include previous years CELLA, Spring IPT testing for Spring 2012 and 2013, as well as independent exams administered at the school level.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The Goal is to increase the number of students scoring proficient in reading (scoring a 778 or higher) on the Reading Portion of the CELLA from 25% to 45%
2012 Current Percent of Students Proficient in reading:	

25% (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	At this time 75% of the ELL students tested on reading portion of the CELLA scored below proficient in reading.	Students will be enrolled in pullout/push-in intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	Lucrecia Mourer, ESOL Contact, Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.	Students are administered quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked throughout the year.	Baseline measurements include previous years FCAT, Fair Data, Practice passages designed for practice administered through Developmental Language Arts course.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The Goal is to increase the number of students scoring proficient in writing (scoring a 746 or higher) on the Writing Portion of the CELLA from 20% to 40%

2012 Current Percent of Students Proficient in writing:

20% (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	At this time 20% of the ELL students tested on the writing portion of the CELLA scored below proficient in writing.	Students who scored poorly have been placed in a groups based upon language level through the developmental language arts course to address concepts of writing and common errors incurred by language learners. Here students are engaged in activities designed to improve writing proficiency.	Lucrecia Mourer, ESOL Contact; Assistant Principals and Principal.	Students are administered assessments to determine effectiveness of instruction though developmental language arts course. Portfolio of activities in maintained in course and discussed with students with specified goals.	Baseline measurements will include previous year's FCAT Writes scores , My access reports though LA courses, and writing portfolio/ tests through developmental language arts course.

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	23% of students did not obtain at least a level 3 in Algebra 1. The goal for the current year is to increase the number of students scoring at least a 3 and decrease the number of students that didn't score a 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.2% (110 out of 203 students)	59% (120 out of 203 students) will obtain at least a 3

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 23% of students did not score at least a 3 on the Algebra 1 EOC.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction. Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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:	77% of students did not obtain at least a level 4 or 5 in Algebra 1. The goal for the current year is to increase the number of students scoring a 4 or 5 on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.7% (46 out of 203 students) tested obtained a 4 or 5	27% (54 out of 203 students) will obtain a 4 or 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 77% of students did not score a 4 or 5 on the Algebra 1 EOC.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 11.5% of our subgroups are not making satisfactory progress in Algebra					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	21.1%	19.2%	17.3%	15.4%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 20% of our subgroups are not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 16% Black: 24.4% Hispanic: 25.6% Asian: 9.1% American Indian: N/A	White: 12% Black: 20% Hispanic: 20% Asian: 6% American Indian: N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: At this time 16% are not making satisfactory progress in Algebra. Black: At this time 24.4% are not making satisfactory progress in Algebra. Hispanic: At this time 25.6% are not making satisfactory progress in Algebra. Asian: At this time 9.1% are not making satisfactory progress in Algebra. American Indian: N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2 out of 5 students)	35%

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
	At this time, 40% of English Language Learners are not making satisfactory progress in Algebra.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated

1		Saturday tutoring.	students. Teachers will utilize mini assessments to ascertain benchmark mastery.	instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The goal for the current year is to reduce the number of Students with Disabilities not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.5% (3 out of 8 students)	32%

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	At this time, 37.5% of Students with Disabilities are not making satisfactory progress in Algebra.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The goal for the current year is to reduce the number of economically disadvantaged students not making satisfactory progress in Algebra.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (26 out of 84 students)	26%

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	At this time, 31% of economically disadvantaged students are not making satisfactory progress in math.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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:	25% of students did not obtain at least a level 3 in Geometry. The goal for the current year is to increase the number of students scoring at least a 3 and decrease the number of students that didn't score a 3 or higher.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
38.4% (76 out of 198 students)	43%

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
	At this time, 25% of	Students will be	Math Curriculum	Data disaggregated	All level 1 and 2

1	students did not score at least a 3 on the Geometry EOC.	enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Specialist, Math Coach, Department Head, Math Teachers, and Administration	from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	64% of students did not obtain at least a level 4 or 5 in Geometry. The goal for the current year is to increase the number of students scoring a 4 or 5 on the Geometry 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.4% (72 out of 198 students)	41%

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	At this time, 64% of students did not score a 4 or 5 on the Geometry EOC.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 12.5% of our subgroups are not making satisfactory progress in Geometry.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	25%	22.92%	20.84%	18.76%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 20% of our subgroups are not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 25% Black: 27% Hispanic: 26.3% Asian: 0% American Indian: N/A	White: 20% Black: 20% Hispanic: 20% Asian: 0% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: At this time 25% are not making satisfactory progress in Geometry. Black: At this time 27% are not making satisfactory progress in Geometry. Hispanic: At this time 26.3% are not making satisfactory progress in Geometry. Asian: At this time 0% are not making satisfactory progress in Algebra. American Indian: N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.9% (3 out of 7 students)	37%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 42.9% of English Language Learners are not making satisfactory progress in Geometry.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The goal for the current year is to reduce the number of Students with Disabilities not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63.6% (7 out of 11 students)	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	At this time, 63.6% of Students with Disabilities are not making satisfactory progress in Geometry.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze	All level 1 and 2 students will continuously be monitored for improvement and proficiency

1	Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Administration	student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	The goal for the current year is to reduce the number of economically disadvantaged students not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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						

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
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 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.		Students at Somerset Academy Charter High will obtain a mean scale score of 60% on the Biology EOC in April 2013			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
52% was the mean scale score of 2012 EOC in biology		An increase of 8% OR MORE			
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	Limited resources	Inquiry Based differentiated learning projects	Administration	More inquiry based Critical thinking projects	Pre and Posttests, Rubrics, BAT testing
2	External funding	Use of advanced technology	Department Chairs	Research proposals	Effective analysis of data obtained

3	Additional Training for professionals	Using innovative ways to promote higher order thinking	Department Chairs	Advanced computer based learning	Student Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Students at Somerset academy charter will obtain a mean scale score of 50% in the level 3 of the EOC Biology in April 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% was the mean scale score of 2012 EOC in Biology	A substantial increase of 7 % or more in the upcoming year 2013 in EOC Biology

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	Limited resources	Inquiry Based differentiated learning projects	Administration	More inquiry based Critical thinking projects	Pre and Posttests, Rubrics, BAT testing
2	External funding	Use of advanced technology	Department Chairs	Research proposals	Effective analysis of data obtained
3	Additional Training for professionals	Using innovative ways to promote higher order thinking	Department Chairs	Advanced computer based learning	Students data

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						

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	An analysis of the 2012 FCAT Writing test indicates that 94% of students in tenth grade achieved a level 3 or above. Our current goal is to increase the percentage of students achieving at least a level 3 or above on the 2013 FCAT Writing by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (193) out of 205 students tested obtained a 3 or above	97% (228) out of 236 students tested will obtain a 3 or more

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	Continue to improve our students writing	1. Incorporate CRISS and writing throughout content areas including strategies specific to each Subgroup. 2. Use 6+1 Writing Method 3. Provide coaching and mentoring in monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains and showing the students what a 1, 2, 3, 4, 5, & 6 essay looks like.	Administration and Teachers	1. Teachers are offered CRISS training provided by a Broward County certified instructor. 2. Professional Development workshops will be given explain the 6+1 writing method 3. Professional Development workshops will also be given by our reading coach to explain specific strategies to be implemented in the classroom.	1. Provide weekly assessment using District prompts to monitor students' progress. 2. Writing as a communication skill will be emphasized throughout the school year. 3. Conduct monthly writing assessment through language arts classes in all grades.

	4. Incorporate the use of My Access within the 8th, 10th, and 12th grade curriculum. 5. Incorporated the use of grammar for writing workbooks to improve syntax and clarity in writing.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Computerized Writing Program	My Access	Operational	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
6+1 Writing Traits	Profesional Development	Operational	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in U.S. History.				
U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.				
U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

Attendance Goal # 1:	Somerset Academy will increase the attendance rate by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
12%	11%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11%	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students and getting parental support	Advertise the importance of attendance to all stakeholders by parent link and on the marquee. Meet with the attendance committee on a quarterly basis so that we can go over and meet with individual offenders.	Attendance Committee	Weekly committee meeting and report analysis	Terms, School Check in, Data analysis

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		Our suspension amounts for the year 2012-2013 will decrease by 5%.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
36%		31%			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
36%		31%			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
6%		2%			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
6%		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
	Teachers not reporting	Closely monitoring	Administration,	Quarterly reviews	Suspension

1	or following the progressive discipline plan	referrals and discipline issues. Detentions and Saturday detentions will be issued.	Disciplinarian	discipline data	records
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	
Dropout Prevention Goal #1:	

**Please refer to the percentage of students who dropped out during the 2011-2012 school year.*

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

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						

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Based on past Climate surveys of school based events there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on effective communication between the school and the parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70%	73%

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	Effective communication and use of parent portal	Advertise events on parent link and on the marquee. School Notes will be updated weekly.	Administration, Leadership Counsel, Teachers, PTSO	Research studies show that consistent involvement by parents and other influential stakeholders is an essential element in education.	An increased participation will be self evident at school activities and functions. The school's climate survey will be used to evaluate interventions, parental opinions and Perceptions. 80% of parents will access the parent portal.
2	Increase attendance in parent academies and conferences.	Advertise parent universities about academic programs on marquee, word of mouth, through parent link, and school notes.	Administration, Leadership Counsel, Teachers, PTSO	Research studies show that consistent involvement by parents and other influential stakeholders is an essential element in education.	An increased participation will be self evident at school activities and functions. The school's climate survey will be used to evaluate interventions, parental opinions and Perceptions. The school will increase the number of parent/teacher

contacts by 10% by June 2011.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase awareness and knowledge of STEM , school wide and implement curricula driven STEM analysis to actively engage students
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	Limited resources	Inquiry Based differentiated learning projects	Administration	More inquiry based Critical thinking projects	Pre and Posttests, Rubrics, BAT testing
2	External funding	Use of advanced technology	Department Chairs	Research proposals	Effective analysis of data obtained
3	Additional Training for professionals	Using innovative ways to promote higher order thinking	Department Chairs	Advanced computer based learning	Student Data

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
Lab safety professional development	Middle and High school	Science Department Chair or Math Coach	Middle and High school Educators	Frequent meetings	Observations and Interventions	Administrators and Department Chairs

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:	Our goal is to increase the number of graduating seniors attending a four-year university by ten percent (16 students).
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Overcoming the prevailing attitude among parents and students regarding the obstacles associated with attending a four-year university right out of high school.	Provide opportunities for parents and students to engage in honest dialogue regarding: the benefits and pitfalls of having a student attend a community college versus a four-year institution; the different aspects of the college application process; and various options available for funding a four-year college education.	Joe Mireles – BRACE Advisor	The strategy will be most easily evaluated by monitoring the percentage of students applying, and being accepted into, four-year post-secondary institutions. After the college-application process has come to a close, the raw numbers and percentages will demonstrate to what degree the strategy was, or was not, effective.	The Broward County Senior Survey will be used to evaluate the post-secondary choices of our graduating class.
2	Beginning the process of becoming college ready (rather than college eligible) in the 9th grade.	Have a more impactful presence on campus by visiting with each student several times throughout the year, both on an individual basis, and within a classroom/group setting.	Joe Mireles – BRACE Advisor	A log, which will be accessible for viewing, will be kept with a record of each time the BRACE Advisor has meet with students (either individually, or in a classroom/group setting)	Grade-level specific surveys exploring not only how aware the students are of what is expected of them to be college ready, but also how effective they feel their progress towards that end is.

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
Preparing for College Excellence	High School – Upper-tier College Prep	Varying Admissions Advisors from Top-tier Universities	State-wide BRACE and College/Career Counselors	Varies, quarterly.	Ensure that all pertinent information makes its way into our students' and parents' hands using the strategies listed for CTE Goal 1 and 2.	Joe Mireles – BRACE Advisor
College Board Counselor Fall Conference	High School - SAT Testing	College Board Rep.	County-wide BRACE and College/Career Counselors	September 25th. Yearly.	Ensure that all pertinent information makes its way into our students' and parents' hands using the strategies listed for CTE Goal 1 and 2.	Joe Mireles – BRACE Advisor

Broward County BRACE Meetings	High School – College and Career Planning	Laura Cohen	County-wide BRACE and College/Career Counselors	October 1st, monthly.	Ensure that all pertinent information makes its way into our students' and parents' hands using the strategies listed for CTE Goal 1 and 2.	Joe Mireles – BRACE Advisor
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CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Springboard	Operational	\$30,000.00
Reading	Saturday Camps	Intervention Materials, Teachers Compensation	Operational	\$26,000.00
Reading	Pullout/PushIn Tutoring	Intervention Materials, Teacher Compensation	Operational	\$1,250.00
				Subtotal: \$57,250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		My Access	Operational	\$20,000.00
Writing	Computerized Writing Program	My Access	Operational	\$10,000.00
				Subtotal: \$30,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		NGCAR-PD	Operational	\$24,000.00
Reading	International Reading Association Attendance	Reading Specialist to get reading materials and current trends and best practices to share with the faculty	Operational	\$1,000.00
Writing	6+1 Writing Traits	Profesional Development	Operational	\$4,000.00
				Subtotal: \$29,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$116,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will continue to monitor the implementation of all SIP strategies and meet monthly to be kept up to date on a variety of school related processes.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District SOMERSET ACADEMY CHARTER HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	86%	80%	41%	266	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	80%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	68% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SOMERSET ACADEMY CHARTER HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	85%	91%	34%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	78%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	75% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested