

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI NORTHWESTERN SENIOR HIGH

District Name: Dade

Principal: Wallace Aristide

SAC Chair: Tarvaneisha Hope

Superintendent: Alberto Carvalho

Date of School Board Approval: November 22, 2011

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
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Wallace Aristide	Bachelor of Science in Criminology Masters of Science - Specific Learning Disabilities Certifications: • Mathematics 5-9 • Educational Leadership - All Levels	6	6	12 11 10 09 08 School Grade B D F D AYP - Reading N N N N N AYP - Math N N N N N High - Reading 27% 19% 19% 21% 17% High - Math 33% 54% 55% 52% 45% Gains - Reading 52% 39% 37% 38% 41% Gains - Math 54% 65% 73% 69% 74% Gains Reading 25% 63% 48% 46% 43% 58% Gains Math 25% 69% 71% 74% 72% 75%
Assis Principal	Nidia Ashby	Bachelor of Science in Varying Exceptionalities Master of Science in Educational Leadership	2	6	12 11 10 09 08 School Grade C D D F AYP - Reading N N N N N AYP - Math N N N N N High - Reading 27% 26% 21% 24% 20% High - Math 33% 53% 55% 56% 45% Gains - Reading 52% 42% 38% 45% 39%

		Certifications: • Educational Leadership • Varying Exceptionalitie			Gains - Math 54% 71% 70% 73% 62% Gains Reading 25% 63% 54% 41% 54% 47% Gains Math 25% 69% 74% 71% 77% 66%
Assis Principal	Nadine Smith	Bachelor of Arts in Political Science and Government Master of Science degree in LL.M International Law Master of Science in Reading Education Certifications: • Reading - K-12 • English - 6-12	3	1	12 11 10 09* *08 School Grade B D NA NA AYP - Reading N N N NA NA AYP - Math N N N NA NA High - Reading 27% 19% 19% NA NA High - Math 33% 54% 55% NA NA Gains - Reading 52% 39% 37% NA NA Gains - Math 54% 65% 73% NA NA Gains Reading 25% 63% 48% 46% NA NA Gains Math 25% 69% 71% 74% NA NA
Assis Principal	Ebony Edmonson	Bachelor of Science in Animal and Poultry Sciences Master of Science in Food and Nutritional Sciences Certifications: • Biology • Educational Leadership	6	2	12 11 10 09 08 School Grade B D F D AYP - Reading N N N N N AYP - Math N N N N N High - Reading 23% 19% 19% 21% 17% High - Math 32% 54% 55% 52% 45% Gains - Reading 52% 39% 37% 38% 41% Gains - Math 44% 65% 73% 69% 74% Gains Reading 25% 62% 48% 46% 43% 58% Gains Math 25% 51% 71% 74% 72% 75%
Assis Principal	Manuel Ruiz	Bachelor of Science in Economics and Political Science Master of Science in Educational Leadership Certifications: • Educational Leadership • Social Studies 6-12	2	7	12 11 10 09 08 School Grade D D D F AYP - Reading N N N N N AYP - Math N N N N N High - Reading 27% 19% 23% 22% 18% High - Math 33% 54% 56% 51% 44% Gains - Reading 52% 39% 71% 70% 42% Gains - Math 54% 65% 71% 70% 69% Gains Reading 25% 63% 48% 34% 44% 49% Gains Math 25% 69% 71% 71% 77% 66%

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	Michelle Ulysses	Bachelor of Science in English Education Certifications: • English 6-12	2	1	12 11 10* 09* 08* School Grade B NA NA NA AYP - Reading N N NA NA NA AYP - Math N N NA NA NA High - Reading 27% 19% NA NA NA High - Math 33% 54% NA NA NA Gains - Reading 52% 39% NA NA NA Gains - Math 54% 65% NA NA NA Gains Reading 25% 63% 48% NA NA NA Gains Math 25% 69% 71% NA NA NA
		Bachelors of Science in Political Science			12 11 10 09 08 School Grade C D D D D AYP - Reading N N N N N AYP - Math N N N N N

Writing/ Language Arts	Geneva Green	Certifications: • Social Science 6-12 • Reading Endorsement K- 12	1	2	High - Reading 24% 35% 33% 33% 34% High - Math 34% 35% 35% 35% 35% Gains - Reading 60% 62% 54% 54% 51% Gains - Math 71% 56% 59% 59% 60% Gains Reading 25% 71% 74% 75% 75% 70% Gains Math 25% 73% 61% 64% 64% 68%
Social Studies College Summit	Shannon Grant	Bachelor of Science in Journalism and Mass Communication Masters of Science in Educational Leadership Certifications: • Exceptional Student Education 6-12 • Social Science 6-12	8	1	12 11 10 09 08 School Grade B D F D AYP - Reading N N N N N AYP - Math N N N N N High - Reading 27% 19% 19% 21% 17% High - Math 33% 54% 55% 52% 45% Gains - Reading 52% 39% 37% 38% 41% Gains - Math 54% 65% 73% 69% 74% Gains Reading 25% 63% 48% 46% 43% 58% Gains Math 25% 69% 71% 74% 72% 75%
Mathematics	Adhar Mohamed	Bachelor of Science in Communication/Public Relations Masters of Science in Educational Leadership Certifications: • Mathematics 5- 9 • Mathematics 6- 12 • Exceptional Student Education K-12 • ESOL K-12	2	2	12 11 10 9 8 School Grade B A A B B AYP - Reading N Y Y N N AYP - Math N Y Y N N High - Reading 27% 63% 58% 53% 60% High - Math 33% 81% 67% 84% 79% Gains - Reading 52% 66% 54% 48% 64% Gains - Math 54% 90% 71% 83% 76% Gains Reading 25% 63% 63% 40% 39% 58% Gains Math 25% 69% 80% 68% 81% 68%
Mathematics	Keyur Shah	Bachelor of Science in Operations Research Engineering Management Systems Certifications: • Physics 6-12 • Math 6-12	3	1	12 11 10* 09* 08* School Grade B NA NA AYP - Reading N N NA NA AYP - Math N N NA NA High - Reading 27% 19% NA NA High - Math 33% 54% NA NA Gains - Reading 52% 39% NA NA Gains - Math 54% 65% NA NA Gains Reading 25% 63% 48% NA NA Gains Math 25% 69% 71% NA NA
Science	Melissa Martinez	Bachelor of Science (Science Education) Masters of Science (Education and Social Change) Certifications: Biology (6-12) ESOL (K-12)	2	2	12 11 10 09 08 School Grade A D F D AYP - Reading N N N N N AYP - Math N N N N N High - Reading 27% 14% 16% 16% 15% High - Math 33% 55% 55% 46% 45% Gains - Reading 52% 34% 38% 41% 41% Gains - Math 54% 65% 77% 72% 75% Gains Reading 25% 63% 46% 45% 58% 56% Gains Math 25% 69% 71% 82% 69% 80%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide targeted and data-driven professional development, including lesson studies, for all first year teachers. PDs will focus on instructional practices and classroom management.	Principal/Assistant Principal Instructional Coach	On Going	
2	2. Provide common planning time within departments. Common planning time includes visits to model classrooms and one and one planning time with instructional coach.	Principal/Assistant Principal Instructional Coach	On Going	
3	3. Mentor/mentee program. Create humanity in schools for schools for students and teachers.	Principal/Assistant Principal Instructional Coach	On Going	
4	4. Provide leadership and growth opportunities for teachers. Solicit teachers' feedback and use it in decision making.	Principal/Assistant Principal Instructional	On Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Ivan Rosales Montes Erica Iantorno	<ul style="list-style-type: none"> • Professional Development Opportunities (Classroom Instruction, Data-Driven Decision-Making, Best Practices) • Subject-Area Preparation Assistance • Endorsement Workshop (s) • Feedback/Observation of Curriculum Leaders and/or Academic Coaches • School Mentorship Program • Timely dissemination of information regarding certification requirements

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
122	24.6%(30)	22.1%(27)	32.8%(40)	20.5%(25)	32.8%(40)	40.2%(49)	9.8%(12)	1.6%(2)	5.7%(7)

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
Spring Hempsey	Xavier Suarez	Individuals are in the same academic department. Mentor is the department chair and a veteran teacher who has a track record of success with students.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions.
		Mentor is a veteran teacher and a facilitator of professional	

Melissa Martinez	Dayorsha Collins	development activities school wide. Mentor is also the Science Coach. As a former Teacher For America Corp member—mentor is able to construct a crosswalk between ETO and TFA way of work.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions
Bernadette Grant	Damen Scott Jennifer Abbate	Individuals are in the same academic department. Mentor is a veteran teacher with tremendous experience in the areas of Language Arts and Writing. She is currently the lead writing teacher.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions
Cheryl White-Lindsey	Priscilla Wenniger	Mentor is a veteran teacher and a facilitator of professional development activities school-wide. Mentor is also a former reading coach and current Test Chairperson who has a proven student performance record of success.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions
Richard Williams	George Hart	Mentor is a veteran teacher and a facilitator of professional development activities school wide. Mentor is also a Language Arts Teacher who has a proven student performance record of success.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions
Shannon Grant	Christopher Copolillo	Individuals are in the same academic department. Mentor is currently Miami Northwestern's content area instructional coach.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions.
Geneva Green	Ivan Rosales-Montes	Mentor is a veteran teacher and a facilitator of professional development activities school wide. Mentor is	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and

		Miami Northwestern's Language Arts teacher and Writing Coach.	planning. Periodic debriefing • Departmental planning sessions
Bernadette Grant	Erica Iantorno	Individuals are in the same academic department. Individuals are in the same academic department. Mentor is a veteran teacher with tremendous experience in the areas of Language Arts and Writing. She was the lead writing teacher last year.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions
Mathew Cortland	Andrew Tonioli	Mentor is a teacher and a facilitator of professional development activities school wide. Mentor is currently a Tier 1 reading teacher. As a Teacher For America corp member—mentor is able to construct a crosswalk between ETO and TFA way of work.	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions
Rachel Hazel	Dante Benson	Mentor is a veteran teacher and a facilitator of professional development activities school wide. Mentor is also the Language Arts Teacher who has a proven student performance record of success	<ul style="list-style-type: none"> • Regular meetings between mentor and Mentee • Mentor is given time to observe the mentee • Time is allotted for feedback, coaching and planning. Periodic debriefing • Departmental planning sessions.

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

Miami Northwestern Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify

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

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The district uses funds to provide the following:

- tutorial programs
- parent outreach activities
- reading and supplemental instructional materials

Title X- Homeless

The Miami-Dade County Public School District provides a Homeless Assistance Program to ensure a successful educational experience for homeless children. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Project Upstart provides tutoring and counseling services at homeless shelters, sensitivity and awareness campaigns and academic enrichment summer camps for homeless students. The district homeless liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless and provides training for school registrars and counselors under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Miami Northwestern Senior High School offers a non-violence and anti-drug program which includes field trips, community service and counseling. There is an on-site TRUST specialist who receives district-based training on Safe and Drug-Free Schools. The TRUST specialist focuses on counseling students to solve problems related to violence, drug/alcohol use and other crises. Additionally, Miami Northwestern is using the Positive Behavior School Model where incentives are used as a reward system for appropriate behavior. Positive behavior is emphasized among the faculty and student body.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

Community based partnerships will provide students with a job skills program which allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students also participate in an executive internship program.

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

1. Wallace Aristide (Principal)
2. Nidia Ashby (Vice- Principal)
3. Nadine Smith (Assistant Principal)
4. Ebony Edmonson (Assistant Principal)
5. Manuel Ruiz (Assistant Principal)
6. Michelle Ulysses (Reading Coach)
7. Geneva Green (Reading Coach)
8. Shannon Grant (Reading Coach)
9. Melissa Martinez (Science Coach)
10. Adhar Mohamed (Math Coach)
11. Keyur Shah (Math Coach)
12. Judith Gerena (Graduation Coach)
13. Earl Allick (Discipline Dean)
14. Tyra Tate (TRUST Specialist)
15. Cheryl White-Lindsey (Test Chairperson)
16. Candace Bethel, (SPED Department Chairperson)
17. Christina Bullard-Lloyd, (Student Services)
18. Tarvaneisha Hope (ESSAC Chair)

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 RtI Leadership Team meets once per month. The principal provides the guidance and facilitation as well as directs the participants regarding the needs of the school. The RtI team will determine the projects and initiatives that are most important for the team to address and work with other school organizations and departments to ensure success. During the meetings, data are reviewed and will be linked to instructional decisions. Students will be identified as those who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks, etc. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and the principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Results), facilitates the development of a systemic approach to teaching and aligns processes and procedures. Behavior modification processes are discussed with the RtI team as well as the EESAC members assists in the development of methods and avenues to address behavior matters.

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.

- Reading baseline data and progress monitoring is managed through the Progress Monitoring and Reporting Network (PMRN), FAIR, Hampton Brown-The Edge, Achieve 3000 (for ELL) and the Jamestown Reading Navigator.
- Mathematics baseline data and progress monitoring is managed through Edusoft.
- Science baseline data and progress monitoring is managed through Edusoft.
- Writing baseline data and progress monitoring is managed through Write Score.
- Mid-Year data: FAIR assessment, Achieve 3000, District Interim Assessment
- End-of-Year data: FAIR assessment, Achieve 3000, District Interim Assessment, Comprehensive English Language Learning Assessment (CELLA), and 2012 FCAT Results
- Snap Shots and Student Performance Indicators (SPI) are data tools used to analyze the students' cumulative and historical results in the Florida Comprehensive Assessment Test (FCAT).

Cognos is a data tool used to monitor student attendance and suspension.

SWIS is a data tool used to monitor student suspension

Describe the plan to train staff on MTSS.

Select members of the RtI team will be trained during the summer and early fall. Professional development sessions will be embedded during teachers' common planning time, department meetings and faculty meetings throughout the year. The RtI team will also evaluate additional staff PD needs during the month RtI Leadership Team meetings.

Describe the plan to support MTSS.

Select members of the RtI team will be trained during the summer and early fall. Professional development sessions will be embedded during teachers' common planning time, department meetings and faculty meetings throughout the year. The RtI team will also evaluate additional staff PD needs during the month RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. Wallace Aristide (Principal)
2. Nidia Ashby (Vice- Principal)

3. Nadine Smith (Assistant Principal)
4. Michelle Ulysses (Reading Coach)
5. Geneva Green (Reading Coach)
6. Shannon Grant (Reading Coach)
7. Melissa Martinez (Science Coach)
8. Keyur Shah (Math Coach)
9. Judith Gerena (Graduation Coach)
10. Cheryl White-Lindsey (Test Chairperson)
11. Candace Bethel, (SPED Department Chairperson)
12. Christina Bullard-Lloyd, (Student Services)
13. Tarvaneisha Hope (ESSAC Chair)
14. Linda Walden (CTE Coach)
15. Hector Gutierrez (World Languages Department Chairperson)
16. Mathew Cortland (Reading Department Chairperson)
17. Vallet Tucker (Language Arts Department Chairperson)

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

The LLT meets at least once a month. As educational leader, the principal aligns the school's culture and vision with the state's focus on literacy achievement. The principal guides the LLT in gathering, analyzing and interpreting school data, establishing goals based on the data, developing strategies to achieve the literacy goals, and measuring the success of the school literacy plan. Reading coaches support the implementation of the school literacy plan by providing teachers with school-wide literacy/instructional strategies, helping teachers analyze data for instructional decision-making, assisting teachers in differentiating instruction, suggesting appropriate resources, providing technical support to teachers, and observing, providing feedback and modeling effective lessons. The LLT supports the implementation of the school literacy plan by establishing goals based on data, developing strategies to achieve the goals, establishing measures of success, supporting teachers in implementing literacy strategies, ensuring that literacy remains a priority, monitoring and reviewing the implementation of the school literacy plan.

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

The major initiatives will involve reviewing progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, the LLT will oversee the implementation of the Accelerated Reader Program with sophomores and incoming freshmen, the opening of a Poetry Café, and the implementation of literacy blogs.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers support Accelerated Reader (AR) an effort to support the school-wide literacy plan. Content Area Interactive Reading (CAIR) strategies are embedded in lesson plans across the curriculum.

*High Schools Only

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

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

Miami Northwestern Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:

- Incorporating the Academy and Small Learning Community (SLC) Model
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and core teachers plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and opportunities

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?

Miami Northwestern Senior High School encourages students to be active participants in their own learning so that their course of study is personally meaningful and relevant. This is encouraged through:

- Selection of a 4 year course of study in an Academy
- Meeting with counselors to assist in course selection
- Placing students in internships with our business partners
- Increased use of technology to research careers
- "Career Fairs"
- Guest speakers
- E-Pep
- Academy Awareness Day

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](#)

Students in Miami-Dade county school district scores ten percent lower than the average in post-secondary readiness in comparison to other counties in Florida. Miami Northwestern is implementing the following strategies in increase the numbers of students testing above the college-level cut scores:

- -11th and 12th grade students are placed in an ACT/PERT test preparation course.
- -Students are testing on designated dates to increase school wide participation
- -Saturday school seminars in test preparation.
- - Collaboration by all departments to increase school wide vocabulary

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading test revealed that 17% (130) of students achieved proficiency (level 3). Our goal for the 2013 school year is to increase by 8% from 17% proficiency to 25% (190) proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (130)	25% (190)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to face challenges in thinking critically which inhibits them from successfully responding to high complexity reading comprehension questions.	<p>Implement and monitor school-wide strategies utilizing higher-order questioning strategies to promote critical, independent and creative thinking, for a deeper understanding of the content.</p> <p>Develop observational classrooms that demonstrate high levels of rigor.</p> <p>Incorporate goal setting and strategic use of data to drive instruction and effectively provide interventions based on student deficiencies.</p>	Administrative Team - Department Chairperson - Instructional Coaches	<p>The process used to determine the effectiveness of these strategies are data driven instruction through:</p> <ul style="list-style-type: none"> - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study 	<p>ETO/ District Assessment</p> <ul style="list-style-type: none"> - FAIR Testing - Ongoing Progress <p>Monitoring (OPM)</p> <ul style="list-style-type: none"> - Classroom Assessments - Coaches Log - Common Planning Log
2	As reflected in the 2012 FCAT data-Level 3 students continue to display deficiencies in all FCAT reporting categories. These deficiencies will continue to impact reading comprehension.	<p>Utilize core CRISS strategies including evidence based explicit vocabulary instruction.</p> <p>Implement Accelerated Reader, set goals, incorporate rigorous writing reflections and provide rewards through the Positive Behavior Support to increase independent reading.</p> <p>Provide professional development opportunity for teachers in areas such as explicit instruction and rigor.</p>	Administrative Team - Department Chairperson - Instructional Coaches	<p>The process used to determine the effectiveness of these strategies are data driven instruction through:</p> <ul style="list-style-type: none"> - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study 	<p>Interim Assessment</p> <ul style="list-style-type: none"> - FAIR Testing - Ongoing Progress <p>Monitoring (OPM)</p> <ul style="list-style-type: none"> - Classroom Assessments - Coaches Log - Common Planning Logs
	Students' inability to comprehend complex text	Implement collaboration between content areas	Principal, Assistant Principal, Reading	Conduct classroom walkthroughs to ensure	Classroom walkthrough log,

3	due to lack of vocabulary acquisition	to infuse daily vocabulary. New vocabulary words will be utilized across the curriculum	Coaches, Teachers	fidelity of strategy implementation and weekly vocabulary activities	word walls, and student writing samples
4	Students demonstrate limited reading stamina and continue to display the habits of struggling reluctant readers.	Implement active reading strategies (i.e. Clozed Reading, Echo Reading). Increase meaningful independent reading through Literature Circles and Socratic Seminars. Implement the 9-12 writing plan that incorporates peer editing, the revision process, and the research process.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	ETO/ District Assessment - FAIR Testing - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Planning Logs
5	Content area teachers are unable to assist students based on reading deficiencies. Content area teachers need continual support in using effective evidence-based literacy strategies including CRISS and explicit instruction to support Level 3 students exited from reading.	Implement FAIR testing of level 3 students and use data to drive differentiated instruction. Utilize assessment data to provide intervention and enrichment groups based on students needs and monitor consistently. Increase literacy opportunities through all content areas by providing opportunities to engage in rigorous writing opportunities related to the content, active reading strategies to scaffold understanding of complex text related to the topic through, pre reading strategies, during reading and after reading strategies.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness content area teachers using FAIR data will be: - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	ETO/ District Assessment - FAIR Testing - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Planning Logs
6	1.1. Students continue to face challenges in thinking critically which inhibits them from successfully responding to high complexity reading comprehension questions.	1.1. Implement and monitor school-wide strategies utilizing higher-order questioning strategies to promote critical, independent and creative thinking, for a deeper understanding of the content. Develop observational classrooms that demonstrate high levels of rigor. Incorporate goal setting and strategic use of data to drive instruction and effectively provide interventions based on student deficiencies. Use the lessons study process to continue	1.1 - Administrative Team - Department Chairperson - Instructional Coaches	1.1. The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	1.1. - ETO/ District Assessment - FAIR Testing - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Planning Log

		building teacher capacity			
7	<p>1.2. As reflected in the 2011 FCAT data-Level 3 students continue to display deficiencies in all FCAT reporting categories. These deficiencies will continue to impact reading comprehension</p>	<p>1.2. Utilize core CRISS strategies including evidence based explicit vocabulary instruction.</p> <p>Implement Accelerated Reader, set goals, incorporate rigorous writing reflections and provide rewards through the Positive Behavior Support to increase independent reading.</p> <p>Provide professional development opportunity for teachers in areas such as explicit instruction and rigor.</p>	<p>1.2. -Administrative Team -Department Chairperson -Instructional Coaches</p>	<p>1.2. The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study</p>	<p>1.2. - Interim Assessment - FAIR Testing - Ongoing Progress</p> <p>Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Planning Logs</p>
8	<p>1.3. Students demonstrate limited reading stamina and continue to display the habits of struggling reluctant readers.</p>	<p>1.3. Implement active reading strategies (i.e. Clozed Reading, Echo Reading).</p> <p>Increase meaningful independent reading through Literature Circles and Socratic Seminars.</p> <p>Implement the 9-12 writing plan that incorporates peer editing, the revision process, and the research process.</p>	<p>1.3. - Administrative Team -Department Chairperson -Instructional Coaches</p>	<p>1.3. The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study</p>	<p>1.3. - ETO/ District Assessment - FAIR Testing - Ongoing Progress</p> <p>Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Planning Logs</p>
	<p>1.4 Although students still need reading support, level 3 students are not required to participate in Intensive Reading classes.</p> <p>Content area teachers need continual support in using effective evidence-based literacy strategies including CRISS and explicit instruction to support Level 3 students exited from reading.</p>	<p>1.4 Utilize assessment data to provide intervention and enrichment groups based on students needs and monitor consistently.</p> <p>Increase literacy opportunities through all content areas by providing opportunities to engage in rigorous writing opportunities related to the content, active reading strategies to scaffold understanding of complex text related to the topic through, pre reading strategies, during reading and after reading strategies.</p> <p>Increase and monitor activities to promote student talk and active learning strategies such as Think, Pair Share, Socratic discussions , use of response board and technology clickers.</p> <p>Use common planning and lesson study as a way to address the needs of (Level 3) students addressed in this barrier.</p>	<p>1.4 Administrative Team -Department Chairperson -Instructional Coaches</p>	<p>1.4 The process used to determine the effectiveness of the strategies is data driven instruction: -Disaggregation of performance data and data analysis. -8 Step Instructional Process -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study</p>	<p>1.4 - ETO/ District Assessment - FAIR Testing - Ongoing Progress</p> <p>Monitoring (OPM) - Classroom Assessments - Baseline Testing - Coaches Log - Common Planning Logs</p>

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p>	<p>The results of the 2012 FAA test revealed that 35% (6) of students achieved scores in the range of 4-6. Our goal for the 2013 school year is to increase 5% from 35% to 40% (7).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>35% (6)</p>	<p>40% (7)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Instruction does not	Provide continuous	Principal, Assistant	The Principal and	• Administration

1	address various modalities of learning for student comprehension.	repetition/practice when learning reading concepts	Principal, SPED Teacher, Math Coach	assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	walk-through logs • Lesson Plan Samples • Student Work/Folders • 2013 FAA
2	Instruction does not provide multiple opportunities for students to master skills.	Utilize repetition for long term learning by providing scaffolded instruction.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	• Administration walk-through logs • Lesson Plan Samples • Student Work/Folders • 2013 FAA
3	Provide students with opportunities to learn concepts using manipulative,, visuals and assistive technology.	Address the students differing learning styles and allow the students to use manipulative and visuals to assist in comprehension.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	• Administration walk-through logs • Lesson Plan Samples • Student Work/Folders • 2013 FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2012 FCAT 8% (58) of students scored level 4 or 5. It is our goal on the 2013 FCAT that the percentage of students achieving above proficiency will increase by 3% percentage points to 11% (84).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (58)	11% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining Level 4 and 5 proficiency levels of achievement.	Increase activities to promote student dialogue and active learning strategies. Increase the use of Discovery Learning to build background/knowledge. Incorporate goal setting and strategic use of data to drive instruction and effectively provide interventions based on student deficiencies.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	- ETO/ District Assessment - FAIR Testing - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Log

		Increase inquiry methods to promote conceptual change and deeper understanding of content.			
2	Ineffective study habits and weak organizational skills.	<p>Students will use the following strategies:</p> <ul style="list-style-type: none"> -Mini workshops on test-taking strategies -Mini-workshop on organizational skills -College Summit Peer Leaders - Incorporate writing as a process through publishing and the incorporation of creative writing. -AVID Cornell Note Taking skills for students 	<p>Administrative Team</p> <ul style="list-style-type: none"> - Department Chairperson - Instructional Coaches -CAP --- Advisor/Graduation Coach -Testing Chairs 	<p>The process used to determine the effectiveness of these strategies are data driven instruction through:</p> <ul style="list-style-type: none"> -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study 	<p>Classroom Assessments</p> <ul style="list-style-type: none"> - Interim Assessment - Mock A.P Exams - Ongoing Progress <p>Monitoring (OPM)</p> <ul style="list-style-type: none"> - Classroom Assessments - Common Planning Logs - Coaches Log
3	Inadequate preparation for ACT/PSAT/SAT/ CPT Test and College Board Exams (AP).	<p>Students will use the following A.P and Pre-AP Strategies:</p> <ol style="list-style-type: none"> 1. The Five-S Strategy 2. SOAPS Tone Strategy 3. Cloze Reading 4. Explicit Vocabulary Instruction 5. Utilize higher-order questioning strategies to promote critical, independent, creative thinking, <p>Develop observational classrooms that demonstrate high levels of rigor.</p> <p>Increase observation of effective instructional delivery.</p> <p>Increase inquiry based instruction</p> <p>Tailor instruction to college and career readiness.</p>	<p>Administrative Team</p> <ul style="list-style-type: none"> - Department Chairperson - Instructional Coaches 	<p>The process used to determine the effectiveness of these strategies are data driven instruction through:</p> <ul style="list-style-type: none"> -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study 	<p>Interim Assessment</p> <ul style="list-style-type: none"> - Mock A.P Exams - Ongoing Progress <p>Monitoring (OPM)</p> <ul style="list-style-type: none"> - Classroom Assessments - Common Planning Logs - Coaches Log
4	2.1 Students maintaining Level 4 and 5 proficiency levels of achievement.	<p>2.1 Increase activities to promote student dialogue and active learning strategies.</p> <p>Increase the use of Discovery Learning to build background/knowledge.</p> <p>Incorporate goal setting and strategic use of data to drive instruction and effectively provide interventions based on student deficiencies.</p> <p>Increase inquiry methods to promote conceptual change and deeper understanding of content.</p>	<p>2.1</p> <ul style="list-style-type: none"> - Administrative Team - Department Chairperson - Instructional Coaches 	<p>2.1.</p> <p>The process used to determine the effectiveness of these strategies are data driven instruction through:</p> <ul style="list-style-type: none"> -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study 	<p>2.1</p> <ul style="list-style-type: none"> - ETO/ District Assessment - FAIR Testing - Ongoing Progress <p>Monitoring (OPM)</p> <ul style="list-style-type: none"> - Classroom Assessments - Coaches Log - Common Log
	2.2. Ineffective study habits and weak organizational	2.2 Students will use the following strategies:	2.2.	2.2.	2.2.
			- Administrative Team	The process used to determine the	- Classroom Assessments

5	skills.	-Mini workshops on test-taking strategies -Mini-workshop on organizational skills -College Summit Peer Leaders - Incorporate writing as a process through publishing and the incorporation of creative writing. -AVID Cornell Note Taking skills for students	-Department Chairperson -Instructional Coaches -CAP --- Advisor/Graduation Coach -Testing Chairs	effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	- Interim Assessment - Mock A.P Exams - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Common Planning Logs - Coaches Log
6	2.3 Inadequate preparation for ACT/PSAT/SAT/ CPT Test and College Board Exams (AP).	2.3 Students will use the following A.P and Pre-AP Strategies: 1. The Five-S Strategy 2. SOAPS Tone Strategy 3. Close Reading 4. Explicit Vocabulary Instruction 5. Utilize higher-order questioning strategies to promote critical, independent, creative thinking, Develop observational classrooms that demonstrate high levels of rigor. Increase observation of effective instructional delivery.	2.3 - Administrative Team -Department Chairperson -Instructional Coaches	2.3 The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	2.3 - Interim Assessment - Mock A.P Exams - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Common Planning Logs - Coaches Log

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 FAA test revealed that 47% (8) of students achieved scores in the range of 7-9. Our goal for the 2013 school year is to increase 3% from 47% to 50% (9) scoring in the range of 7-9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (8)	50% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning reading concepts.	Principal, Assistant Principal, SPED Teacher, Math Coach.	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	<ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders 2013 FAA

2	Instruction does not provide multiple opportunities for students to master skills.	Utilize repetition for long term learning by providing scaffold instruction.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	<ul style="list-style-type: none"> • Administration walk-through logs • Lesson Plan Samples • Student Work/Folders • 2013 FAA
3	Provide students with opportunities to learn concepts using manipulative, visuals and assistive technology.	Address the students differing learning styles and allow the students to use manipulative and visuals to assist in comprehension.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	<ul style="list-style-type: none"> • Administration walk-through logs • Lesson Plan Samples • Student Work/Folders • 2013 FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students achieving learning on the 2012 FCAT Reading exam was 52% (366). Our goal for the 2013 FCAT is to increase the percentage of students obtaining learning gains by 10% percentage points to 62% (436).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (366)	62% (436)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have severe weakness in the area of 1) Comprehension 2) Vocabulary	<p>Develop goals and monitor the consistent use of data to drive instruction.</p> <p>-Match instructional materials to students' deficiencies based on the FAIR patterns and profiles and Interim Assessment data.</p> <p>Utilize core Creating Independence through Student owned Strategies (CRISS) including evidence based explicit vocabulary instruction.</p> <p>Implement and monitor the ETO instructional Framework that includes explicit instruction and the effective use of small group instruction.</p>	<p>Administrative Team</p> <p>- Department Chairperson</p> <p>- Instructional Coaches</p>	<p>The process used to determine the effectiveness of these strategies are data driven instruction through:</p> <p>- Disaggregation of performance data and data analysis.</p> <p>- Florida Continuous Improvement Model</p> <p>- Classroom Walkthrough</p> <p>- Review of Lesson Plans</p> <p>- Data Chats</p> <p>- Common Planning</p> <p>- Lesson Study</p>	<p>- Interim Assessment</p> <p>- FAIR</p> <p>- Ongoing Progress</p> <p>Monitoring (OPM)</p> <p>- Classroom Assessments</p> <p>- Common Planning Logs</p> <p>- Coaches Log</p>

		Implement and monitor data binder and student/teacher Data Chats			
2	Students have limited proficiency in the area of 1) Phonics: (i.e. decoding multi-syllabic words) 2) Fluency 3) Vocabulary	Utilize core Creating Independence through Student owned Strategies (CRISS) and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Challenge Level. Implement and monitor the ETO instructional framework that includes the model of explicit instruction and the effective use of small group instruction.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Common Planning Logs - Coaches Log
3	Teachers who are novice and non-proficient in analyzing FAIR data and District/ETO assessments. Teachers who are novice and non-proficient in navigating EduSoft .	Develop goals and monitor the consistent use of data to drive instruction. Ongoing small group professional development using EduSoft data to compare reports and identify intervention groups. - Match instructional materials to students deficiencies based on the FAIR (Patterns and Profiles) and Interim data. - Effectively provide interventions for student deficiencies	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Common Planning Logs - Coaches Log
4	Teachers are challenged with infusing rigor into the classrooms. Infusing the Common Core Standards with the Next Generation Sunshine State Standards.	Analyze and maintain a record of examples of rigorous tasks in content areas. - Ensure Instructional Coaches provide active coaching cycles of support to teachers based on need.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Common Planning Logs - Coaches Log
5	3.1. Students have severe weakness in the area of 1) Comprehension 2) Vocabulary	3.1. - Develop goals and monitor the consistent use of data to drive instruction. - Match instructional materials to students' deficiencies based on the FAIR patterns and profiles and Interim Assessment data. Utilize core Creating Independence through Student owned Strategies (CRISS) including evidence based explicit vocabulary	3.1. - Administrative Team - Department Chairperson - Instructional Coaches	3.1. The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	3.1. - Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Common Planning Logs - Coaches Log

		instruction. Implement and monitor the ETO instructional Framework that includes explicit instruction and the effective use of small group instruction. Implement and monitor data binder and student/teacher Data chats			
6	3.2. Students have limited proficiency in the area of 1) Phonics: (i.e. decoding multi-syllabic words) 2) Fluency 3) Vocabulary	3.2. Utilize core Creating Independence through Student owned Strategies (CRISS) and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Challenge Level. Implement and monitor the ETO instructional framework that includes the model of explicit instruction and the effective use of small group instruction.	3.2 -Administrative Team -Department Chair -Instructional Coaches	3.2 The process used to determine the effectiveness of these strategies are data driven instruction through: Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom walkthrough -Review of Lesson Plans -Common Planning -Lesson Study	3.2 -Interim Assessment -FAIR -Ongoing Progress Monitoring (OPM) -Classroom Assessments -Common Planning Logs -Coaches Log

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 FAA test revealed that 62% (8) of students achieved learning gains. Our goal for the 2013 school year is to increase 5% from 62% to 67% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (8)	67% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning reading concepts	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	<ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders 2013 FAA
2	Instruction does not provide multiple opportunities for students to master skills.	Utilize repetition for long term learning by providing scaffold instruction.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED	<ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders 2013 FAA

				teacher with strategies to implement to master content.	
3	Provide students with opportunities to learn concepts using manipulative, visuals and assistive technology.	Address the students differing learning styles and allow the students to use manipulative and visuals to assist in comprehension.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	<ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders 2013 FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2012 FCAT 63% (111) of low performing students made learning gains in reading. Our goal for the 2013 FCAT is that 68% (120) of the low performing students show learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (111)	68% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have severe weakness in the area of 1) Comprehension 2) Vocabulary	Utilize core Creating Independence through Student owned Strategies (CRISS) and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Challenge Levels. Develop goals and monitor, the consistent use data to drive instruction matching instructional materials to students' deficiencies based on the FAIR Patterns and Patterns, Interim Data, STAR, and effectively provide interventions for student deficiencies. Implement Accelerated Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Project to increase independent reading.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study - Lesson Study	Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Baseline Testing - Coaches Log - Common Planning Log
	Provide rigorous instruction to struggling and reluctant readers who are largely	Increase rigor in literacy by providing various opportunities to practice reading skills through all	- Administrative Team - Department Chairperson	The process used to determine the effectiveness of these strategies are data	Interim Assessment - FAIR - Ongoing Progress

2

unmotivated and require deep remediation.

content areas.
-Provide opportunities to engage in rigorous writing related to the content.
-Use active reading strategies to scaffold understanding of complex text related to the topic through, pre-reading, during reading and after reading strategies.

Utilize common board configuration to help readers take ownership of learning to increase motivation by establishing a consistent instructional routine: beginning the class introducing the essential question, daily objectives and activities, make reference to the essential question and common board throughout the period and revisit at the end of the class.

Implement and monitor a rigorous curriculum using the ETO Instructional Frameworks that follow the model of explicit instruction and effective use of small group instruction and develop through common planning, active coaching, and the Lesson Study process.

- Instructional Coaches

driven instruction through:
-Disaggregation of performance data and data analysis.
-Florida Continuous Improvement Model
-Classroom Walkthrough
-Review of Lesson Plans
-Data Chats
-Common Planning
-Lesson Study

Monitoring (OPM)
- Classroom Assessments
- Coaches Log
- Common Planning Log

3

Students have limited proficiency in the area of

- 1) Phonics: Decoding multi-syllabic words.
- 2) Fluency
- 3) Vocabulary

Students have limited proficiency in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations, and assessments.

Monitoring consistently, Utilize OPM (Ongoing Progress Monitoring) to provide the intervention and enrichment based on students' needs.

Increase evidence based fluency instruction including echo reading, repeated reading, and Timed Readers.

Provide active coaching with consistent administrative guidance, common planning, and the Lesson Study process to effectively implement the ETO's initiatives and strategies.

Administrative Team
- Department Chairperson
- Instructional Coaches

The process used to determine the effectiveness of these strategies are data driven instruction through:
-Disaggregation of performance data and data analysis.
-Florida Continuous Improvement Model
-Classroom Walkthrough
-Review of Lesson Plans
-Data Chats
-Common Planning
-Lesson Study

Interim Assessment
- FAIR
- Ongoing Progress

Monitoring (OPM)
- Classroom Assessments
- Coaches Log
- Common Planning Log

- 4.1. Students have severe weakness in the area of
- 1) Comprehension
- 2) Vocabulary

4.1 Utilize core Creating Independence through Student owned Strategies (CRISS) and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Challenge Levels.

4.1.
- Administrative Team
- Department Chairperson
- Instructional Coaches

4.1. The process used to determine the effectiveness of these strategies are data driven instruction through:
-Disaggregation of performance data and data analysis.
-Florida Continuous

4.1.
- Interim Assessment
- FAIR
- Ongoing Progress

Monitoring (OPM)
- Classroom Assessments
- Baseline Testing
- Coaches Log

4		<p>Develop goals and monitor, the consistent use data to drive instruction matching instructional materials to students' deficiencies based on the FAIR Patterns and Patterns, Interim Data, STAR, and effectively provide interventions for student deficiencies.</p> <p>Implement Accelerated Reader, set goals, incorporate writing rigorous writing, reflections and provide rewards through the Positive Behavior Project to increase independent reading</p>		<p>Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study - Lesson Study</p>	- Common Planning Log
5	<p>4.2. Students have limited proficiency in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations, and assessments.</p>	<p>4.2. Monitoring consistently, Utilize OPM (Ongoing Progress Monitoring) to provide the intervention and enrichment based on students' needs.</p> <p>Increase evidence based fluency instruction including echo reading, repeated reading, and Timed Readers.</p> <p>Provide active coaching with consistent administrative guidance, common planning, and the Lesson Study Process to effectively implement the ETO's initiatives and strategies.</p>	<p>4.2. - Administrative Team - Department Chairperson - Instructional Coaches</p>	<p>4.2. The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study</p>	<p>4.2. - Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) - Classroom Assessments - Coaches Log - Common Planning Log</p>

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 # In six years Miami Northwestern will reduce their achievement gap by 50%. Students scoring proficiency will increase by 7% percentage points, from 26% in 2012 to 33% in 2013. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26	33	39	46	53	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>27% (187) of the Black subgroup of students made adequate yearly progress on the 2012FCAT in reading. It is our goal for the 2013 FCAT that this percentage increases by 10% to 37% (256).</p> <p>22% (15) of the Hispanic subgroup of students made adequate yearly progress on the 2012FCAT in reading. It is our goal for the 2013 FCAT that this percentage increases by 18% to 40% (27).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A	White: N/A
Black: 27%(187)	Black: 37% (256)
Hispanic: 22%(15)	Hispanic: 40% (27)
Asian: N/A	Asian: N/A
American Indian: N/A	American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in reading comprehension as documented by trend analysis on the FAIR, District Assessments, and FCAT 2012	Develop goals and monitor, the consistent use of data to drive instruction matching instructional materials to students' deficiencies based on the FAIR (Patterns and Profiles,) Interim Data, STAR, and effectively provide interventions for student deficiencies. Implement Accelerated Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Support to increase independent reading.	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study - Ongoing Progress Monitoring	Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment - Coaches Log - Common Planning Log
2	Students have weakness in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations and assessments	Monitoring consistently, utilize OPM (Ongoing Progress Monitoring) to provide the intervention and enrichment based on students' needs Increase evidence based fluency instruction including echo reading, repeated reading and Timed Readers. Provide active coaching with consistent administrative guidance, common planning and the Lesson Study Process to effectively implement the ETO's initiatives and strategies that addresses the students most in need	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of the strategies is data driven instruction: - Disaggregation of performance data and data analysis. - 8 Step Instructional Process - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study - Ongoing Progress Monitoring	Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment - Coaches Log - Common Planning Log
	Students demonstrate limited proficiencies in vocabulary as documented by FAIR and FCAT 2012.	Students will receive explicit vocabulary instruction that includes the study of word parts and Latin phrases. Explicit vocabulary	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of	Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom

3		<p>instruction using Tier 2-3 vocabulary words selected from the classroom literature.</p> <p>Emphasis on the following vocabulary strategies: Contextual Clues Strategies, CLOZE Direct Vocabulary Instruction, Graphic Organizers, Frayer Model and Concept Definition Map.</p>		<p>performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study</p>	<p>assessment -Coaches Log -Common Planning Log</p>
4	<p>5A.1. Students have deficiencies in reading comprehension as documented by trend analysis on the FAIR, District Assessments, and FCAT 2011</p>	<p>5A.1. Develop goals and monitor, the consistent use of data to drive instruction matching instructional materials to students' deficiencies based on the FAIR (Patterns and Profiles,) Interim Data, STAR, and effectively provide interventions for student deficiencies.</p> <p>Implement Accelerated Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Support to increase independent reading.</p>	<p>5A.1. - Administrative Team -Department Chairperson -Instructional Coaches</p>	<p>5A.1. -The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study -Ongoing Progress Monitoring</p>	<p>5A.1. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment -Coaches Log -Common Planning Log</p>
5	<p>5A.2. Students have weakness in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations and assessments</p>	<p>5A.2. Monitoring consistently, utilize OPM (Ongoing Progress Monitoring) to provide the intervention and enrichment based on students' needs</p> <p>Increase evidence based fluency instruction including echo reading, repeated reading and Timed Readers.</p> <p>Provide active coaching with consistent administrative guidance, common planning and the Lesson Study Process to effectively implement the ETO's initiatives and strategies that addresses the students most in need</p>	<p>5A.2. - Administrative Team -Department Chairperson -Instructional Coaches</p>	<p>5A.2. The process used to determine the effectiveness of the strategies is data driven instruction: -Disaggregation of performance data and data analysis. -8 Step Instructional Process -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study -Ongoing Progress Monitoring</p>	<p>5A.2. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment -Coaches Log -Common Planning Log</p>
6	<p>5A.3. Students demonstrate limited proficiencies in vocabulary as documented by FAIR and FCAT 2011.</p>	<p>5A.3. Students will receive explicit vocabulary instruction that includes the study of word parts and Latin phrases.</p> <p>Explicit vocabulary instruction using Tier 2-3 vocabulary words selected from the classroom literature.</p> <p>Emphasis on the following vocabulary strategies:</p>	<p>5A.3. - Administrative Team -Department Chairperson -Instructional Coaches</p>	<p>5A.3. - The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning</p>	<p>5A.3. -- Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment -Coaches Log -Common Planning Log</p>

	Contextual Clues Strategies, CLOZE Direct Vocabulary Instruction, Graphic Organizers, Frayer Model and Concept Definition Map.	-Lesson Study
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	On the 2012 FCAT 11% (2) of English Language Learners (ELL) students made satisfactory progress. The goal for 2013 FCAT is that 23% of our ELL students will make satisfactory progress in reading. It is our goal for the 2013 FCAT that this percentage increases by 12% to 23% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	23% (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	Students within the SWD subgroup demonstrate difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and past interventions. Specifically, they demonstrate: (1) difficulties in single word reading, (2) initial difficulties decoding or sounding out words, (3) difficulties reading sight words, (4) insufficient phonological processing; that is, the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes, (5) expressive or receptive language difficulties; and (6) difficulties with comprehension. The difficulties SWD students in our school display are also revealed in spelling and writing.	Provide intensive reading interventions using best practices associated with an inclusion classroom (i.e., Co-Teaching Model, and accommodations reflective of students' Individualized Education Plan (IEP) Explicit Reading Instruction following curriculum framework 1. Question Technique 2. CLOZE reading 3. Think-Pair-Share 4. Explicit Vocabulary Instruction Data Based Problem Solving and Decision Making.	Administrative Team -Department Chairperson -Instructional Coaches -RTI	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study -Ongoing Progress Monitoring -Continuous debriefing sessions	Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom assessment - Coaches Log - Common Planning Log

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.	On the 2012 FCAT 19% (15) of Students with Disabilities (SWD) students made satisfactory progress. The goal for 2013 FCAT is that 28% of our SWD students will make
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Reading Goal #5D:	satisfactory progress in reading. It is our goal for the 2013 FCAT that this percentage increases by 9% to 28% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (15)	28% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students within the SWD subgroup demonstrate difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and past interventions. Specifically, they demonstrate: (1) difficulties in single word reading, (2) initial difficulties decoding or sounding out words, (3) difficulties reading sight words, (4) insufficient phonological processing; that is, the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes, (5) expressive or receptive language difficulties; and (6) difficulties with comprehension. The difficulties SWD students in our school display are also revealed in spelling and writing	Provide intensive reading interventions using best practices associated with an inclusion classroom (i.e., Co-Teaching Model, and accommodations reflective of students' Individualized Education Plan (IEP) Explicit Reading Instruction following curriculum framework 5. Question Technique 6. CLOZE reading 7. Think-Pair-Share 8. Explicit Vocabulary Instruction Data Based Problem Solving and Decision Making.	Administrative Team -Department Chairperson -Instructional Coaches -RTI	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study -Ongoing Progress Monitoring -Continuous debriefing sessions	Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom assessment - Coaches Log - Common Planning Log
2	5C.1. Students within the SWD subgroup demonstrate difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and past interventions. Specifically, they demonstrate: (1) difficulties in single word reading, (2) initial difficulties decoding or sounding out words, (3) difficulties reading sight words, (4) insufficient phonological processing; that is, the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes, (5) expressive or receptive language	5C.1. Provide intensive reading interventions using best practices associated with an inclusion classroom (i.e., Co-Teaching Model, and accommodations reflective of students' Individualized Education Plan (IEP) Explicit Reading Instruction following curriculum framework 1. Question Technique 2. CLOZE reading 3. Think-Pair-Share 4. Explicit Vocabulary Instruction Data Based Problem Solving and Decision Making.	5C.1. Administrative Team -Department Chairperson -Instructional Coaches -RTI	5C.1. The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study -Ongoing Progress Monitoring -Continuous debriefing sessions	5C.1. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom assessment - Coaches Log - Common Planning Log

difficulties; and (6) difficulties with comprehension. The difficulties SWD students in our school display are also revealed in spelling and 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012 FCAT, 25% (165) of the Economically Disadvantaged subgroup of students made satisfactory progress in reading on the 2012 FCAT in reading. It is our goal for the 2013 FCAT that this percentage increases by 11% to 36% (237).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (165)	36% (237)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited proficiency in reading comprehension as documented by trend analysis on FAIR, District Assessments, and FCAT 2012.	Develop goals and monitor, the consistent use of data to drive instruction. -Match instructional materials to students' deficiencies based on the FAIR Profiles and Patterns, Interim Data, Standardized Test for Assessment of Reading (STAR), and effectively provide interventions for student skill set deficits. Implement Accelerated Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Support to increase independent reading.	- Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	- Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment - Coaches Log - Common Planning Log
2	Students have limited proficiency in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations and assessments	Monitor the consistent , Utilization of OPM (Ongoing Progress Monitoring) to provide intervention and enrichment based on students' needs Increase evidence based fluency instruction including echo reading, repeated reading and Timed Readers. Provide active coaching with consistent administrative guidance, common planning and the Lesson Study Process to effectively implement the ETO's initiatives and	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM - Classroom assessment - Coaches Log - Common Planning Log

		strategies that addresses the students most in need			
3	Students have limited proficiency in vocabulary as documented by FAIR and FCAT 2012.	Students will receive instruction and the opportunity to practice Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE Direct Vocabulary Instruction, Graphic Organizers	Administrative Team - Department Chairperson - Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	- Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom assessment Coaches Log - Common Planning Log
4	5D.1. Students have limited proficiency in reading comprehension as documented by trend analysis on FAIR, District Assessments, and FCAT 2011.	5D.1. - Develop goals and monitor, the consistent use of data to drive instruction. - Match instructional materials to students' deficiencies based on the FAIR Profiles and Patterns, Interim Data, Standardized Test for Assessment of Reading (STAR), and effectively provide interventions for student skill set deficits. Implement Accelerated Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Support to increase independent reading	- Administrative Team - Department Chairperson - Instructional Coaches	5D1. The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	5D.1. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom assessment - Coaches Log - Common Planning Log
5	5D.2. Students have limited proficiency in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations and assessments	5D.2. Monitor the consistent , Utilization of OPM (Ongoing Progress Monitoring) to provide intervention and enrichment based on students' needs Increase evidence based fluency instruction including echo reading, repeated reading and Timed Readers. Provide active coaching with consistent administrative guidance, common planning and the Lesson Study Process to effectively implement the ETO's initiatives and strategies that addresses the students most in need	5D.2. - Administrative Team - Department Chairperson - Instructional Coaches	5D.2. The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of performance data and data analysis. - Florida Continuous Improvement Model - Classroom Walkthrough - Review of Lesson Plans - Data Chats - Common Planning - Lesson Study	5D.2. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom assessment - Coaches Log - Common Planning Log
	5D.3. Students have limited proficiency in vocabulary as documented by FAIR and FCAT 2011.	5D.3. Students will receive instruction and the opportunity to practice Vocabulary comprehension and acquisition skills using strategies including the	5D.3. - Administrative Team - Department Chairperson - Instructional Coaches	5D.3. The process used to determine the effectiveness of these strategies are data driven instruction through: - Disaggregation of	5D.3. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM) - Classroom

6		following: Contextual Clues Strategies, CLOZE Direct Vocabulary Instruction, Graphic Organizers	performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	assessment Coaches Log -Common Planning Log
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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
The Literacy Project: Rigor, Refine, Results!	9-12 Reading/ Language Arts	Reading Coaches/ Language Arts Dept./Reading Dept. Chair	Reading/ Language Arts Dept.	August 2012-May 2013 ON GOING	Common Planning/P.D Sessions	Reading/ Language Arts Dept. Administrative Team Reading Coach
Vocabulary Development: Specific Strategies	9-12 Reading/ELA Content Area	Reading Coach (s)	ELA/Reading Teachers Content Area Teachers	October 2012	Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
Instructional Strategies for Enhancing Meta-Cognition	9-12 Reading/ELA Content Area	V. Tucker/ Reading Coach	ELA/Reading Teachers Content Area Teachers	December 2012	Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
Critical Thinking	9-12 Reading/ Language Arts	Nadine Smith	Language Arts Reading Teachers	October 2012	Common Planning/P.D Sessions	Administrative Team Reading Coach (s)
Critical Thinking	9-12 Reading/ Language Arts	Nadine Smith	Language Arts Reading Teachers	October 2012	Common Planning/P.D Sessions	Administrative Team Reading Coach (s)
Unwrapping FAIR Data Reports	9-12 Reading/ Language Arts	M. Ulysses/ Nadine Smith	Language Arts Reading Teachers/ Content Area Teachers	September 2012	Coaching Continuum/ Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
AVID: Fostering Student Accountability Talk	9-12 Reading/ELA	M. Ulysses	ELA/Reading Teachers/ Content Area Teachers	November 2012	Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
Fluency and Secondary Phonics	Reading/ELA	Reading Coach	Reading Teachers	November 2012	Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
Unwrapping Differentiated Instruction	9-12 Reading/ELA Content Area	M. Ulysses Reading Coach	ELA/Reading Teachers Content Area Teachers	October 2012	Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
Pre-AP Strategies	9-10 Grade Honors	R. Williams Nadine Smith	Honors Teachers	August 2012	Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)
Promethean Boards	9-12 Reading Social Studies Language Arts	T. Hope/ F. Ferreira	Language Arts Reading Teachers Social Studies	September 2012	Department Chair Coaching Continuum/Classroom Walkthrough/Data Analysis	Administrative Team Reading Coach (s)

CRISS Strategies	9-12 Reading/ Language Arts	Reading Coaches/ Language Arts Dept./Reading Dept. Chair	Reading/ Language Arts Dept.	August 2012-May 2013 ON GOING	Common Planning/P.D Sessions	Reading/ Language Arts Dept. Administrative Team Reading Coach
Explicit Instruction	9-12 Reading/ Language Arts	Reading Coaches/ Language Arts Dept./Reading Dept. Chair	Reading/ Language Arts Dept.	August 2012-May 2013 ON GOING	Common Planning/P.D Sessions	Reading/ Language Arts Dept. Administrative Team Reading Coach
Best Practices Common Core	9-12 Reading Social Studies Language Arts	Reading Coaches/ Language Arts Dept./Reading Dept. Chair	Language Arts Reading Teachers Social Studies	August 2012-May 2013 ON GOING	Common Planning/P.D Sessions	Reading/ Language Arts Dept. Administrative Team Reading Coach
Creating a College Culture	9-12 Reading Social Studies Language Arts	Ms. J. Gerena	Language Arts Reading Teachers Social Studies	February 2013	Common Planning/P.D Sessions	Reading/ Language Arts Dept. Administrative Team Reading Coach
Using Data to Drive Instruction: (Progress Monitoring)	9-12 Reading	Reading Coaches	Language Arts Reading Teachers Social Studies	August 2012-May 2013 ON GOING	Common Planning/P.D Sessions	Administrative Team Reading Coach (s)

Reading Budget:

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

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. On the 2012 CELLA,

CELLA Goal # 1: 36% (12) of students speak in English at grade level in a manner similar to non-ELL students.

2012 Current Percent of Students Proficient in listening/speaking:

36% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (level 1-4)	Conduct professional develop on use of CELLA (how to pull scores from FDM and align resources for whole group.	Reading Coaches, ESOL, Coach, Administration	Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA Connections in Lesson Plans.	Professional Development Log and Follow Up Forms, data chat forms, classroom observations, coaching logs.
2	Limited use of Achieve 3000	Reading Coach, ESOL Coach, Administration	Developmental ESOL teacher, Administration.	Monitoring of monthly usage reports. Make instructional decisions based on reports for individualized instruction.	Classroom observation walkthrough tool; Coaching logs

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: On the 2012 CELLA, 12% (4) of students read grade-level text in English in a manner similar to non-ELL students.

2012 Current Percent of Students Proficient in reading:

12% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding and use of CELLA data drive instruction for all ELLs (Levels 1-4).	Conduct professional development on use of CELLA (how to pull scores from FDM and align resources for whole group and DI to meet language needs.) Utilize CELLA Connections lessons.	Reading Coaches, ESOL Coach, Administration.	Monitoring of data binders and student data chat forms that include CELLA data. Use of CELLA Connections in Lesson Plans.	Professional Development Log and Follow Up Forms, data chat forms, classroom observations, coaching log.

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

3. Students scoring proficient in writing.
CELLA Goal #3: On the 2012 CELLA, 22% (7) of students write in English at grade level in a manner similar to non-ELL students.

2012 Current Percent of Students Proficient in writing:

22% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of direct instruction aligned to components assessed on CELLA writing (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	Analyze CELLA writing data per class. Differentiate instruction based on data and student deficiencies create. Create lesson that are aligned to data and components assessed on CELLA Writing.	ESOL Teacher, Reading Coach, ESOL, Administration	Lesson Plan evaluation; Monitoring of Common Planning; Classroom observations of implementation; Student work folder evaluation.	Rubrics, Classroom Walkthrough Protocol; Work Folder Evaluation

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	On the 2012 FAA 35% (6) of students scored Level 4, 5, 6. Our goal for the 2013 FAA is to increase from 35% to 40% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	40% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/Folders Summative • 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide students with opportunities to learn concepts using manipulative, visuals and assistive technology.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/Folders Summative • 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative • Administration walk-through logs • Lesson Plan Samples • Student Work/Folders Summative • 2013 FAA

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	On the 2012 FAA 47% (8) of students scored Level 7. Our goal for the 2013 FAA is to increase from 47% to
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Mathematics Goal #2:	50% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (8)	50% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction is not aligned with Access Points objectives and benchmarks	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning math concepts.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Use guided discussions to engage students in real life math problems.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	On the 2012 FAA 70% (9) of students made learning gains. Our goal for the 2013 FAA is to increase from 70% to 75% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (9)	75% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Instruction is not aligned with Access Points objectives and benchmarks.	Train teachers to effectively implement Access Points.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA
2	Instruction does not address various modalities of learning for student comprehension.	Provide continuous repetition/practice when learning math concepts.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	The following items may be used to evaluate the effectiveness of the noted strategy: <p>Formative</p> <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA
3	Instruction does not provide multiple opportunities for students to master skills.	Use guided discussions to engage students in real life math problems.	Principal, Assistant Principal, SPED Teacher, Math Coach	The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	Formative <ul style="list-style-type: none"> Administration walk-through logs Lesson Plan Samples Student Work/Folders Summative 2013 FAA

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:	On the 2012 Algebra 1 EOC, 20% (59) of students achieved level 3. It is our goal for the 2013 Algebra 1 EOC that this percentage increases by 7% to 27% (79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (59)	27% (79)

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
Providing rigorous instruction and that is also explicit and applicable the real-world.	Implement and monitor the utilization of active learning strategies, the Gradual Release Model of	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent implementation of	Formative <ul style="list-style-type: none"> Math Coach Logs Administrator

1		<p>"I Do, We Do, and You Do", and utilize the Common Board Configuration including the Essential Question as the framework for bell to bell instruction.</p> <p>Additionally, through weekly meetings with the Math Coaches, specific teachers will be provided with additional support via the coaching cycle and will conduct peer observations in observational classrooms with the focus on the use of the common board configuration, explicit teaching practices, and active learning strategies.</p>		<p>systematic vocabulary instruction through targeted classroom walkthroughs. Additionally, the math coaches will conduct full coaching cycles with math teachers to model explicit vocabulary instruction and provide ongoing support via common planning.</p>	<p>Walkthrough Logs</p> <ul style="list-style-type: none"> • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • Math Instructional Framework Summative • 2013 EOC Algebra Test
2	Instruction does not include systematic vocabulary instruction.	Implement and monitor a plan to provide students with the opportunity to develop a working knowledge of mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction through the use of Yellow Pages tool for each unit which explores the verbal, graphical, numerical and algebraic representation of terminology/concepts.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent implementation of systematic vocabulary instruction through targeted classroom walkthroughs. Additionally, the math coaches will conduct full coaching cycles with math teachers to model explicit vocabulary instruction and provide ongoing support via common planning.	<p>Formative</p> <ul style="list-style-type: none"> • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • Math Instructional Framework • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Algebra Test
3	Instruction does not include use of assessment data for differentiated instruction.	Provide remediation and enrichment activities in line with the assessment data using differentiated instruction utilizing available resources as modeled by the math coaches.	Principal, Assistant Principals, and Math Coaches.	The Principal and assistant principals will monitor the consistent use of data to drive meaningful, targeted small group differentiated instruction.	<p>Formative</p> <ul style="list-style-type: none"> • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Algebra Test

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:

On the 2012 Algebra 1 EOC, 3% (8) of students achieved level 4 and 5. It is our goal for the 2013 Algebra 1 EOC that this percentage increases by 3% to 6% (18).

2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (8)	6% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not include corrective feedback to assist students with a deeper understanding of learning tasks.	Implement and monitor a plan to increase descriptive feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. Utilizing rubrics developed during common planning, the Coach will demonstrate and assist instructors in providing students with corrective feedback.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the use of the protocols in common planning to provide corrective feedback through classroom walkthroughs to check student work folders and posted work. Administrators will also participate in common planning to ensure that coaches and teachers are collaborating on select assignments to observe student mastery.	Formative <ul style="list-style-type: none"> Administration Walkthrough Logs Math Coaches Logs Student Work Folders District Interim Assessment Data ETO Monthlies Summative 2013 EOC Algebra Test
2	Instruction does not include higher order rigorous questioning strategies to promote critical thinking.	The Math Coach will model the use of Higher Order Questions in Math classes, use Common Planning time with Math teachers to assist with the development of authentic lessons that include Higher Order Questions/Activities, and assist with developing an Observation classroom in Math where other teachers may observe high levels of rigor.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	Formative <ul style="list-style-type: none"> Administration walk-through logs Math Coach Logs Common Planning Agendas/Lesson Plan Samples Student Work Samples/Student Folders District Interim Assessment Data ETO Monthlies Summative 2013 EOC Algebra Test
3	Instruction does not include technology as a part of the curriculum to enhance instruction.	Assist teachers with developing comprehensive computer lab activities and lessons that will target student deficiencies and provide enrichment. Additionally, a computer lab schedule and location will be available solely for the Carnegie courses.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the schedule and use of the computer lab.	Formative <ul style="list-style-type: none"> Administration walk-through logs Math Coach Logs Common Planning Agendas/Lesson Plan Samples Student Work Samples/Student Folders Computer Lab Schedule District Interim Assessment Data ETO Monthlies Summative 2013 EOC Algebra Test

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%.

Students scoring proficiency on the Algebra EOC will increase by 11 percentage points, from 28% in 2012 to 34% in 2013.

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28%	34%	41%	47%	54%	

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:	Students in the Black subgroup scoring proficiency will increase by 7 percentage points from 33% (88) in 2012 to 40% (107) in 2013. Students in the Hispanic subgroup scoring proficiency will increase by 7 percentage points from 38% (9) in 2012 to 43% (10) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 33% (88) Hispanic: 38% (9)	Black: 40% (107) Hispanic: 43% (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	Instruction does not include timely feedback from the most current data.	Ensure that assessment data is analyzed regularly by teachers, administrators, and students to create target groups for City Year interventions, after school tutoring, Saturday School Academy, and differentiated instruction groups.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the utilization of data to drive instruction. Additionally, administrators and coaches will meet with teachers to conduct data chats after interim assessments and ensure that teachers conduct data chats with their students.	Formative • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Data Binders with disaggregated data from interim assessments • Data posted in classrooms • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Algebra Test
2	Instruction does not include consistent use of textbooks and the use of the technology component to enhance instruction and student engagement.	The math coaches will utilize common planning to assist teachers with developing comprehensive lessons and utilize the coaching cycle to model the ETO instructional framework and utilize the textbook and technology component of the Carnegie Learning curriculum with fidelity in Intensive Mathematics classrooms.	Principal, Assistant Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of textbooks and Carnegie Learning for daily classroom instruction.	Formative • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Carnegie Learning Data Reports • Data posted in classrooms

- District Interim Assessment Data
- ETO Monthlies Summative
- 2013 EOC Algebra Test

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	Students in the Student with Disabilities (SWD) scoring proficiency subgroup will increase by 13 percentage points from 21% (10) in 2012 to 34% (16) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (10)	34% (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	Co-teaching model is not being implemented with fidelity.	During common planning and through the Coaching Cycle, the Math Coach will collaborative work with the SPED teacher and instructor on supportive, parallel, and complement co-teaching strategies, as well as team teaching.	Principal, Assistant Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the fidelity of the co-teaching model through classroom walkthrough and observing instruction.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Data posted in classrooms • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:

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				

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.

On the 2012 administration of the Geometry EOC, 26% (100) scored in the middle third when compared to students assessed across the state. Our goal is to increase by 5% to 31% (119).

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

26% (100)

31% (119)

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
Instruction is not consistently explicit and does not include rigorous tasks.	Implement and monitor the utilization of active learning strategies, the Gradual Release Model of "I Do, We Do, and You Do", and utilize the Common Board Configuration including the Essential Question as the framework for bell to bell instruction. Additionally, through weekly meetings with	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent, effective utilization of the common board configuration through targeted classroom walkthroughs and observations.	Formative • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math

1		the Math Coaches, specific teachers will be provided with additional support via the coaching cycle and will conduct peer observations in observational classrooms with the focus on the use of the common board configuration, explicit teaching practices, and active learning strategies.			Observational Classroom • Math Instructional Framework Summative • 2013 EOC Geometry Test
2	Instruction does not include systematic vocabulary instruction and conjectures.	Implement and monitor a plan to provide students with the opportunity to develop a working knowledge of mathematics vocabulary terms/concepts through making them see real world examples of geometry vocabulary. Also, quick ways of learning and memorizing geometry conjectures by using flash cards to ensure that students see them regularly	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent implementation of systematic vocabulary instruction through targeted classroom walkthroughs. Additionally, the math coaches will conduct full coaching cycles with math teachers to model explicit vocabulary instruction and provide ongoing support via common planning.	Formative • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • Math Instructional Framework • District Interim Assessment Data • ETO Monthlies Summative • 2012 EOC Geometry Test
3	Instruction does not include use of assessment data for differentiated instruction.	Provide remediation and enrichment activities in line with the assessment data using differentiated instruction utilizing available resources as modeled by the math coaches. Particular emphasis will be devoted to student self-tracking to build investment	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of data to drive meaningful, targeted small group differentiated instruction.	Formative • Math Coach Logs • Administrator Walkthrough Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Math Observational Classroom • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Geometry Test

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:	On the 2012 administration of the Geometry EOC, 4% (15) scored in the top third when compared to students assessed across the state. Our goal is to increase by 2% to 6% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:

4% (15)

6% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction does not include corrective feedback to assist students with a deeper understanding of learning tasks.	Implement and monitor a plan to increase descriptive feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. Teachers will develop Exit Ticket trackers and rubrics that will utilize corrective feedback as decided in common planning.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the use of the protocols in common planning to provide corrective feedback through classroom walkthroughs to check student work folders and posted work. Administrators will also participate in common planning to ensure that coaches and teachers are collaborating on select assignments to observe student mastery.	Formative • Administration Walkthrough Logs • Math Coaches Logs • Student Work Folders • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Geometry Test
2	Instruction does not include higher order rigorous questioning strategies to promote critical thinking.	Implement and monitor a plan to use higher complexity questioning strategies to promote critical, independent, creative thinking for a deeper understanding of the content. Math coach will help teachers devise a plan where students engage, explore, elaborate and evaluate the geometry principles they are learning. They will be measured by higher complexity EOC questions that require a deep understanding of the topic.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	Formative • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Geometry Test
3	Students do not keep notebooks that are used as a reference source and so are not developing college ready skills for the future as well as for the geometry class	Math teachers together will decide ways of improving the notebook system using resources from a variety of places to ensure solid notes.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the schedule and use of the computer lab.	Formative • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • Computer Lab Schedule • District Interim Assessment Data • ETO Monthlies Summative 2013 EOC Geometry Test

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

3A. Ambitious but Achievable Annual Measurable Objectives

Geometry Goal #

Students scoring proficiency on the Geometry EOC will



(AMOs). In six year school will reduce their achievement gap by 50%.	3A : increase by 7% percentage points, from 17% in 2012 to 24% in 2013.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24	31	38	45	

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Students scoring proficiency in the Economically Disadvantaged subgroup will increase by 1 percentage point from 33% (86) in 2012 to 34% (89) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (86)	34% (89)

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	Instruction does not include higher order rigorous questioning strategies to promote critical thinking.	The Math Coach will model the use of Higher Order Questions in Math classes, use Common Planning time with Math teachers to assist with the development of authentic lessons that include Higher Order Questions/Activities, and assist with developing an Observation classroom in Math where other teachers may observe high levels of rigor.	Principal, Assistant Principals, and Math Coaches	The Principal and assistant principals will monitor the consistent use of Higher Order Questions through targeted classroom walkthroughs.	Formative <ul style="list-style-type: none"> • Administration walk-through logs • Math Coach Logs • Common Planning Agendas/Lesson Plan Samples • Student Work Samples/Student Folders • District Interim Assessment Data • ETO Monthlies Summative • 2013 EOC Algebra Test

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	1 per quarter/4 annually	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Reading strategies	9th – 12th Math Classes	Reading Coach	9th-12th Mathematics Teachers	Early Release Days/ PD Day	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Cognitive Tutor and Carnegie for Algebra & Geometry	Algebra & Geometry	Math Coaches	9th-10th Mathematics Teachers	Common Planning	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Textbook implementation	Algebra & Geometry	Math Coaches	9th-12th Mathematics Teachers	August – September 2012	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Positive Behavior Supports	9th -12th Math Classes	PBS Coach	9th-12th Mathematics Teachers	September 2012 (early release)	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Differentiated Instruction	9th - 12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	September 2012 – May 2013 (Ongoing)	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Promethean and Smart Board	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	December 2012 (department meeting)	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Explicit Instruction	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	September 2012 – May 2013 (Ongoing)	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Gradual Release of Responsibility	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	September 2012 – May 2013 (Ongoing)	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Rigor/Active Learning Strategies	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	Common Planning	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Unwrapping Data to Drive Student Instruction	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	October 2012 and Common Planning	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Active Learning Strategies	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	October 2012 and Common Planning	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Cooperative Learning	9th -12th Math Classes	Math Coaches	9th-12th Mathematics Teachers	October 2012 and Common Planning	Administrator Walk-through/Observations, Math Coach Cycles (Ongoing Support)	Principal/Assistant Principals
Accelerated Reader	9th – 12th Math Classes	Reading Coach	9th-12th Mathematics Teachers	November 2012	Common Planning Log/PD sign-in	Principal/Assistant Principals

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
1	N/A	N/A	N/A	N/A	N/A

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	

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	On the 2012 administration of the Biology EOC, 34% (124) scored in the middle third when compared to students assessed across the state. Our goal is to increase by 2% to 36% (135).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (124)	36% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to organize information taught due to lack of routine and ownership of learning.	Promote the effective use of the CBC in the Science Classrooms. Establish a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	Principal, Assistant Principals, and Science Coaches.	Monitor, through regular classroom walkthroughs, a consistent routine evidenced by: utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, referring to the essential question and common board throughout the period and revisiting at the end of class.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment
2	Students lack opportunities to reinforce and apply prior knowledge.	Double dose biology students into the Research 3 Science class during the 2012-2013 school year.	Principal, Assistant Principals, and Science Coaches.	Support and monitor the implementation of the Research 3 science class for the Biology students to prepare them for the Biology EOC.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment
3	Students' lack of engagement and motivation to apply scientific concepts through scientific investigations.	Implement rigorous (Inquiry-based) labs for Biology and Research 3. Implement the completed Lab Reports. Implement explicit corrective feedback in Lab Reports.	Principal, Assistant Principals, and Science Coaches.	Consistently support and monitor the implementation of the labs with completed Lab report and descriptive and corrective feedback through classroom walkthroughs, monitoring lesson plans, common planning, coaching logs, and lesson study cycles.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment
	Students' need to develop higher order	Promote the effective use of higher order	Principal, Assistant	Consistently monitor the use of rigorous	Formative: ETO Monthly and

4	thinking skills in order to increase levels of scientific thinking.	questioning throughout daily lessons and activities.	Principals, and Science Coaches.	activities, higher order questioning and response techniques, by administrative walkthroughs, monitoring lesson plans, common planning , student work ,coaching logs and lesson study cycles.	District Interim Assessments. Summative: 2013 EOC Assessment
5	Limited student background knowledge. Limited scientific student vocabulary. Increased ESOL population	Promote the effective use of activating prior knowledge and vocabulary acquisition strategies to increase background knowledge and the retention of academic vocabulary. Increase activities to promote student accountability talk and active learning strategies.	Principal, Assistant Principals, and Science Coaches.	Monitor the student accountability talk and the use of active learning and reading strategies, Think-Pair-Share, Socratic Circles, and Bio-Blitz through classroom walkthroughs, monitoring of lesson plans, common planning, coaching logs, and lesson study cycles.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment
6	Students' lack motivation for learning.	Incorporate goal setting and strategic use of data to drive instruction and effectively provide interventions based on student deficiencies.	Principal, Assistant Principals, and Science Coaches.	Monitor the ongoing professional development, goal setting and active coaching in the strategies use of data to drive instruction, matching instructional materials to students' deficiencies and effectively provide interventions for student deficiencies by attending common planning lesson study logs, coaches' logs, classroom walkthroughs, lesson plans and data chat protocols.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment
7	Students' reading deficiencies limit their comprehension of content area literature. Teachers do not have knowledge of reading strategies to implement in science instruction.	Increase school wide literacy across all content areas. Increase evidence based vocabulary instruction and the effective use reading and writing strategies through strong interdisciplinary collaboration.	Principal, Assistant Principals, and Science Coaches.	Monitor school wide literacy strategies through consistent walkthroughs, coaches logs, lesson plans, attending common planning's and the lesson study process.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment
8	Students' lack opportunities to apply scientific concepts in real world context that require higher depth of knowledge.	1.8 Aquaponics Lab and Raised-beds Garden Incorporate extra-curricular learning opportunities after school and on Saturdays to provide students with more engaging and rigorous ways to apply scientific concepts in a real world context.	Principal, Assistant Principals, and Science Coaches.	Monitor the incorporation of the Aquaponics lab and raised-beds into after school and Saturday interventions. Ongoing review of completed lab activities.	Formative: ETO Monthly and District Interim Assessments. Summative: 2013 EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	On the 2012 administration of the Biology EOC, 25% (92) scored in the top third when compared to students assessed across the state. Our goal is to increase by 1% to 26% (97).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (92)	26% (97)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack opportunities to apply scientific concepts in real world context that require higher depth of knowledge.	Incorporate the Science Fair, and any other science competition such as SECME and Fairchild Challenge.	Principal, Assistant Principals, and Science Coaches.	<p>Monitor the implementation of the guidelines and timeline for teacher training and the progress of the Science Fair Projects.</p> <p>Ongoing classroom assessments focusing on students' knowledge in specific grade level targeted content clusters.</p> <p>Projects will be reviewed periodically using rubrics in order to assure that targeted students are making progress and that adjustments are made as necessary.</p> <p>Ongoing review of completed essential lab reports.</p> <p>Review of completed Science Fair Project Boards, SECME Projects, and Fairchild competition entries</p>	<p>Formative: ETO Monthly and District Interim Assessments.</p> <p>Summative: 2013 EOC Assessment</p>
2	Computer Labs Virtual School creates lack of computer usage for students	Promote the use of FCAT Explorer/FOCUS in the Biology and Research 3 classes and continue promoting the effective use of Gizmos and Discovery Learning in the science classrooms.	Principal, Assistant Principals, and Science Coaches.	<p>Monitor the effective implementation of technology in the Science classrooms through administrative walkthroughs, lesson plans, common planning, Lesson Study and Usage Reports.</p> <p>Ongoing classroom assessments focusing on students' knowledge in specific grade level targeted content clusters.</p>	<p>Formative: ETO Monthly and District Interim Assessments.</p> <p>Summative: 2013 EOC Assessment</p>
3	Funding needed to purchase required lab materials. Students' need to develop their essay writing skills in order to	Incorporate the AP College Board recommended Science Labs aligned with Board Released Essay Questions as listed in the ETO pacing list of	Principal, Assistant Principals, and Science Coaches.	Monitor the implementation of the College Board recommended Science Labs and Essay Released Questions in the A	Advanced Placement Examinations

write AP level essays.	recommended AP Science labs and essays.	P Sciences courses.
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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
Utilizing Class Collaboration to Increase Rigor in Science	9-12 Science Teachers	Selected RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	August 2012	Student and Teacher Artifact, Student Assessment Data, and completed Surveys	Administrative Team and Instructional Coach
FCAT Explorer, FOCUS, and CPALMS	9-10 Biology and Research 3 Teachers	Select RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	September 2012	Student and Teacher Artifacts, Student Assessment Data, and Completed Surveys.	Administrative Team and Instructional Coach
Utilizing Higher Order Thinking (HOTS), Explicit Instruction and Rigor throughout the Science Lesson.	9-12 Science Teachers	Select RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	August 2012-May 2013 ON GOING	Student and Teacher Artifact, Student Assessment Data, and completed Surveys	Administrative Team and Instructional Coach
GIZMOS in the Science Classroom	9-12 Science Teachers	Select RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	September 2012	Student and Teacher Artifacts, Student Assessed Completed Surveys.	Administrative Team and Instructional Coach
GIZMOS in the Science Classroom	9-12 Science Teachers	Select RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	September 2012	Student and Teacher Artifacts, Student Assessed Completed Surveys.	Administrative Team and Instructional Coach
Biology Items Specification and Depth of Knowledge.	9-10 Biology and Research 3 Teachers	Selected RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	August 2012-May 2013 ON GOING	Student and Teacher Artifact, Student Assessment Data, and completed Surveys	Administrative Team and Instructional Coach
FCIM	9-12 Science Teachers	Selected RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	August 2012-May 2013 ON GOING	Student and Teacher Artifact, Student Assessment Data, and completed Surveys	Administrative Team and Instructional Coach
Incorporating the Writing Process into Science Lab Reports	9-12 Science Teachers	Selected RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	August 2012	Student and Teacher Artifact, Student Assessment Data, and completed Surveys	Administrative Team and Instructional Coach
Inquiry-based Instruction	9-12 Science Teachers	Selected RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	August 2012	Student and Teacher Artifact, Student Assessment Data, and completed Surveys	Administrative Team and Instructional Coach
Lesson Study in Practice	9-12 Science Teachers	Select RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	September 2012	Student and Teacher Artifacts, Student Assessment Data, and Completed Surveys.	Administrative Team and Instructional Coach
Hands on Science and Technology Resources	9-12 Science Teachers	Select RtI Leadership Team Members	Science Department (Inclusive of SPED Teachers)	September 2012	Student and Teacher Artifacts, Student Assessment Data, and Completed Surveys.	Administrative Team and Instructional Coach

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.		The results of the 2012FCAT Writing Test indicate that 87 % (340) of students achieved proficiency (scored at 3.0 or higher). Our goal for the 2012-2013 school years is to increase the percentage of students scoring at proficiency at 3.0 or higher by 1 % to 88% (345).			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
87% (340)		88% (345)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students lack the skills necessary to effectively utilize elaboration techniques in their writing.	1.1. Consistently utilize anchor papers and rubrics to increase the quality of students' writing in the creative writing classes and develop through active coaching, common planning and the Lesson Study process.	1.1. Academic Coach, Designated AP, Curriculum Leader	1.1. Walkthroughs and observations. Review of lesson plans. Student work. Documentation of common planning and lesson studies	1.1. ETO/ District Assessment, Classroom Assessments, Coaches Log, Common Planning Log

1		<p>Incorporate instruction of writing as a process from planning through publishing, the incorporation of creative writing assignments and monitor.</p> <p>Incorporate peer editing, the revision process and monitor in the creative writing classes.</p>			
2	Students lack the necessary skills to ensure the proper use of conventions in their writing.	<p>Incorporate the use of mentor texts in creative writing classes to provide students a model for writing with proper conventions.</p> <p>Incorporate peer editing using editor's checklist, the revision process and monitor in the creative writing classes.</p> <p>Through common planning Utilize data to develop differentiated lessons that address students' individual deficiencies.</p> <p>Incorporate the writing process from planning through publishing across the curriculum in Science and Social Studies Classes.</p> <p>Through the coaching cycle, the coach will plan collaboratively with teachers during common planning sessions to ensure that lessons include opportunities for students to peer edit collaborate, and revise prior written work.</p>	Academic Coach, Designated AP, Curriculum Leader	<p>Walkthroughs and observations.</p> <p>Review of lesson plans.</p> <p>Student work.</p> <p>Documentation of common planning.</p>	ETO/ District Assessment, Classroom Assessments, Coaches Log, Common Planning Log
3	Teachers lack of knowledge of incorporating the writing process into classroom instruction	Provide teachers with professional development on the writing process through common planning.	Academic Coach, Designated AP, Curriculum Leader	<p>Walkthroughs and observations.</p> <p>Review of lesson plans.</p> <p>Student work.</p> <p>Documentation of common planning and lesson studies</p>	ETO/ District Assessment, Classroom Assessments, Coaches Log, Common Planning Log

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
1	Students lack the skills necessary to effectively utilize elaboration techniques in their writing.	<p>Consistently utilize anchor papers and rubrics to increase the quality of students' writing in the creative writing classes and develop through active coaching, common planning and the Lesson Study process.</p> <p>Incorporate instruction of writing as a process from planning through publishing, the incorporation of creative writing assignments and monitor.</p> <p>Incorporate the use of mentor text in Creative Writing Classes to expose students to the various elaboration techniques.</p> <p>Utilize common planning and the Lesson Study process to promote authentic writing in creative writing classes.</p> <p>Utilize data from writing assessments to assess students writing strengths and weakness and provide remediation/ enrichment through small group differentiated instruction.</p>	Academic Coach, Designated AP, Curriculum Leader	<p>Walkthroughs and observations.</p> <p>Review of lesson plans.</p> <p>Student work.</p> <p>Documentation of common planning and lesson studies</p>	ETO/ District Assessment, Classroom Assessments, Coaches Log, Common Planning Log
2	Students lack the pre-writing strategies to generate ideas and formulate a plan.	<p>Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.</p> <p>Develop and maintain with students a Writer's Notebook which contains various ways students can brainstorm ideas for writing.</p> <p>Implement FPAT (Form, Purpose, Audience, and</p>	Academic Coach, Designated AP, Curriculum Leader	<p>Walkthroughs and observations.</p> <p>Review of lesson plans.</p> <p>Student work.</p>	ETO/ District Assessment, Classroom Assessments, Coaches Log

		Topic) as a School Wide Pre-Writing Strategy.			
3	Students do not know how to revise or refine writing for clarity and effectiveness.	Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest. Incorporate the writing process from planning through publishing across the curriculum in Science and Social Studies Classes.	Academic Coach, Designated AP, Curriculum Leader	Walkthroughs and observations. Review of lesson plans. Student work.	ETO/ District Assessment, Classroom Assessments

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
Socratic Seminars in Writing	10 Grade Writing	Writing Coach	Writing Teachers	December	Teachers will plan Socratic Seminar for students and implement in class	Writing Coach, Designated AP
Lesson Studies	Grade 10 Writing	Writing Coach	Writing Teachers	Sept., Oct., Nov., Jan.	Follow-up assignment, formal and informal assessments, classroom visits and observations, student folders, lesson plans from model lesson.	Writing Coach, Designated AP
The Writing Process	Grade 10 Writing	Writing Coach	Writing Teachers	August	Follow –up assignment, lesson plans, classroom visits	Writing Coach, Designated AP
The effective use of rubrics and anchor papers in Writing Instruction	Grade 10 Writing	Writing Coach	Writing Teachers	September	Follow –up assignment, lesson plans, classroom visits	Writing Coach, Designated AP
Differentiated Instruction in Writing	Grade 10 Writing	Writing Coach	Writing Teachers	September	Follow –up assignment, lesson plans, classroom visits	Writing Coach, Designated AP
Implementing mentor text into Writing Instruction	Grade 10 Writing	Writing Coach	Writing Teachers	October	Follow –up assignment, lesson plans, classroom visits	Writing Coach, Designated AP
Writing Across the Curriculum	Various	Writing Coach	School-wide	November	Follow-up assignment, formal and informal assessments, classroom visits and observations, student folders.	Writing Coach, Designated AP
Lesson Study	Grade Nine Language Arts	Writing Coach	Grade Nine Language Arts Teachers	April/May 2012	Follow-up assignment, formal and informal assessments, classroom visits and observations, student folders, lesson plans from model lesson.	Writing Coach, Designated AP

Writing Budget:

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

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

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our 2012 daily attendance performance was 91.3% (1487). Our attendance goal for 2013 is to increase the average daily attendance rate to 92.3% (1504) by minimizing the number of absences due to truancy and to create a climate in our school where parents, students, faculty and staff members feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.3% (1487)	92.3 (1504)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
940	893
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
921	875

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	Incorrect student information prevents parent contact to advise of student attendance issues.	Provide consistent updating of student information so that student data will reflect correct contact information. Send connect-ed messages when students are absent and when tardies become excessive throughout the year. Faculty members must react as soon as possible when students are absent in an effort to deter absences and provide needed instructional /learning opportunities.	Assistant Principal and/or designee	Administrators will monitor student contact information and encourage faculty, coaches, activity sponsors and other staff members to assist in ensuring that student contact information is correct.	Attendance rosters, connected list of incorrect contact information.
2	1.3. Lack of incentive program to encourage prompt attendance	1.3. Use of Positive Behavior School Model to provide incentives and encourage attendance.	1.3. Positive Behavior School Specialist, Attendance Manager, Assistant Principal or designee	1.3. Monitor usage of Positive Behavior School model, attendance rosters	1.3. Attendance Rosters and Incentives issued to students.
	Difficulty in identifying students who are	Faculty and staff members must identify	Assistant Principal or Designee	Weekly updates to administration by the	Attendance rosters and

3	consistently absent or truant.	and refer students in a timely manner when they develop a pattern of non-attendance. The Truancy Student Study Team (SST) will be consulted for intervention services.		attendance team and to the faculty during faculty meetings to monitor and explain attendance progress.	attendance intervention log.
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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
Motivating Student in PBS & the BOLD Program	9 – 12 all	PBS Coach	School-wide	Early Release	Classroom walkthrough, evaluation of effectiveness	Administration Team and PBS Coach
LEAPS	9 – 12 all	LEAPS Coordinator	School-wide	Early Release	Classroom walkthrough, evaluation of effectiveness	Administration Team and PBS Coach

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	In 2012 the total of number of students suspended out of school was 291. Our goal for 2013 is to decrease the number of students suspended out of school to 262
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
364	328
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
269	242
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
432	389
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
291	262

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are not enough opportunities in school to recognize positive behavior	Creation of Positive Behavior Support BOLD program at school to recognize, award, and celebrate students for positive behaviors and actions, and provide specific incentives to at-risk students to encourage improvements in behavior.	Positive Behavior School Specialist, Administrative Team	Survey students to determine the degree to which they feel that positive behaviors are rewarded Monitor SPOT Success Report Monitor COGNOS report on student suspension rates.	Maintain records of SPOT Success Students and Recognize Positive Behavior (PBS) records
2	Students and parents are unclear regarding which behaviors warrant suspension, and when suspension is incurred.	Have a pre-determined progressive consequence ladder in accordance with the Student Code of Conduct so that students, teachers, and parents can be made aware of the specific consequence that will result from potential actions by the student.	Counselors, Community Involvement Specialist, Assistant Principal and/or discipline designee	Monitor Parent Contact Log for evidence of parental communication of suspended students.	Parent Contact Log, Community Involvement Specialist Contact Log, Attendance Log from Orientations and other events where conduct is discussed.
	1.3. Use of alternative to suspension programs are not utilized with fidelity.	1.3. Enhance existing school based programs designed to provide alternatives for infractions. Current	1.3. Counselors, Community Involvement Specialist, Assistant Principal and/or discipline	1.3. Monitor Parent Contact Log for evidence of parental communication of suspended students.	1.3. Parent Contact Log, Community Involvement Specialist Contact Log, Attendance Log

3	<p>programs include AVID, 5000 Role Models of Excellence, Non-Violence/Anti-Drug, Women of Tomorrow and the newly formed Public Service Club. There is also a PASS program wherein parents have the opportunity to come in and speak with an administrator, counselor</p> <p>and teachers on Saturdays to discuss their student's infractions and promote</p> <p>positive behavior as well receive graduation and other pertinent school information.</p>	designee	<p>from Orientations and other events where conduct is discussed.</p>
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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
Positive Behavior Supports	9 – 12 all	PBS Coach	School-wide	Early Release	Classroom walkthrough, evaluation of effectiveness	Administration Team and PBS Coach
LEAPS	9 – 12 all	LEAPS Coordinator	School-wide	Early Release	Classroom walkthrough, evaluation of effectiveness	Administration Team and PBS Coach
The Student code of Conduct	9-12	School Wide	School Wide	September 2012- November 2010	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. SPOT Success reports. Review communication logs and parent participation logs regarding student conduct.	Administrative Team

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention	
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	In 2012 Miami Northwestern Dropout Rate was 4.48% (73). Our 2013 goal is to reduce the dropout rate to 4.26% (69).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
4.48% (73)	4.26 (69)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
64.4% (308)	66.4% (318)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. At-risk students are not participating in alternative programs.	1.1. Identify and meet with at-risk students and their parents to discuss the Student Progression Plan, credit recovery programs and enroll students as needed.	1.1. Guidance Counselor, Student Services Chairperson	1.1. Monitor enrollment logs and track at-risk students	1.1. Enrollment Log
2	1.2. Parents are unfamiliar with graduation requirements.	1.2. Provide parents with graduation information during parent centered meetings and the available resources to	1.2. Guidance Counselor, Student Services Chairperson, Assistant Principal	1.2. Monitor Parent Sign-In logs. Contact parents who do not attend	1.2. Sign-In/Parent Contact Logs.

		ensure students receive proper support.			
3	1.3. Lack of Student Incentives	1.3. Use the Positive Behavior School Model to award incentives to students on a consistent and continual basis throughout the school year.	1.3. Positive Behavior School Specialist, Counselors, Assistant Principal	1.3. Incentive Logs, Parent Sign-In Logs	1.3. Use of Positive Behavior School Model

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9-12	Guidance Counselors Graduation Coach	School Wide	August/September 2012	Monitor parent sign-in logs and contact parents who do not attend meetings	Guidance Counselors Graduation Coach
Positive Behavior Supports	9 – 12	PBS Coach	School-wide	Early Release	Classroom walkthrough, evaluation of effectiveness	Administration Team PBS Coach
LEAPS	9 – 12	LEAPS Coordinator	School-wide	Early Release	Classroom walkthrough, evaluation of effectiveness	Administration Team PBS Coach

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for 2013 is to continue to increase the number of parents involved at the school site through various programs such as Parent Academy, PASS, and Parent Resource Center by 28% and make contact with over 400 parents prior to the end of the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Less than 25%	40% (400)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are unable to attend meetings during the school day because they work.	1.1. Offer meetings after school and on Saturdays to assist parents with an understanding of graduation credits, test preparation, college applications and financial aid. As a part of the Parent Plan for Success, an initiative sponsored by MDCPS, Miami Northwestern will hold five parent workshops on Saturday where parents are invited. The workshops will provide information on technology, academic skill building, positive relations and school success at home. Miami Northwestern will also provide an alternative to suspension program (The PASS program) where parents and their students attend school on Saturday. The parents are provided information regarding their students graduation requirements, college preparatory information	1.1. Counselors, Assistant Principals, Positive Behavior School Specialist	1.1. Parent contact logs, PASS program logs, counselor logs and attendance sheets from activities.	1.1. Evaluation of attendance, sign-in sheets

		<p>and other services offered at school.</p> <p>Hold monthly PTSA meetings in the evenings to provide parents with school information and discuss</p> <p>parental assistance that could help with school activities</p>			
2	<p>1.2. Parents do not have a sense of involvement and knowledge about school activities.</p>	<p>1.2. Use the Connect-ED Messaging system to deliver messages to parents and staff on a continuous basis.</p> <p>A school newsletter will be generated and placed on the school's website.</p> <p>The newsletter serves as a weekly update of school activities and deadlines.</p> <p>The school's website is filled with pertinent information such as calendars, upcoming events, students who received recognition, "Word of the Week" and graduation requirements. Teachers are also encouraged to develop and maintain web pages which would benefit students and parents alike. Parents are invited to attend the yearly Open House event as well as student orientations to gain knowledge of ongoing school activities.</p>	<p>1.2. Principal, Assistant Principals, Teachers</p>	<p>1.2. Contact logs, Connect-Ed logs, web site hits</p>	<p>1.2. Contact log review</p>
	<p>1.3. Lack of parent/teacher/counselor conferences held on a continuous basis.</p>	<p>1.3. Faculty members will monitor student attendance and contact parents as soon as a student has 3 unexcused absences from class. Counselors will be notified and parent conferences will be held between the student, parent, teacher(s) and counselor.</p> <p>Additionally, at risk students are monitored for truancy by the truancy intervention team and the school social worker. Parents</p>	<p>1.3. Counselors, teachers, Assistant Principal</p>	<p>1.3. Counselor contact logs, Teacher communication logs</p>	<p>1.3. Review of Contact Logs</p>

3		<p>will be contacted and conferences held (including home visits) to curtail absenteeism.</p> <p>In an effort to ensure that high performing students maximize instructional time, a faculty member will be assigned the task of monitoring all high performing students. This monitoring data will include the students' grades, attendance, interim test scores, and more. Parents will be contacted immediately if these students' performance begins to decline. Conferences will be held with counselors and administrators if the problem persists.</p>			
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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
Parent Leadership Training	9 -12 all	Parent Academy	School-wide	October 2012– May 2013 (ongoing)	Parent involvement log, Parent Sponsored Activities	Administrative Team
Building Communities through Parent Involvement	9 -12 All	Parent Academy	School-wide	October 2012 – May 2013 (ongoing)	Parent involvement log, Parent Sponsored Activities	Administrative Team

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal # 1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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						

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:		95% (465) of CTE students attempting an industry certification will achieve a passing score in Business Education, Information Technology, Culinary and Health Science, and complete any other certification requirements such as work experience hours, etc.			
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	Increase the use of Common Board Configuration (CBC) Teacher buy-in.	Common Board Configuration (CBC) Promote the effective use of the CBC in the CTE classrooms.	Administration CTE/RTTT Coach	Establish a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class. Provide active coaching in the development of the instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	Administrative walkthrough
	Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery.	Higher Order Thinking (HOTS) Promote the effective use of higher order questions and rigorous activities in the CTE	Administration CTE/RTTT Coach	Utilize strategies to develop and implement higher order questions and rigorous activities during classroom instruction and all other instructional	Administrative walkthrough Common planning logs Lesson Plans

2	<p>Professional Development for teachers on developing higher order questions.</p>	<p>classrooms.</p>		<p>activities. Promote the development of higher order questions and rigorous Essential Questions during Common Planning.</p> <p>Promote the display of the developed High Order questions in lesson plans, the Common Board Configuration and student work.</p> <p>Conduct peer observations in observational classrooms with the focus on higher order questions and rigorous activities.</p> <p>Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.</p>	<p>Coach Logs</p>
3	<p>-Budgetary Constraints for (Material, Transportation)</p> <p>Time management</p> <p>Student Interest - Students not joining CTSO and not participating in competition.</p> <p>Teachers must be knowledgeable in competitions offered as well as guidelines, process, and procedures.</p>	<p>Competitions</p> <p>Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organizations (CTSO), or Miami-Dade County Fair, NFTE, Fairchild Challenge, etc.</p>	<p>Administration</p> <p>CTE/RTTT Coach</p> <p>Lead Teacher/Department Chairperson</p> <p>Activities Director</p>	<p>Develop competition lesson plans and pacing guides using Project Based Learning instructional elements for competitions for appropriate Career Technical Ed Student Organizations (CTSO), Miami-Dade County Fair, and NFTE, Fairchild Challenge or other district-approved competition curriculum.</p> <p>Develop a timeline of training, attending informational workshops and sessions; and plan for meeting deadlines for registration, proposals, etc.</p> <p>Attend CTSO Advisor district and/or state training which include instruction for competition guidelines. Research and plan to attend PD or join Teacher PLC for competitions, such as Robotics PLC.</p>	<p>Administrative walkthrough</p> <p>Lesson Plans</p> <p>CTSO minutes from meetings and agendas</p> <p>CTSO Registrations</p>
4	<p>Professional Development for teachers on explicit and systematic instruction.</p>	<p>Explicit and Systematic Instruction</p> <p>Promote the effective use of Explicit and Systematic Instruction.</p>	<p>Administration</p> <p>CTE/RTTT Coach</p>	<p>Monitor the implementation of Explicit and Systematic Instruction through regular administrative walkthroughs, lesson plans, common planning, and lesson study.</p>	<p>Administrative walkthroughs</p> <p>CTE/RTTT Coach Log</p> <p>Lesson Plans</p> <p>Agenda from Common Planning</p>

5	Increase CTE and STEM curriculum integration (One project completed in the 2011-2012 school year)	Provide PD for CTE teachers on STEM Curriculum and integration as it relates to CTE. Attend curriculum integration workshop sponsored by FLDOE.	Administration CTE/RTTT Coach	Monitor the implementation of STEM in the CTE classroom curriculum integration through administrative walkthroughs, lesson plans, lesson study, and common planning times.	Administrative walkthroughs Common planning logs Coaching logs
6	Need of additional professional development in industry certifications for CTE teachers within their subject areas.	Provide PD and other opportunities for CTE teachers to attain multiple industry certifications within their area.	CTE/Administrator CTE/RTTT Coach	Monitor CTE teacher's enrollment in PDs and professional ICE offerings throughout the state and district. Encourage CTE teachers to pursue additional professional industry certifications within their area.	PD registration log. Copy of industry certification certificate
7	Lack of CTE student program completers	Develop and implement a CTE course sequence chart that identifies each CTE programs courses sequentially. Provide course sequence chart to the Student Services department.	CTE Administrator RTTT/CTE Coach	Consistently monitor CTE class enrollment and CTE student schedules.	Schedule Change Requests Occupation Completion Points awarded
8	Increase CTSO involvement	Encourage all CTE teachers to sponsor at least one CTSO that is co-curricular to their class.	CTE Administrator CTE/RTTT Coach Activities Director	Monitor CTE teachers and students enrolment in various national CTSOs.	Student/Teacher Roster Registration in appropriate organizations Monthly meeting Minutes and Agendas from chapter leaders
9	Decrease CTE teacher displacement in CTE computer labs during statewide testing.	Assign a computer lab or lab on wheels with the installation of the required software to meet the needs of the CTE class displaced. Create an ICE testing timeline which ends before statewide testing begins in March. Also create an enrichment plan for tutorial.	CTE Administrator RTTT/CTE Coach	Monitor that there is consistent instructional routine utilizing the CTE computer lab and/or the lab on wheels through regular classroom visitations. Monitor testing schedule for CTE.	Classroom walkthrough logs. Interim assessment data ICE printed 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
Industry Certification	9-12	District	Business Information Technology	September 17 & 26, 2012	Industry Certification	CTE Administrator CTE/RTTT Coach

ETO CTE Coaching Academy	9-12	Arlinda Smith	CTE Coaching Applicants	June 18-22, 2012	CTE/RTTT Coach Log	CTE/RTTT Coach
STEM Integration Institute	9-12	FLDOE	CTE/RTTT Coach CTE, Science, & Math Instructors	May, 2013	STEM Curriculum Integration	CTE/RTTT Coach ETO & FLDOE
NAF Summer Conference	9-12	NAF	Academy of Hospitality and Tourism Lead Teacher and Principal	July 11-16, 2012	Implementation of NAF Curriculum	Lead Teacher CTE/RTTT Coach
FACTE Conference	9-12	FLDOE	All CTE Instructors	July 23-26, 2012	CTE/RTTT Coach Log	CTE/RTTT Coach
ETO CTE Teacher Academy	9-12	Arlinda Smith	All CTE Instructors	July 30 – August 3, 2012	Classroom Walkthrough CTE/RTTT Coach Log	CTE Administrator CTE/RTTT Coach
NG CATER	9-12	FLDOE	All CTE Instructors	June 11-13, 2012	Implementation of Common Core Standards	CTE/RTTT Coach
DA Summer Academy	9-12	FLDOE	CTE/RTTT Coach	August 6-9, 2012	Classroom Walkthrough CTE/RTTT Coach Log	CTE/RTTT Coach
CTE Instructional Strategies	9-12	District	All CTE Instructors	August 14, 2012	Classroom Walkthrough CTE/RTTT Coach Log	CTE Administrator CTE/RTTT Coach
CTE Mentor/Mentee	9-12	FLDOE	All CTE Instructors	July, 2012 – June 30, 2013	Mentor/Mentee Meetings	ETO & FLDOE
NCAC Conference	9-12	FLDOE	CTE Task Force Members	November 8-11, 2012	Academy Implementation	CTE/RTTT Coach ETO & FLDOE

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
Smart Boards (3) Adobe Photoshop	Race to the Top License for Industry Certification	Grant Grant	\$15,000.00
Adobe Photoshop	License for Industry Certification	Grant	\$3,950.00
			Subtotal: \$18,950.00
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
NG CATER Conference	Race to the Top	Grant	\$1,500.00
FACTE Conference	Race to the Top	Grant	\$1,300.00
NCAC Conference	Race to the Top	Grant	\$6,000.00
Integration Institute	Race to the Top	Grant	\$1,200.00
			Subtotal: \$10,000.00
			Grand Total: \$28,950.00

Additional Goal(s)

Increase Graduation Rate Goal:

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

1. Increase Graduation Rate Goal Increase Graduation Rate Goal #1:	CTE students attempting an industry certification will achieve a passing score, and complete any other certification requirements such as work experience hours, etc. During the 2010-2011 school year, our Industry Certification Exam school wide passing rate was 5%. Our goal for the 2011-2012 school year is to increase the passing rate by 5% from 5% to 10%.
2012 Current level:	2013 Expected level:
5%	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	1.1. Common Board Configuration Training	1.1. Common Board Configuration (CBC) Promote the effective use of the CBC in the CTE classrooms.	1.1. Administration CTE/RTTT Coach	1.1. Establish a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class. Provide active coaching in the development of the instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	1.1. Industrial certification exam
	1.2. Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery.	1.2. Higher Order Thinking (HOTS) Promote the effective use of higher order questions and rigorous	1.2. Administration CTE/RTTT Coach	1.2. Utilize strategies to develop and implement higher order questions and rigorous activities during classroom instruction and all other	1.2. Industrial certification exam

2	<p>Professional Development for teachers on developing higher order questions.</p>	<p>activities in the CTE classrooms.</p>		<p>instructional activities.</p> <p>Promote the development of higher order questions and rigorous Essential Questions during Common Planning.</p> <p>Promote the display of the developed High Order questions in Lesson Plans, the Common Board Configuration and student work.</p> <p>Conduct peer observations in observational classrooms with the focus on higher order questions and rigorous activities.</p> <p>Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.</p>	
3	<p>1.3. Budgetary Constraints for (Material, Transportation)</p> <p>Time management</p> <p>Student Interest - Students not joining CTSO and not participating in competition.</p> <p>Teachers must be knowledgeable in competitions offered as well as guidelines, process, and procedures.</p>	<p>1.3. Competitions</p> <p>Increase rigor and real-world applications through Project Based Learning competition curriculum from CTE Student Organizations (CTSO), or Miami-Dade County Fair, NFTE, Fairchild Challenge, etc.</p>	<p>1.3. Administration</p> <p>CTE/RTTT Coach</p>	<p>1.3. Develop competition lesson plans and pacing guides using Project Based Learning instructional elements for competitions for appropriate Career Technical Ed Student Organizations (CTSO), Miami-Dade County Fair, and NFTE, Fairchild Challenge or other district-approved competition curriculum.</p> <p>Develop a timeline of training, attending informational workshops and sessions; and plan for meeting deadlines for registration, proposals, etc.</p> <p>Attend CTSO Advisor district and/or state training which includes instruction for competition guidelines. Research and plan to attend PD or join Teacher PLC for competitions, such as Robotics PLC.</p>	<p>1.3 Industrial certification exam</p>
	<p>1.4 Professional Development for teachers on explicit and systematic instruction.</p>	<p>1.4 Explicit and Systematic Instruction</p> <p>Promote the effective use of Explicit and</p>	<p>1.4 Administration</p> <p>CTE/RTTT Coach</p>	<p>1.4 Monitor the implementation of Explicit and Systematic Instruction through</p>	<p>1.4 Administrative Walkthroughs</p> <p>CTE/RTTT Coach</p>

4		Systematic Instruction.		regular administrative walkthroughs, lesson plans, common planning, and lesson study.	Log Lesson Plans Minutes from Common Planning
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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						

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 Increase Graduation Rate Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Smart Boards (3) Adobe Photoshop	Race to the Top License for Industry Certification	Grant Grant	\$15,000.00
CTE	Adobe Photoshop	License for Industry Certification	Grant	\$3,950.00
				Subtotal: \$18,950.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	NG CATER Conference	Race to the Top	Grant	\$1,500.00
CTE	FACTE Conference	Race to the Top	Grant	\$1,300.00
CTE	NCAC Conference	Race to the Top	Grant	\$6,000.00
CTE	Integration Institute	Race to the Top	Grant	\$1,200.00
				Subtotal: \$10,000.00
				Grand Total: \$28,950.00

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.

[View uploaded file](#) (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The main activity that the School Advisory Council will undertake this year is to participate in the development, approval, and monitoring of the implementation of the School Improvement Plan. The SAC will also participate in the analysis and in the evaluation of data to determine the overall effectiveness of instructional strategies throughout the year. They will continue to participate in the development, approval, and monitoring of the School Improvement Plan as well as the required reviews. EESAC will agree by consensus to approve appropriate funding for programs and activities that support the School Improvement Plan as funds allow. If Miami Northwestern receives funds from the state's School Recognition Fund, EESAC will play an integral part in the overall distribution of those funds.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI NORTHWESTERN SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	19%	54%	78%	28%	179	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	39%	65%			104	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	71% (YES)			119	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					402	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI NORTHWESTERN SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	19%	55%	85%	17%	176	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	37%	73%			110	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	74% (YES)			120	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					406	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested