# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
# 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CITY OF HIALEAH EDUCATION ACADEMY

District Name: Dade

Principal: City of Hialeah Mayor Carlos Hernandez

SAC Chair: Martha Morales

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

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
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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 | Carlos O. Alvarez | Bachelor of Arts Elementary Education Masters in Educational Leadership

Certification: Elementary Education Educational Leadership | 4 | 6 | '12 '11 '10 '09 '08 School Grade N/A A C C A AYP N/A 100% 87% 92% 97% High Standards Rdg. 37% 37% 27% 24% 48% High Standards Math 89% 87% 75% 61% 81% Lrng Gains-Rdg. 74% 54% 48% 59% 62% Lrng Gains-Math 101% 96% 82% 80% 84%

Gains-Rdg-25% 93% 61% 60% 67% 59% Gains-Math-25% 101% 97% 78% 83% 79% |
| | | Bachelor of Science: Elementary Education Masters of Science: Exceptional Student Education Educational | | | '12 '11 '10 '09 '08 School Grade N/A B C C I AYP N/A 92% 79% 79% n/a High Standards Rdg. 68% 68% 60% 63% |

| Assis Principal | Ivelisse Puente | Specialist: Educational Leadership<br><br>Certification: Elementary Education ESOL Exceptional Student Education Educational Leadership | 1 | 5 | n/a<br>High Standards Math 77% 53% 51% 49%<br>n/a<br>Lrng Gains-Rdg. 72% 75% 63% 67% n/a<br>Lrng Gains-Math 72% 60% 61% 54% n/a<br>Gains-Rdg- 25% 83% 74% 62% 64% n/a<br>Gains-Math-25% 73% 63% 66% 64% |

## 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 | Amy Simpson | Bachelor of Science in Exceptional Student Education: Specific Learning Disabilities & Emotionally Disturbed<br><br>Master of Science in Educational Leadership & Exceptional Student Ed: Varying Exceptionalities<br><br>Educational Specialist in Computer Science Instructional Technology<br><br>Certification- Educational Leadership Computer Science (K-12) Emotionally Handicapped (K-12) Specific Learning Disabilities (K-12) Varying Exceptionalities (K-12) | 2 | 2 | '12 '11 '10 '09 '08<br>School Grade N/A A A A A<br>AYP N/A 100% 100% 100% 97%<br>High Standards Rdg. 37% 37% 78% 80% 76%<br>High Standards Math 89% 87% 84% 86% 83%<br>Lrng Gains-Rdg. 74% 54% 76% 71% 66%<br>Lrng Gains-Math 101% 96% 64% 73% 53%<br><br>Gains-Rdg-25% 93% 61% 80% 55% 56%<br>Gains-Math-25% 101% 97% 67% 77% 44% |

## 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. Regular faculty meetings with the administration and staff | Principal | Ongoing | |
| 2 | 2. Partnering with other faculty members | Principal | Ongoing | |
| 3 | 3. College campus recruiting | Principal | Ongoing | |
| 4 | 4.Educational Job Fair | Principal | Ongoing | |

## Non-Highly Effective Instructors

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| 4 | • Teachers will be assigned to a mentor<br>• Teachers will have allocated time to visit teachers for modeling<br>• Teachers will be coached and helped with lesson planning |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 18 | 16.7%(3) | 50.0%(9) | 22.2%(4) | 11.1%(2) | 27.8%(5) | 77.8%(14) | 5.6%(1) | 0.0%(0) | 22.2%(4) |

## 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 |
|---|---|---|---|
| Amy Simpson | Astrid Segredo | Reading Coach | Coaching, lesson planning, observations Bi-weekly chat sessions |
| Ivelisse Puente | Christina Alfonso | Asst. Principal | Coaching, lesson planning, observations Bi-weekly chat sessions |
| Amy Simpson | Oscar Solorzano | Reading Coach | Coaching, lesson planning, observations Bi-weekly chat sessions |
| Maria Sanchez Soriano | Leonel Garcia | AP Lead Teacher | Coaching, lesson planning, observations Bi-weekly chat sessions |
| Carlos Alvarez | Mario Cisneros | Principal | Coaching, lesson planning, observations Bi-weekly chat 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

City of Hialeah Educational Academy provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. 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. Other components that are integrated into the school-wide program include an extensive Parental Program, Title CHESS, supplemental educational services, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

### Title I, Part D

N/A

### 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 at each school focusing on Professional Learning Community development and facilitation, as well as
Lesson Study Group implementation and protocols

### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

### Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

### Supplemental Academic Instruction (SAI)

The school will receive funding from Supplemental Academic Instruction as part of its Florida Education Finance Program allocation.

### Violence Prevention Programs

City of Hialeah Educational Academy provides a part-time TRUST counselor which oversees non-violence and anti-drug programs to students. In addition, the school provides an annual Parent Academy course instructed by the Hialeah Police Department that identifies and discusses dangers and the prevention of violence and drug use.

### Nutrition Programs

?The school adheres to and implements the nutrition requirements stated in the District Wellness Policy
?Nutrition education, as per state statute, is taught through physical education

?The School Food Service Program, school breakfast, school lunch, and aftercare 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 City of Hialeah Educational Academy 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.

Job Training

A partnership with the City of Hialeah will provide students with the job skills necessary to become effective employees in their public service careers. This includes an emphasis upon dedication, service, and character development.

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, Reading Coach, Counselor, SPED Program Specialist, School Psychologist, and Speech-Language Pathologist.

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?

Monthly meetings with Department Chairs and Literacy Literature Team to discuss analysis of data, provide intervention strategies, monitor intervention progress, and maintain communication with staff.

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?

Monitor and adjust the school's academic and behavior goals, monitor the delivery and fidelity of instruction and intervention, and provide support and intervention to students based on data.

### 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.

Data used will be FAIR, Baseline and Interim Assessments, State Math and Science assessments, FCAT, school site specific assessments. Data from these assessments will be used to guide instructional decisions and systems procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver interventions. Quarterly Failure Reports are also used to track students deficient in their current course requirements for graduation.

Attendance Report with Absences and Suspensions is utilized throughout the year to identify students in need of additional student services s due to disciplinary concerns. SWIPE reports document regularly scheduled meetings with the school counselor and students with disciplinary issues as a preventative measure. School counselor identifies and refers students in

need of further behavioral accommodations to the school SPED Specialist.

Describe the plan to train staff on MTSS.

All faculty and staff will be trained in RtI problem solving and the data analysis process. Continuous support will be provided for school staff to understand basic RtI principles and procedures.

Describe the plan to support MTSS.

The plan to support MTSS:
Provide ongoing data driven professional development activities that align core student goals and staff needs.
Provide support for school staff to understand basic RtI principles and procedures.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Carlos Alvarez (Principal), Ivelisse Puente (Assistant Principal), Amy Simpson (Reading Coach), David Rodriguez (LA teacher), Kelvin Gonzalez (Math teacher), Graciela Carbajosa (SS teacher), Maria Sanchez-Soriano (Science teacher), Maria de la Teja (Test Chairperson).

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

The Literacy Team will create a reading implementation plan to improve literacy instruction not only within the intensive reading classes but also across the curriculum. The Reading Coach will provide ongoing professional development to all teachers on how to implement reading strategies on a daily basis and model such strategies for teachers within their own classrooms. Administration will monitor such practices through informal classroom walk-through visits and formal observations. Teachers will report to the Literacy Team on their experiences with such strategies and continuously adjust instruction based on given data. The Literacy team will meet bi-weekly to discuss District Baseline data, District Interim data, FAIR data and ongoing Reading Plus data to address adjustments needed to be made to the implementation of curriculum and interventions in order to have ongoing success. The Literacy team will motivate students by offering incentives for achieving mastery on district assessments and promote collaboration among all content area teachers by providing common PD time and data chats. Homeroom Dailies will provide an opportunity to review learned strategies and address areas of weakness evident in assessment data. Classroom libraries and programs like "Zip Your Lips and Read (ZYLAR) and "Got Caught Reading", will supplement in class programs such as Reading Plus and Spring Board in the school-wide setting.

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

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading FCAT. Daily homeroom FCAT activities will reinforce the same clusters being taught through language arts and reading, in addition to the emphasis on sustain silent reading. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. The implementation of Springboard through language arts offers a comprehensive approach to building the skills and understanding that students need to achieve success in AP courses and better prepare them for post secondary education. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of CRISS strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students, pull-out tutoring, and Saturday tutoring.

## Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/26/2012)

## *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

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

> Every teacher is expected to participate in delivering the FCAT related daily homeroom activity, implement reading graphic organizers and CRISS strategies in their curriculum content instruction. This will be monitored through walk through informal observations and homeroom activities will be turned in and graded through the respective content area teachers. Lesson plans will indicate the reading strategies being implemented and task cards will be utilized when creating classroom assessments.

## *High Schools Only

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

> Our school implements Criminal Justice, Forensic Science, Firefighter, and Paramedic academies which participate in the implementation of reading and math strategies to demonstrate the relevance in real-world careers. Seniors who have completed the Fire Responder course will be registered for the First Responder Industry Certification Exam through the National Registry Service.

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?

> Every student meets one-on-one with a counselor to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website. In addition, the school counselor provides classroom guidance to address their academic and career planning needs to facilitate a course of study that is personally meaningful. Students are also able to access their academic, scholarship, and transcript information using ConnectEDU.net website. This website is personalized with individual student accounts that allow students to access their information and keep in constant communication with their counselor virtually.

## Postsecondary Transition

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

> The City of Hialeah Educational Academy has developed an Executive PASS partnership with the Miami-Dade College Hialeah Campus. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes with Miami-Dade College. There will also be quarterly excursions to different schools within the college to expose students to the expectations set by the Miami-Dade College and its faculty.

# 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.<br><br>Reading Goal #1a: | The results of the 2012 FCAT Reading Test indicate that 18% of students achieved level 3 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase level 3 students proficiency by 13 percentage points to 31%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 18% (33) | 31% (57) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Student had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.<br>LA.910.2.1.5;<br>LA.910.2.1.6 | During pre-reading activities, students will utilize previewing techniques, pictorial clues, brainstorming, Anticipation/Reaction Guides, Think-Pair-Share, and Think-Alouds to make predictions and gain an understanding of an variety of text including fiction, non-fiction, and poetry.<br>LA.910.2.1.5;<br>LA.910.2.1.6<br><br>Students will use analytical graphic organizers, questioning, Reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, Coding/Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, and summarization to identify theme, point of view, characterization, setting, and plot within and across texts.<br>LA.910.2.1.5;<br>LA.910.2.1.6 | Literacy Leadership Team (LLT) | Ongoing classroom assessments focusing on students' knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts. | Formative: Mini-Assessments and Baseline and Interim District Assessments<br><br>Summative: 2013 FCAT Assessment |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading. | |

| Reading Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | The results of the 2012 FCAT Reading Test indicate that 20% of students achieved level 4 and 5 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase level 4 and 5 students proficiency by 6 percentage points to 22%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 20% (37) | 26% (48) |

| | | 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 | Due to limited English language skills, students lack the ability to listen to, read, and orally respond to written text. | Student will listen to, read, and discuss familiar and conceptually challenging text using visualization strategies, graphic organizers, context clues, and the software Achieve 3000. LA.910.1.6.2 | Literacy Leadership Team (LLT), Principal and Asst. Principal | On-going classroom assessments focusing on student's reading (decoding and comprehension) ability and response | Formative: Performance-based Mini-Assessments based on a rubric<br><br>Summative: 2013 CELLA |
| 2 | Student had difficulty analyzing and interpreting a literary work to identify theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts. LA.910.2.1.5; LA.910.2.1.6 | During pre-reading activities, students will utilize previewing techniques, pictorial clues, brainstorming, Anticipation/Reaction Guides, Think-Pair-Share, and Think-Alouds to make predictions and gain an understanding of the text. LA.910.2.1.5; LA.910.2.1.6<br><br>Students will use analytical graphic organizers, questioning, CRISS strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, Coding/Comprehension Monitoring, paired | Literacy Leadership Team (LLT) | Ongoing classroom assessments focusing on students' knowledge of theme, point of view, characterization, setting, plot, and descriptive/figurative language within and across texts.<br><br>Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members | Formative: Mini-assessments and Baseline and Interim District Assessments<br><br>Summative: 2013 FCAT Assessments |

| | | reading, reading response logs, analysis, inference techniques, and summarization to identify theme, point of view, characterization, setting, and plot within and across texts. LA.910.2.1.5; LA.910.2.1.6 | | | |

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.<br><br>Reading Goal #2b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | The results of the 2012 FCAT Reading Test indicate that 74% of students made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 79%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 74% (118) | 79% (126) |

| 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:

| 3b. Florida Alternate Assessment: | |
|---|---|

Percentage of students making Learning Gains in reading.

Reading Goal #3b:

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

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

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | The results of the 2012 FCAT Reading Test indicate that 93% of students in the lowest 25 percentile made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 2 percentage points to 95%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 93% (38) | 95% (39) |

| 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 read with fluency during the reading process which inhibits reading comprehension. LA.910.2.2.2 LA.910.2.2.3 LA.910.2.2.4 LA.910.2.1.1 LA.910.6.2.2 | In addition, to the Reading Plus intervention and usage of FCAT Explorer, students will be analyzing their 2012 FCAT Reading Test and Baseline Assessment scores to determine their areas of weakness and strength. Such data will be used to coordinate small group instruction, using differentiated instructional strategies. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1 LA.910.6.2.2<br><br>Throughout the year students will analyze their academic improvement using data | Literacy Leadership Team (LLT) | Reports from Reading Plus, FCAT Explorer, and data from reading assessments to ensure that students are making adequate progress.<br><br>Using the FCIM model, areas of need will be continually identified and remediated. Data will be evaluated by teacher and Literacy Leadership Team members | Formative: Reading Plus, FCAT Explorer, FAIR Assessment, and Baseline and Interim District Assessments<br><br>Summative: 2013 FCAT Assessment |

chats, based on their Interim Assessment results.
LA .910.1.7.1; LA. 9101.7.2
LA .910.1.7.3; LA. 9101.7.5
LA.910.1.7.8;
LA.910.2.1.1

The computer lab will be opened before and after school.

Target tutoring assistance will be provided before, during, afterschool, and Saturdays.
LA .910.1.7.1; LA. 9101.7.2
LA .910.1.7.3; LA. 9101.7.5
LA.910.1.7.8;
LA.910.2.1.1

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

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

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 54 | 58 | 63 | 67 | 71 | |

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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:

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <br><br> Reading Goal #5B: | The results of the 2012 FCAT Reading Test indicate that 36% of students in the Hispanic subgroup achieved proficiency. <br><br> Our goal is to increase student proficiency by 23 percentage points to 59%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36%(64) | 59%(104) |

| 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 |
| White: <br> Black: <br> Hispanic: X <br> Asian: <br> American Indian: <br><br> Limited time for students to utilize a reading technology component has hindered progress. | Utilize FCAT 2011-2012 data to identify students, place in appropriate interventions and monitor student progress monthly. <br> Students will utilize the mobile computer lab to access Reading Plus to increase fluency and | Literacy Leadership Team (LLT | Reading Leadership Team (RLT) will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments | Formative: Mini-Assessments and Baseline and Interim District Assessments <br><br> Summative: 2013 FCAT Assessment |

| 1 | LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1 | comprehension and FCAT Explorer for online simulations. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1 Target tutoring assistance will be provided before, during, afterschool, and Saturdays. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1 | | | |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | The results of the 2012 FCAT Reading Test indicate that 21% of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 11 percentage points to 32%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21% (4) | 32% (6) |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Limited vocabulary hindered students' performance in reading. | Utilize FCAT 2011-2012 data to identify students and use CELLA scores to place in appropriate interventions and monitor student progress monthly. Students will benefit from a variety of activities working with sets of words that are semantically related. Students also have more practice with prefixes, suffixes, root words, synonyms, and antonyms. Target ELL tutoring assistance will be provided before, during, afterschool, and Saturdays. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as | Literacy Leadership Team (LLT) | Literacy Leadership Team (LLT) will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments | Formative: Mini-Assessments and Baseline and Interim District Assessments Summative: 2013 FCAT Assessment |

| | | provide additional instruction on word meanings. Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.<br><br>LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1; LA.910.6.2.2 | | | | |

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.<br><br>Reading Goal #5D: | Our goal is to increase student proficiency by 48 percentage points to 68% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 20% (2) | 68% (7) |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Lack of targeted tutoring and insufficient time to utilize the reading technology component hindered progress. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1; LA.910.6.2.2 | Utilize FCAT 2011-2012 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the mobile computer lab to access Reading Plus and FCAT Explorer to increase fluency and reading comprehension. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1; LA.910.6.2.2 | Literacy Leadership Team (LLT) | Literacy Leadership Team (LLT) will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments | Formative: Mini-Assessments and Baseline and Interim District Assessments<br><br>Summative: 2013 FCAT Assessment |

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

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | The results of the 2012 FCAT Reading Test indicate that 36% of students in the Economically Disadvantaged subgroup achieved proficiency.<br><br>Our goal is to increase student proficiency by 20 percentage points to 56%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36% (59) | 56% (92) |

| | 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 targeted tutoring and insufficient time to utilize the reading technology component hindered progress. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1; LA.910.6.2.2 | Utilize FCAT 2011-2012 data to identify students, place in appropriate interventions and monitor student progress monthly. Students will utilize the mobile computer lab to access Reading Plus and FCAT Explorer to increase fluency and reading comprehension. LA .910.1.7.1; LA. 9101.7.2 LA .910.1.7.3; LA. 9101.7.5 LA.910.1.7.8; LA.910.2.1.1; LA.910.6.2.2 | Literacy Leadership Team (LLT) | Literacy Leadership Team (LLT) will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. | Formative: Mini-Assessments and Baseline and Interim District Assessments<br><br>Summative: 2013 FCAT Assessment |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Reading Plus SpringBoard Training Common Core Standards | 9-12 9-12 9-12 | Reading Coach Reading Coach Reading Coach | All language arts and reading teachers All language arts and reading teachers All language arts and reading teachers | August 14 & 17, 2012 August 7, 8 & 9, 2012 August 15, 2012 | Faculty and department meetings Faculty and department meetings Faculty and department meetings | Literacy Leadership Team (LLT) Literacy Leadership Team (LLT) Literacy Leadership Team (LLT) |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| FCAT Reading Coach and AMSCO | Supplemental FCAT Reading Book | Operating Account | $3,105.00 |
| Springboard English/Language Arts | Comprehensive standards-based instructional program | Operating Account | $10,897.00 |
| | | | Subtotal: $14,002.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Achieve 3000 | Comprehensive reading, writing, and language arts program for ELL students | Operating Account | $16,408.00 |
| Reading Plus | Language Arts and Reading | Operating Account | $4,750.00 |

| | | | Subtotal: $21,158.00 |
|---|---|---|---|
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Springboard | PD provided by College Board | Operating Account | $1,250.00 |
| Achieve 3000 | PD provided by company representative | Operating Account | $1,000.00 |
| | | | Subtotal: $2,250.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | **Grand Total: $37,410.00** |

*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.<br><br>CELLA Goal #1: | Student will respond appropriately in demonstrating an understanding of the main idea and essential details of conversations, topics expressed through a variety of media, and oral presentations. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| 75% (33) | |

| | 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 | Due to limited English language skills, students lack the ability to interpret questions and respond appropriately in an academic setting. | Students will participate in a variety of activities including discussions, jigsaw, games, interviews, think-pair-share, debates, group projects, role playing, reciprocal teaching, cooperative grouping, creative dramatics, and reader's theatre in order to engage effectively in diverse collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. LACC.910.SL.1.1 | Principal and Asst. Principal | On-going Administration will review and adjust instruction as needed. | Formative: Performance-based Mini-Assessments based on a rubric<br><br>Summative: 2013 CELLA |
| | Due to limited English language skills, students lack the ability to interpret multimedia presentations to | Students will view and listen to an array of digital media (audio/visual and interactive elements) | Principal and Asst. Principal | On-going Administration will review and adjust instruction as needed. | Formative: Performance-based Mini-Assessments based on a rubric |

| | | | | | Summative: 2013 CELLA |
|---|---|---|---|---|---|
| 2 | understand its content and respond to questions. | for main idea, theme, and essential details in order to enhance understanding and respond to questions in an oral format. LACC.K.12.SL.2.5 | | | |

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| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | Student will read the text closely to determine meaning in order to establish the central themes and logical inferences. |
| 2012 Current Percent of Students Proficient in reading: | |
| 34% (15) | |

| 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 | Due to limited English language skills, students lack to the ability to read and orally respond to written text. | Student will use graphic organizers, visual clues, annotation, underlining , and summarization techniques to cite specific textual evidence when writing or speaking to answer comprehension and support conclusions drawn from the text. LACC.K12.R.1.1; LA.910.1.7.3 | Principal and Asst. Principal | On-going classroom assessments focusing on student's reading (decoding and comprehension) ability and response | Formative: Performance-based Mini-Assessments based on a rubric<br><br>Summative: 2013 CELLA |
| 2 | Due to limited English language skills, students lack the ability to listen to, read, and orally respond to written text. | Student will listen to, read, and discuss familiar and conceptually challenging text using visualization strategies, graphic organizers, context clues, and the software Achieve 3000. LA.910.1.6.2 | Principal and Asst. Principal | On-going classroom assessments focusing on student's reading (decoding and comprehension) ability and response. | Formative: Performance-based Mini-Assessments based on a rubric<br><br>Summative: 2013 CELLA |

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| Students write in English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | Students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2012 Current Percent of Students Proficient in writing: | |
| 48% (21) | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | | | Person or | Process Used to | |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Due to limited English language skills, students lack the ability to write informative and persuasive texts with a clear focus, complex ideas, arguments and counter claims, mature vocabulary, sentence variation, proper grammar, and voice. | Student will use visualization techniques, sentence expansion, graphic organizers, modeling, peer support, conferencing, and anchor paper analysis to develop clear writing with effective technique, well-chosen details, and well-organized formats directed toward a specific purpose and audience guides by the use of rubrics. Student's writing will be maintained in writing portfolio. LACC.K12.W.2.4; LA.910.3.2.2; | Principal and Asst. Principal | On-going classroom assessments focusing on student's writing performance through use of writing portfolios. | Formative: Performance-based Mini-Assessments with use of rubrics  Summative: 2013 CELLA |
| 2 | Due to limited English language skills, students lack to ability to write in a variety of styles and tones. | Students will analyze language techniques of professional authors to view usage of voice, style, figurative language, tone, mood, connotation, and denotation in order to establish their own style in writing. | Principal and Asst. Principal | On-going classroom assessments focusing on student's writing performance through use of writing portfolios | Formative: Performance-based Mini-Assessments with use of rubrics  Summative: 2013 CELLA |

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 |
| Achieve 3000 | Comprehensive reading, writing, and language arts program for ELL students | Operating Account | $16,408.00 |
| | | | Subtotal: $16,408.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| PD on Achieve 3000 | PD provided by company representative | Operating Account | $1,000.00 |
| | | | Subtotal: $1,000.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $17,408.00 |

*End of CELLA Goals*

# Middle School Mathematics 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 mathematics.<br><br>Mathematics Goal #1a: | Our goal for the 2011-2012 school year is to increase student proficiency by 4 percentage points to 32%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 28% (44523) | 32% (50867) |

| 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 difficulty with the concepts of Geometry and Measurement.<br><br>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities. | Instruction will incorporate more hands-on learning activities with visual stimulus to develop spatial properties. The use of manipulative will provide students with the opportunities for more critical thinking skills through concrete learning. | Math Department Chairperson; Leadership Team | Review data from progress monitoring assessments and adjust instruction as needed.<br><br>Review Computer Technology Math Programs reports to ensure student usage and adequate progress. | Formative: Progress Monitoring Bi-weekly assessments, District Interim Data Reports, student authentic work.<br><br>Summative: Results from the 2013 FCAT Mathematics Assessment. |
| 2 | The area of deficiency for students as noted on the 2011 administration of the Algebra I EOC Test was quadratic equations and functions. MA.912.A.7.2, MA.912.A.7.1, and MA.912.A.7.8<br><br>The deficiency is due to the need for more instruction in real-world problem solving and higher order-thinking skills.<br><br>The area of deficiency for students as noted on the 2011 administration of the Geometry Baseline EOC Test was deductive reasoning. MA.912.D.6.2 and MA.912.D.6.3<br><br>The deficiency is due to the need for more instruction in writing proofs and higher order thinking skills. | Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems.<br><br>Provide opportunities to develop exploration and inquiry activities to increase understanding of skills in Deductive Reasoning through hands-on activities, Carnegie Learning, Gizmos, and Geometer's Sketchpad. | Math Department Chair and Administration | Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative: Bi-weekly assessments<br><br>Baseline and Interim District Assessments<br><br>Student authentic work.<br><br>End of Course Algebra I and Geometry Examination |

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:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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 mathematics.<br><br>Mathematics Goal #2a: | Our goal for the 2012-2013 school year is to increase level 4-5 student proficiency by 2 percentage points. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 28% (44787) | 30% (47688) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The area of deficiency for students as noted on the 2011 administration of the Algebra I Baseline EOC Test was rational equations. MA.912.<br><br>The deficiency is due to the need for more district provided materials (i.e. EOC Test Bank).<br><br>The area of deficiency for students as noted on the 2011 administration of the Geometry Baseline EOC Test was Measurement.<br><br>The deficiency is due to limited opportunities for | Provide students with more practice with rational equations. Develop a problem-solving plan using higher-order thinking strategies in the instruction of Algebra I. Adjust computer lab schedule to optimize usage of Carnegie Learning.<br><br>Provide opportunities to develop exploration and inquiry activities to increase understanding and application of skills in measurement. | Math Department Chair and Administration | Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative: Bi-weekly assessments<br><br>Baseline and Interim District Assessments<br><br>Student authentic work.<br><br>End of Course Algenra I and Geometry Examination |

| in-class exploration and inquiry activities. | | | | | |
|---|---|---|---|---|---|

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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | 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 group:

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 68% (94278) | 73% (101210) |

| 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 difficulty in math formulating abstract concepts, logic, and probability. | Provide teachers supplemental materials to be incorporated in the school-wide Mathematics program.<br>Students will use manipulative and visual stimuli to demonstrate a transfer of mathematical theory to practical applications. | Math Department and Leadership Team | Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. | Formative: Student assessments and district interim assessments<br><br>Summative: 2013 FCAT Assessment |

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

| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in mathematics. | N/A |
|---|---|

| | |
|---|---|
| Mathematics Goal #3b: | |

| 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 group:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | Our goal for the 2012-2013 school year is to increase student achieving learning gains of the lowest 25% by 5 percentage points. |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 66% (22909) | 71% (24644) |

### 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 difficulty with basic mathematical operations and mental math. | Implement a pullout intervention math tutoring program for during the school day and on Saturdays.<br><br>Math resources will be incorporated into the instructional program which include manipulative, pictures, graphs, videos, visual representations, guided practice, think aloud, systematic and explicit instruction, peer-assisted learning, and technology-assisted intervention. | Math Department Chairperson ; Leadership Team | Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. | Formative: Student assessments and district interim assessments<br><br>Summative: 2013 FCAT Assessment |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Middle School Mathematics Goal #<br><br>Our goal from 2011-2017 is to reduce non-proficient students by 50%<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
|  | 57 | 61 | 65 | 69 | 73 |  |

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | Our goal for 2012-2013 is to increase hispanic subgroup by 3 percentage points to 63% and black subgroup by 6 percentage points to 48%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Hispanic 60% (63577)<br>Black 42% (15606) | Hispanic: 63% (66756)<br>Black:48% (17836) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students are unable ti solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.</td><td>Enroll students in an after school tutorial program twicw per week</td><td>Administration and Math Department Chair</td><td>Administration and Leadership Team will engage in weekly walkthourghs to monitor implentation of the strategies snd provide teachers with timely feedback.</td><td>Formative: District Interi, Assessmeents<br><br>Carnegie Learning Cognitive Tutor Computer Completion Reports.<br><br>Summative: 2013 FCAT 2.0 Math</td></tr>
</table>

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

| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | Our goal is to increase student proficiency by 5 percentage points to 54% by providing appropriate interventions and remediation. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 49% (12752) | 54% (14054) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>ELL students are unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.</td><td>Provide after school tutoring to remediate and reinforce concepts.</td><td>Leadership Team and Math Department Chair.</td><td>Leadership Team will engage in weekly walkthroughs to monitor implementation of strategies and provide teachers with timely feedback.</td><td>Formative: District Interim Assessments<br><br>Carnegie Learning Cognitive Tutor Computer Completion reports.</td></tr>
</table>

| | | | | | Summative: 2013 FCAT 2.0 Math |
|---|---|---|---|---|---|

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | Our goal for 2012-2013 is to increase students proficiency by 9 percentage points to 40% by providing appropriate interventions and remediation. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31% (4901) | 40% (6324) |

| 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 | ELL students are unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement. | Enroll students in after-school tutoring program. | Leadership Team and Math Department Chair. | Leadership Team will engage in weekly walkthroughs to monitor implementation of strategies and provide teachers with timely feedback. | Formative: District Interim Assessments<br><br>Carnegie Learning Cognitive Tutor Computer Completion reports.<br><br>Summative: 2013 FCAT 2.0 Math |

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

| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | Our goal is to increase students proficiency by 4 percentage points to 56% by providing appropriate interventions and remediation. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 52% (63324) | 56% (68195) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students are unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement. | Provide after school tutoring to remediate and reinforce concepts. | Leadership Team and Math Department Chair | Leadership Team will engage in weekly walkthroughs to monitor implementation of strategies and provide teachers with timely feedback. | Formative: District Interim Assessments<br><br>Carnegie Learning Cognitive Tutor Computer Completion reports.<br><br>Summative: 2013 FCAT 2.0 Math |

# 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.<br><br>Mathematics Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: ||
|---|---|
| 3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.<br><br>Mathematics Goal #3: | |

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

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

## High School Mathematics AMO Goals

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | |
|---|---|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Mathematics Goal # <br><br> Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. <br><br> 5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 59 | 63 | 67 | 67 | 71 | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <br><br> Mathematics Goal #5B: | 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: |
|---|
| 5C. English Language Learners (ELL) not making |

| satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | N/A | | | |
|---|---|---|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | |
| N/A | N/A | | | |

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

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | | | | |
|---|---|---|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | |
| | | | | |

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

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

| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | N/A | | | |
|---|---|---|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | |
| N/A | N/A | | | |

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
</table>

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

## Algebra End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. Students scoring at Achievement Level 3 in Algebra.<br><br>Algebra Goal #1: | Our goal for the 2013 school year is to increase student proficiency by 1% points to 60% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 59% (35) | 60% (35) |

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

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| 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 Algebra.<br><br>Algebra Goal #2: | Our goal for the 2013 school year is to maintain student proficiency 27% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 27% (16) | 27% (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 |
|---|---|---|---|---|
| No Data Submitted | | | | |

# Geometry End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 1. Students scoring at Achievement Level 3 in Geometry.<br><br>Geometry Goal #1: | Our goal for the 2012-2013 school year is to increase student proficiency by 3% points to 41% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 38%(44) | 41%(48) |

| 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 Geometry.<br><br>Geometry Goal #2: | Our goal for the 2012-2013 school year is to increase student proficiency by 1% points to 14% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13%(15) | 14%(17) |

| 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 |
|---|---|---|---|---|---|---|
| Carnegie Learning | 9-12 | Jodi Foster | Mathematics Department | September 24, 2012 | Monthly debriefing of Carnegie reports through department meetings | Administrative Team |
| SpringBoard Training | 9-12 | College Board | Mathematics Department | August 7, 8, & 9, 2012 | Department and faculty meetings | Math Department Chairperson |
| NGSSS (Next Generation Sunshine State Standards) | 9-12 | Administration | Mathematics Department | Starting August 14, 2012-Ongoing | Department and faculty meetings | Leadership Team |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| SpringBoard | Pre-AP Curriculum | Operating Account | $6,300.00 |
| | | Subtotal: | $6,300.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Carnegie Learning | On line Mathematics Program | Operating Account | $6,100.00 |
| MathXL | On line Mathematics Program | Operating Account | $525.00 |
| | | Subtotal: | $6,625.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Carnegie Learning | Webinar Carnegie Learning | Operating Account | $300.00 |
| SpringBoard | Algebra 1, Algebra 2, Geometry and Pre-Calculus | Operating Account | $1,250.00 |
| | | Subtotal: | $1,550.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: | $0.00 |
| | | Grand Total: | $14,475.00 |

*End of Mathematics Goals*

# Elementary and Middle School Science 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 science.<br><br>Science Goal #1a: | Our goal for the 2011-2012 school year is to increase student proficiency by 5 percentage points to 36% by providing appropriate interventions and remediation. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 32% (16836) | 36% (18853) |

| | 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 with low reading scores have trouble with science vocabulary retention. | Provide opportunities for Reading Level 1 and 2 students to participate in scientific enrichment activities and after school tutorials. | Administration and Science Department Chair | Monitor use of science vocabulary in student lab journal conclusion. | Formative Assessment: Baseline and Interim Assessments. |
| 2 | Instruction in Comprehension Science 1 may not have been taught to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. | Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to discuss, design, and implement strategies. | Administration and Science Department Chair. | Data chats will be conducted between administration and teachers following baseline, mini and Interim Assessments. | Formstive: 2012-2013 Baseline and Interim Assessments, Mini-lessons quizzes on Tested Benchmarks. |

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | Our goal for the 2011-2012 school year is to increase student proficiency by 2 percentage points to 15%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13% (6963) | 15% (7828) |

| Problem-Solving Process to Increase Student Achievement | |
|---|---|
| Person or | Process Used to |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Students need additional support to develop further understanding of science concepts through independent experimental projects. | Idenitfy students scoring 4 or 5 on the Reading and Mathematics portion of the 2012 FCAT and mentor these students in the development of independent experimental projects. | Administration and Science Department Chair | Projects will be reviewed using a rebric to ensure student progress and that adjustments are being made as needed. | Formative: Baseline and Quarterly Interim District Assessments |

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

## 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.<br><br>Science Goal #1: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

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

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

## Biology End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. Students scoring at Achievement Level 3 in Biology.<br><br>Biology Goal #1: | The results of the 2012 Biology End of Course Assessment indicate that 34% of students scored at achievement level 3.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 3 percentage points to 37%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 34%(27) | 37%(29) |
| Problem-Solving Process to Increase Student Achievement | |

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| The area of deficiency according to the 2012 administration of the Biology EOC Baseline | Daily vocabulary assignments will be implemented using visual representations, | Administration and Science Department Chair | Leadership team, along with the science department chair will review the results from | Formative: Biology EOC Baseline and Interim District |

| | | word mapping, and semantic mapping. | | the Biology EOC Baseline and Interim assessments in order to drive instruction. | Assessments |
|---|---|---|---|---|---|
| 1 | Assessment is vocabulary. SC.912.N.1.1 SC.912.L.14.26 SC.912.L.16.17 | | | | Summative: 2012 Biology End of Course Examination |

| 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.<br><br>Biology Goal #2: | The results of the 2012 Biology End of Course Assessment indicate that 22% of students scored at achievement level 4 and 5.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 1 percentage points to 23%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22%(17) | 23%(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 | The area of deficiency according to the 2012 administration of the Biology EOC Baseline Assessment is scientific thinking. Students need to develop higher order thinking skills in order to increase levels of proficiencies, focusing on critical thinking and cause and effect. SC.912.N.1.1. SC.912.L.14.7 SC.912.L.15.1 SC.912.L.16.1 SC.912.L.17.20 | Apply scientific investigation skills to design and execute appropriate types of experiments. Data will be collected in order to analyze it and form conclusions on biological topics using lab and safety procedures standard to a science class. Students will be provided with compare-contrast, interpret, analyze, and explain Life Science activities and class discussions that will include environmental and ecological concepts.<br><br>Teachers will include Gizmos Learning Program and Discovery Education as reinforcement for each topic. | Administration and Science Department Chair | Leadership team, along with the department chair will review the results from the Biology EOC Baseline and Interim assessments in order to drive instruction. | Formative: Biology EOC Baseline and Interim District Assessments<br><br>Summative: 2012 Biology End of Course Examination |

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 |
|---|---|---|---|---|---|---|
| ExploreLearning Gizmos | 9 | Trainer | All Science Teachers | Opening of School for Teachers | Classroom Walk-through | Administration Team |
| Achieve 3000 Biology | 9 | Trainer | All Science Teachers | Starting August 14, 2012-Ongoing | Classroom Walk-through and Bi-weekly Student Progress Reports | Administration Team |
| Science Department Meeting | 9-12 | Department Chair | Science Department | October 25, 2012 – On-going | Agenda & Sign-in sheets | Administration Team |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Enhance student achievement with hands-on activities. | Lab Equipment | Operating Account | $1,000.00 |
| | | | Subtotal: $1,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Achieve 3000 Biology | On-line resource | Operating Account | $1,500.00 |
| | | | Subtotal: $1,500.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Achieve 3000 Biology | On-line resource | Operating Account | $500.00 |
| | | | Subtotal: $500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $3,000.00 |

*End of Science Goals*

# Writing Goals

*\* 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.<br><br>Writing Goal #1a: | The results of the 2011-2012 FCAT Writing Test indicate that 95% of students achieved Levels 3-6.<br><br>Our goal for the 2012-2013 school year is to maintain the percentage of students achieving levels 3-6. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 95%(115) | 95%(115) |
| Problem-Solving Process to Increase Student Achievement | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was elaboration. Students lack the necessary skills needed to incorporate real life experience into their writing in a descriptive manner. LA.910.4.1.2; LA.910.4.2.1; LA.910.4.1.3; LA.910.4.3.1; LA.910.4.3.2; LA.910.3.3.3; LA.910.3.3.2 | During writing instruction, students will use a graphic organizer to construct a logical sequence of beginning, middle, and end, using supporting details, examples, statistics, and real life examples to develop focus and elaboration. Instruction will also focus on descriptive details and vivid vocabulary using imagery writing techniques. LA.910.4.1.2; LA.910.4.2.1; LA.910.4.1.3; LA.910.4.3.1; LA.910.4.3.2; LA.910.3.3.3; LA.910.3.3.2 <br><br> Students will develop writing techniques for a variety of audiences and purposes, while incorporating voice with in their writing. Using modeling, graphic organizers, webbing, two-column notes, and lists, students will produce organized, clean ,and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Students will analyze anchor papers to gain an understanding of writing techniques. Students will write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. LACC.K12.W.1.1; LA910.3.2.2; LACC.K12.W.1.2 <br><br> Students will create a writing portfolio that will show progress in specific areas of writing. Students will also complete periodic timed writing assignments. LA.910.4.1.2; LA.910.4.2.1; LA.910.4.1.3; LA.910.4.3.1; LA.910.4.3.2 <br><br> In addition, Language | Literacy Leadership Team (LLT) | Administer and score students' timed writing assignments and writing portfolios to monitor students' progress and to adjust focus as needed. | Formative: Students scores on monthly writing assessments <br><br> District Pre and Mid-Year Writing Test <br><br> Summative: 2013 FCAT Writing Assessment |

| | | | | | |
|---|---|---|---|---|---|
| | | Arts teachers will be provided with Florida Writes Training and Springboard Training to assist with analytical writing skills. | | | |
| 2 | An area of deficiency as noted on the 2011 administration of the FCAT Writing Test was sentence variation. LA.910.3.4.5 | Students will review writing samples to identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. The Promethean Board will be use to model writing. Peer editing will assist with continual improvement. Color-coding will be used to review sentence variation. LA.910.3.4.5 | Literacy Leadership Team (LLT) | Administer and score students' timed writing assignments and writing portfolios to monitor students' progress and to adjust focus as needed. | Formative: Students scores on monthly writing assessments<br><br>District Pre and Mid-Year Writing Test<br><br>Summative: 2013 FCAT Writing Assessment |

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| SpringBoard | 9-12 | SpringBoard Trainer | Language Arts Teachers | August 7, 8, & 9, 2012 | Monthly Department Meetings | Literacy Leadership Team |
| Florida Writes 2012 FCAT 2.0 Rubric | 9-10 | Florida Writes Trainer | Language Arts Teachers | August 14, 2012 – On-going | Monthly Department Meetings | Literacy Leadership Team |

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*

# Civics 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 Civics. Civics 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 Civics. Civics 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 | | | | | | |

---

Civics 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 Civics Goals*

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. Students scoring at Achievement Level 3 in U.S. History.<br><br>U.S. History Goal #1: | The results of the 2012 United States History End of Course Baseline Benchmark Assessment indicate that 0% of students scored at achievement level 3.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% based on the United States History End of Course Benchmark Baseline Assessment data | 10%(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 | Students have limited understanding and knowledge of the importance of historiography, which includes how historical knowledge is obtained and transmitted when interpreting events in history. SS.912.A.1.1 | Students will be exposed and utilize primary and secondary sources found in the Discovery Learning Database and New York Times Upfront curriculum | Administration will be responsible for monitoring of the implementation of the identified strategy. | Data analysis of assessments comparing benchmarks to evaluations will be conducted weekly. | Bi-weekly site generated assessments. District Spring Assessment . |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.<br><br>U.S. History Goal #2: | The results of the 2012 United States History End of Course Baseline Benchmark Assessment indicate that 0% of students scored at achievement level 3.<br><br>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% based on the United States History End of Course Benchmark Baseline Assessment data | 10%(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 |
| | Students have limited understanding of the causes, course, and consequences of the Civil War and | Students will utilize graphic organizers to aid in the understanding of the causes and effects of the Civil War | Administration will be responsible for monitoring of the implementation of the identified | Data analysis of assessments comparing benchmarks to evaluations will be conducted monthly. | Bi-weekly site generated assessments. 2013 U.S. District Spring |

| 1 | Reconstruction and its effects on the American people. SS.912.A.2.1 SS.912.A.2.2 | and Reconstruction. | strategy. | | Assessment |
|---|---|---|---|---|---|

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| AP Summer Institute U.S. History | 11 | College Board | 11th Grade Social Studies Teacher | On-going | Classroom Walk-through | Administration Team |
| Social Studies Department Meeting | 9-12 | Department Chair | Social Studies Department | October 9, 2012 – On-going | Agenda & Sign-in sheets | Administration Team |

U.S. History Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Enhance student achievement through the exposure to published articles dealing with current events. | New York Times Upfront magazine | Operating Account | $1,268.00 |
| | | | Subtotal: $1,268.00 |
| **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 |
| AP Summer Institute: U.S. History | Seminar taking place at The Community School of Naples to prepare the educator with the tools necessary to teach U.S. History | Operation Account | $1,200.00 |
| | | | Subtotal: $1,200.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $2,468.00 |

*End of U.S. History EOC Goals*

# Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | Our goal for this year is to increase attendance to 95.88% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.<br><br>In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 4. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 94.81% (377) | 95.31% (379) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 139 | 132 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 84 | 80 |

| 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 | Recurring health problems contributed to the truancy percentage during the 2012-2013 school year. | Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services on quarterly basis.<br><br>Students will be taught through their health courses strategies to help cope with stress and illnesses triggered by stress.<br><br>In addition, Quarterly Perfect Attendance Breakfast Incentives for students and an Attendance Breakfast Summit for parents and students will be organized. | Administration and/or designee | Quarterly updates to administration and to entire faculty during faculty meetings. | TCST logs and attendance bulletin. |
| 2 | Tardiness – excused/unexcused tardiness have increased by 10%. | The SWIPE Electronic Student Attendance Solution will be used to electronically track student tardiness and assist in implementing the Progressive Tardy Policy which is included in the student handbook. | Administration and/or designee | Daily updates to administration through SWIPE tardiness reports. | SWIPE 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 |
|---|---|---|---|---|---|---|
| Truancy Prevention | 9-12 | Administration and counselor | All faculty and staff | August 15, 2012-Ongoing | The 2012-2013 Truancy Intervention Program will be implemented with fidelity by faculty and staff and monitored by counselor and administration. | Administration and School Counselor |
| School representatives will attend professional development sessions offered by the Alliance for a Healthier Generation | 9-12 | Staff from Alliance for a Healthier Generation | Counselor and faculty | August 15, 2012-Ongoing | School counselor will monitor the implementation of policy and systems recommended by the Alliance for a Healthier Generation. | |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Quarterly Perfect Attendance Breakfast Incentive | Provide a nutritional breakfast for students with perfect attendance. | Internal Account | $100.00 |
| Attendance Breakfast Summit for parents and students. | Attendance Breakfast Summit for parents and students. | Internal Account | $200.00 |
| | | | Subtotal: $300.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Truancy Prevention/ Alliance for a Healthier Generation | Development of Truancy Intervention Program and Alliance for a Healthier Generation Workshop | Operating Account | $25.00 |
| | | | Subtotal: $25.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | **Grand Total: $325.00** |

*End of Attendance Goal(s)*

## Suspension Goal(s)

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension<br><br>Suspension Goal #1: | Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 6. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 37 | 33 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 33 | 30 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 20 | 18 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 19 | 17 |

| 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 | After a careful analysis of the reasons for suspensions during the 2012-2013 school year, it was determined that a common cause for suspension was that students lack Conflict-Resolution Strategies.<br><br>Additionally, parents are unfamiliar with the Student Code of Conduct and are aware of the reasons for their child's suspensions | Peer mediation to address Conflict-Resolution Strategies with students in order to acquire attitude, knowledge, and interpersonal skills to help them understand and respect self and others. Character development and team building activities conducted weekly by a Criminal Justice Academy Instructor.<br><br>Parents will also be provided with training on building an understanding of the Student Code of Conduct. The school's Guidance Counselor will contact parents of students who have been placed on suspension | Administrators , Criminal Justice Academy Instructors | Monitor Student Contact Log for evidence of communication with students and progress in Personal-Social Development.<br><br>Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension | Student Contact Log Parent Communication Log Parent sign-in Log/Parental Involvement Monthly School Report |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| The Student Code of Conduct | 9-12 | Guidance Counselor | School wide | August 14, 2012 | Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct. | Administrative Team |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| The school's Guidance Counselor and the Criminal Justice Academy Instructors will contact parents of students who have been placed on suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct. | Printing of the Student Code of Conduct | EESAC | $250.00 |
| | | | Subtotal: $250.00 |
| **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: $250.00 |

*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<br><br>Dropout Prevention Goal #1: | Our goal for the 2012-2013 school year is to decrease |

| | | |
|---|---|---|
| *Please refer to the percentage of students who dropped out during the 2011-2012 school year.* | the dropout rate from 0.50% to 0. | |

| | |
|---|---|
| 2012 Current Dropout Rate: | 2013 Expected Dropout Rate: |
| 0.5% (2) | 0.48 (2) |
| 2012 Current Graduation Rate: | 2013 Expected Graduation Rate: |
| 0% () | 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 | Lack of motivation due to the number of credit recovery courses through Adult Education made the dropout rate increase from 0.0%.<br><br>Some at-risk students are not motivated and are not enrolling in credit recovery courses. During the 2011-2012 school year, the percentage of dropouts is 0.50 %. | Identify and meet with at-risk students bi-quarterly to discuss progress reports, failure notices, student progression plan and monitoring of enrollment of credit recovery courses. Students will attend a graduation requirements workshop to inform them about high school graduation requirements and mandates, college preparation, and information regarding careers and colleges. | Student Services Chair, Administration | Monitor Enrollment Log tracking at-risk students registering for credit-recovery courses. | Enrollment Log |
| 2 | In 2009, 55.9% of students in Miami Dade County graduated from a four year public high school. Based on the district average, at least 85% of students will graduate in the 2012 graduating class. | Offer Parent Academy Workshops that provide information to parents concerning high school graduation requirements and mandates, college preparation, and information regarding careers and colleges. In addition, provide opportunities for course recovery for failing students through night school and summer school. Finally, provide mentorship with City of Hialeah Police, Fire, and First Responders that will provide certification for students in various specialties. | Administration | Monitor parent Sign-in Roster and contact parents that did not attend. | Sign-In Roster, Parent-Contact Log |
| 3 | Identify the lowest 25% of at-risk students. | Meet with students bi-weekly to monitor academic, effort, conduct, and attendance progress. Provide appropriate intervention and counseling pending student progression. | Administration | Monitoring Academic Log | Academic Log |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Graduation Requirements | 9-12 | Guidance Counselor, Administration | Parents and students | October 25, 2012 – On-going | Monitor parent Sign-in Roster and contact parents that did not attend. | Guidance Counselor, Administration |

Dropout Prevention Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Graduation Requirements Workshop | Printing of the Graduation Requirements | Operating Account | $25.00 |
| | | | Subtotal: $25.00 |
| **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: $25.00 |

*End of Dropout Prevention Goal(s)*

# Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | N/A Title I- see PIP |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |

| N/A | N/A |
|-----|-----|

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

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

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

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

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Bullying, FCAT, Violence Prevention, Adolescents & Depression | Provide parents with information | Title 1 | $500.00 |
| | | | Subtotal: $500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Portal, Applications, Graduation Requirement, Career & College Ed., Violence Prevention, Adolescents & Depression | Provide parents with information | Title 1 | $436.00 |
| | | | Subtotal: $436.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Grand Total: $936.00 | | | |

*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<br><br>STEM Goal #1: | Our goal is to increase enrollment in AP courses, Dual Enrollment courses and Honors Courses. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force | Students will participate in project-based instruction and an active hands-on learning environment the areas of science, technology, engineering, and mathematics incorporating a problem-solving approach to learning in a collaborative format. | Administration | Monitor student learning through STEM formative assessments such as 3-2-1 reflections, "As I See It" sentence stems, prompts, questioning techniques, reflections, thinking diagrams, ranking alternative strategies, exit tickets, Venn diagrams, individual projects, Facts/Questions/Response strategy, and group projects. | Formative Assessments and projects |
| 2 | | Increase enrollment in STEM related Dual Enrollment courses in Miami-Dade College. | Administration | Annual survey of students enrolled in STEM courses through dual | Formative Assessments and projects |
| 3 | | Requirement of four credits in Science courses for all that attend HEA | Administration | Quarterly monitoring of students credit history | Formative Assessments and projects |

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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 |
|---|---|---|---|---|---|---|
| PD in STEM | 6, 9-12 | Leadership Team | Science, Math and Technology Teachers | October 26, 2012 | Lesson Plans; Projects | Principal |

---

STEM Budget:

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

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

*End of STEM Goal(s)*

# Career and Technical Education (CTE) Goal(s)

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

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. CTE<br><br>CTE Goal #1: | Our goal for 2012-2013 school year is to increase our academies of First Response to 30%, Fire Fighting to 30% and Criminal Justice to 40%.<br><br>Our goal for 2012-2013 school year is to increase our dual enrollment courses by 10%.<br><br>Our goal for 2012-2013 school years is to register for the Industry certification for the First Response course. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The opportunity for students to earn industry certification. | 1. Enroll students into Career-themed courses for 2012-2013 school year that will lead to industry certification.<br><br>2. Meet monthly with representatives from the community partners to discuss and evaluate the state of the partnership.<br><br>3. Increase the percentage of CTE students who are enrolled in dual enrollment CTE courses for college credit.<br><br>4. Provide students the opportunity to participate in school-based enterprise, internships, externships, and/or on- | Principal | 1. The principal will closely monitor the academic progress of the CTE students in their CTE courses.<br><br>2. The principal will closely monitor the progress of the CTE students in internships, externships, and/or on-the-job training. | 1. 2013, CTE students' participation in internships, externships, and/or on-the-job training.<br><br>2. Report for meetings with the community partners.<br><br>3. The percent of CTE students enrolled in dual CTE courses for college.<br><br>4. Report the number of students who will receive industry certification during the 2012-2013 school year. |

| | |
|---|---|
| | the-job training. |

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

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

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

CTE Budget:

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

*End of CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| Reading | FCAT Reading Coach and AMSCO | Supplemental FCAT Reading Book | Operating Account | $3,105.00 |
| Reading | Springboard English/Language Arts | Comprehensive standards-based instructional program | Operating Account | $10,897.00 |
| Mathematics | SpringBoard | Pre-AP Curriculum | Operating Account | $6,300.00 |
| Science | Enhance student achievement with hands-on activities. | Lab Equipment | Operating Account | $1,000.00 |
| U.S. History | Enhance student achievement through the exposure to published articles dealing with current events. | New York Times Upfront magazine | Operating Account | $1,268.00 |
| Attendance | Quarterly Perfect Attendance Breakfast Incentive | Provide a nutritional breakfast for students with perfect attendance. | Internal Account | $100.00 |
| Attendance | Attendance Breakfast Summit for parents and students. | Attendance Breakfast Summit for parents and students. | Internal Account | $200.00 |
| Suspension | The school's Guidance Counselor and the Criminal Justice Academy Instructors will contact parents of students who have been placed on suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct. | Printing of the Student Code of Conduct | EESAC | $250.00 |
| Dropout Prevention | Graduation Requirements Workshop | Printing of the Graduation Requirements | Operating Account | $25.00 |
| Parent Involvement | Bullying, FCAT, Violence Prevention, Adolescents & Depression | Provide parents with information | Title 1 | $500.00 |
| | | | | Subtotal: $23,645.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| Reading | Achieve 3000 | Comprehensive reading, writing, and language arts program for ELL students | Operating Account | $16,408.00 |
| Reading | Reading Plus | Language Arts and Reading | Operating Account | $4,750.00 |
| CELLA | Achieve 3000 | Comprehensive reading, writing, and language arts program for ELL students | Operating Account | $16,408.00 |
| Mathematics | Carnegie Learning | On line Mathematics Program | Operating Account | $6,100.00 |
| Mathematics | MathXL | On line Mathematics Program | Operating Account | $525.00 |
| Science | Achieve 3000 Biology | On-line resource | Operating Account | $1,500.00 |
| | | | | Subtotal: $45,691.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| Reading | Springboard | PD provided by College Board | Operating Account | $1,250.00 |
| Reading | Achieve 3000 | PD provided by company | Operating Account | $1,000.00 |

| | | representative | | |
|---|---|---|---|---|
| CELLA | PD on Achieve 3000 | PD provided by company representative | Operating Account | $1,000.00 |
| Mathematics | Carnegie Learning | Webinar Carnegie Learning | Operating Account | $300.00 |
| Mathematics | SpringBoard | Algebra 1, Algebra 2, Geometry and Pre-Calculus | Operating Account | $1,250.00 |
| Science | Achieve 3000 Biology | On-line resource | Operating Account | $500.00 |
| U.S. History | AP Summer Institute: U.S. History | Seminar taking place at The Community School of Naples to prepare the educator with the tools necessary to teach U.S. History | Operation Account | $1,200.00 |
| Attendance | Truancy Prevention/ Alliance for a Healthier Generation | Development of Truancy Intervention Program and Alliance for a Healthier Generation Workshop | Operating Account | $25.00 |
| Parent Involvement | Parent Portal, Applications, Graduation Requirement, Career & College Ed., Violence Prevention, Adolescents & Depression | Provide parents with information | Title 1 | $436.00 |
| | | | | Subtotal: $6,961.00 |

| Other | | | | |
|---|---|---|---|---|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |
| | | | | Grand Total: $76,297.00 |

# Differentiated Accountability

**School-level Differentiated Accountability Compliance**

| ꭵ Priority | ꭵ Focus | ꭵ Prevent | ꭵ NA |
|---|---|---|---|

Are you a reward school:  ꭵ Yes  ꭵ No

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

No Attachment

# School Advisory Council

**School Advisory Council (SAC) Membership Compliance**

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

✔ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|---|
| Sac funds will be used for printing of the Student Code of Conduct | $250.00 |
| SAC funds will be used to provide students with academic incentives during the 2012-2013 FCAT administration. | $500.00 |

| | |
|---|---|
| SAC funds will be used to purchase SAT and ACT Preparatory Books for Juniors and Seniors in preparation for the SAT and ACT Examinations | $1,500.00 |

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

SAC activities will include the progress monitoring updates of district and state assessments to parents through PowerPoint presentations. School-wide data desegregation will be reviewed on a monthly basis. Also, SAC will be responsible for planning and coordinating the annual "Family Day" school wide activity, which brings community leaders, parents, students, faculty, staff, and other stakeholders together. SAC will develop and monitor the implementation of the School Improvement Plan.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Dade School District**
**CITY OF HIALEAH EDUCATION ACADEMY**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 37% | 87% | 74% | 32% | 230 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 54% | 96% | | | 150 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 61% (YES) | 97% (YES) | | | 158 | 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 | | | | | 538 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

**Dade School District**
**CITY OF HIALEAH EDUCATION ACADEMY**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 27% | 75% | 82% | 34% | 218 | 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 | 48% | 82% | | | 130 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 60% (YES) | 78% (YES) | | | 138 | 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 | | | | | 486 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |