

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FELIX VARELA SENIOR HIGH SCHOOL

District Name: Dade

Principal: Nery Fins

SAC Chair: Rodolfo Sanchez

Superintendent: Alberto Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/10/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Nery Fins	Bachelor of Science-English Education from Florida International University Master of Science- English Education from Florida International University. Specialist in Education from the University of Miami. National Board Certified in Adolescent and Young Adulthood/English, Educational Leadership From Florida International	13	9	'12 '11 '10 '09 '08 School Grade A A C B AMO N/A N/A N/A N/A N/A High Standards Rdg. 55 46 49 45 45 High Standards Math 55 79 78 75 74 Lrng Gains-Rdg. 64 52 55 51 56 Lrng Gains-Math 60 77 78 76 80 Gains-Rdg-25% 75 55 53 49 55 Gains-Math-25% 58 71 68 67 79

Assis Principal	Wendy Barnett	University BS- English Education from Florida State University MS- Educational Leadership from Nova Southeastern University	2	2	'12 '11 '10 '09 '08 School Grade A A C B AMO N/A N/A N/A N/A N/A High Standards Rdg. 55 46 49 45 45 High Standards Math 55 79 78 75 74 Lrng Gains-Rdg. 64 52 55 51 56 Lrng Gains-Math 60 77 78 76 80 Gains-Rdg-25% 75 55 53 49 55 Gains-Math-25% 58 71 68 67 79
Assis Principal	John Galardi	Bachelor of Science- Florida International University Masters of Science-Educational Leadership from Nova Southeastern University	4	4	'12 '11 '10 '09 '08 School Grade A A C B AMO N/A N/A N/A N/A N/A High Standards Rdg. 55 46 49 45 45 High Standards Math 55 79 78 75 74 Lrng Gains-Rdg. 64 52 55 51 56 Lrng Gains-Math 60 77 78 76 80 Gains-Rdg-25% 75 55 53 49 55 Gains-Math-25% 58 71 68 67 79
Assis Principal	Olivia Cunningham	Bachelor of Science- Florida International University Masters of Science-Diagnostic Teaching from Florida International University	2	22	'12 '11 '10 '09 '08 School Grade A A C B AMO N/A N/A N/A N/A N/A High Standards Rdg. 55 46 49 45 45 High Standards Math 55 79 78 75 74 Lrng Gains-Rdg. 64 52 55 51 56 Lrng Gains-Math 60 77 78 76 80 Gains-Rdg-25% 75 55 53 49 55 Gains-Math-25% 58 71 68 67 79
Assis Principal	Tatiana M. DeMiranda	Bachelor of Science- Social Studies Education from Florida International University Masters of Science-Educational Leadership from Nova Southeastern University	2	18	'12 '11 '10 '09 '08 School Grade A A C B AMO N/A N/A N/A N/A N/A High Standards Rdg. 55 46 49 45 45 High Standards Math 55 79 78 75 74 Lrng Gains-Rdg. 64 52 55 51 56 Lrng Gains-Math 60 77 78 76 80 Gains-Rdg-25% 75 55 53 49 55 Gains-Math-25% 58 71 68 67 79

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)
NA					

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. Networking with other schools to recruit personnel	Administration	On-going	
2	2. Placement of student classroom observers and interns	Assistant Principal for Curriculum	Ongoing	
3	3. Regular meetings with new teachers	Principal	On-going	
4	Participation in the Mentoring and Induction for New Teachers (MINT) Program	Professional Development Liaison	September 2012	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9(8.33%)	The PD liaison will provide available district-wide courses to meet HOUSSE compliances.

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
144	2.1%(3)	16.0%(23)	46.5%(67)	35.4%(51)	46.5%(67)	68.8%(99)	10.4%(15)	10.4%(15)	25.7%(37)

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
Teresa Casal	Ryan Ricke	Teresa Casal is the department chairperson for the Science department. Her knowledge will assist in helping Mr. Ricke become a successful teacher.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and time is given for the feedback, coaching, and planning.
Daniel Reyes	Karina Rodriguez	Daniel Reyes is the Social Science Department Chairperson. His knowledge will assist Ms. Rodriguez become a successful teacher	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and provide feedback, and coaching.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS, evaluates the skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The Assistant Principal of Curriculum assists the Principal in providing the team with a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of

school staff, ensures implementation of intervention support and documentation, and assists in the coordination of MTSS meetings, agendas, etc.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate FCAT/AP/PSAT/SAT/CELLA materials/instruction with classroom activities.

Exceptional Student Education Program Specialist/ (ESE) Teachers, participate in student data collection, integrate core instructional activities/materials into cross-disciplinary instruction, provide the necessary accommodations, and collaborate with general education teachers through such activities as co-teaching and inclusion models.

The Reading Department Chair and Literacy Team develops, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, the Reading Department Chair identifies systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies, assists with the whole school screening programs that provide early intervening services for students considered to be "at risk," supports in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

The school's Technology Specialist develops and implements technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and display in Edusoft Data Management Software.

Student Services personnel (the school counselors) provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families to support the student's academic, emotional, behavioral, and social success.

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team meets bi-weekly to discuss data, instructional strategies and ensures all of the set forth plans are being implemented and monitored. The development of the SIP allows for a clear expectation for instruction (Rigor, Relevance, Resources) and facilitates the development of a systematic approach to teaching such as: Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing, and aligns processes and procedures being implemented and monitored.

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

The following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership Team will:

1. Monitor academic and behavior data to evaluate progress in order to address the following important questions:
What will all students learn? (curriculum based on standards)
How will we determine if the students have learned? (common assessments)
How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular grade level team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

The MTSS Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the MTSS Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions 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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

- Academic
- FAIR assessment
- Interim assessments
- Reading Plus
- FCAT
- CELLA
- Achieve 3000
- Data Management System- Edusoft
- School site specific assessments
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS Leadership Team will regularly meet with the School Advisory Council (SAC) and staff to discuss data, instructional strategies and ensure all of the set forth plans is being implemented and monitored.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Nery Fins, Principal
John Galardi, Assistant Principal of Curriculum
Olivia Cunningham, Assistant Principal
Tatiana M. De Miranda, Assistant Principal
Wendy Barnett, Assistant Principal
Anadalia Mendoza, Magnet Department Chair
Madelyn Rodriguez, SCSJ Coordinator
Agnes Pagan, Media Specialist
Carlos Escobar, AP Coordinator
Marina Rogers, LA Department Chair
Richard Bellon, Math Department Chair
Esther Fernandez, World Languages Department Chair
Rodolfo Sanchez, ELL Department Chair

Charlotte Stewart, Reading Chair
Danny Reyes, Social Science Chair

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

The principal will communicate, clarify and monitor the roles of the Literacy Team members to ensure the implementation of District mandates. The principal will use instructional data to direct the work of team.

The Reading Department Chair and Mentor Reading teacher will ensure that teacher and student needs are being met. They will perform all the necessary functions for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. The duties may include modeling effective strategies for teachers, providing professional development, facilitate the use of differentiated instruction, teaching how to monitor student progress, and analyzing student data in accordance with the District's CRRP.

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

The purpose of the Literacy Leadership Team is to create the capacity for academic knowledge and focus on areas of literacy concern. The principal, content area teachers and other principal appointees serve on this team which meets at least once a month to improve literacy instruction across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

At Felix Varela Senior High School, all teachers are instructors of reading. This responsibility of teaching Reading has always been a major focus at FVSHS. Trainings have been held and more are planned to assist teachers in becoming teachers of Reading. The Reading Department Chair has facilitated many in-services and faculty meeting sessions that cover a gamut of Reading areas- from benchmark unwrapping to clustering. Due to the fact that high school teachers are specialized in content areas, some teachers may not have had the opportunity to participate in reading professional development. Therefore, content area teachers will participate in reading workshops which provide them with strategies to infuse within the content curriculum. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum thru data chats, data analysis and sign in logs.

*High Schools Only

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

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

Felix Varela offers to all incoming freshman the opportunity of being in an academy of their choice. Each academy involves internships, mentorships and other options that allow students to see the relevance of their course of study in terms of "real life." The Career Academies include Health Science, Information Technology, and Communications. Additionally, Felix Varela Senior High School offers three Magnet Programs that align with student interests. The three magnet programs consist of Global Studies, Veterinary Science, and iPrep. Each of these programs allows students to participate in internship programs. All internship programs align with student interests which are relevant to their future.

School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions.

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?

Felix Varela supports the Secondary School Reform, Articulation, Transition, and Orientation to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Varela's Student Services Department provides each student with a one-on-one conference during the subject selection process. Additionally, in order to keep parents involved and informed, Varela's Administration requires all subject selection forms to be reviewed and approved by a parent/guardian.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The Industry Certification examination data shows staggering results, as 88% of test-takers earned certification status. Disaggregated data depicts compelling passing rates: 100% for both Adobe Certified Associate (Dreamweaver) and Certified Veterinary Assistant (CVA); 98% for Adobe Certified Associate (Photoshop); 90.2% for Certified Medical Administrative Assistant (CMAA); and 69% for Certified Nursing Assistant (CNA). Two students also participated in the Autodesk Certified Associate (AutoCAD) exam, but were unable to earn certification. Overall, both participation and passing rates have and will continue to increase each year.

The enrollment and passing rate in Advanced Placement has also increased; additionally, this trend should persist due to the implementation of iPrep and the continued emphasis on the professional development of our AP teachers. In the May 2012 administration, 553 students took 977 exams with a passing rate of 54.5%. This is an increase of 13 students and 14.3 percentage points in passing rate as compared to the previous school year.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicated that 29% of the students achieved level 3 proficiency. Our goal for the 2012-13 school year is to increase the percentage of students scoring at level 3 proficiency by five percentage points, to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (466)	34% (543)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application. Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.	During reading activities students will actively engage with the text by utilizing various reading strategies, graphic organizers, summarizing activities, opinion proofs (e.g., giving an opinion, finding facts to support the opinion) and text marking (e.g., marginal notes and highlighting) to organize information, determine patterns, and have the ability to summarize the main points. Strengthen reading skills through using Reading Plus Jamestown Navigator, and Achieve 3000 as intervention programs for 9th and 10th grade students.	MTSS Leadership Team	Ongoing classroom assessments focusing on students' ability to identify relevant details to determine the main idea. Progress monitoring the data from the District's Interim Assessment results and adjusting Instructional Focus Calendars according to strengths and weaknesses as shown from the assessments	Formative: Mini Assessments District Interim Assessments Summative: 2013 FCAT Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application. Students have demonstrated difficulty in identifying author's purpose in grade level text and how the author's perspective influences text.	Students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including persuading, informing, entertaining or explaining. Additionally students will practice analyzing the author's perspective, choice of word, style, and technique to understand how these elements influence the meaning of	Reading Department Chair, MTSS Leadership Team, and Academic Leadership Team	Ongoing classroom assessments focusing in students' ability to identify author's purpose in grade level text and how the author's perspective influences the text. Progress monitoring the data from the District's Interim Assessment results and adjusting Instructional Focus Calendars according to	Formative: Mini Assessments District Interim Assessment Summative: 2013 FCAT Reading Assessment

	text.	strengths and weaknesses as shown from the assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The goal for the Florida Alternative Assessment (FAA) in 2013 is to increase the number of students scoring at Levels 4, 5 and 6 in Reading by five percentage points from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (6)	38% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers among our students participating in the Alternate Assessment are their weaknesses in reading comprehension skills and limited vocabulary.	<p>Apply various pre-reading strategies (e.g., preview, skimming).</p> <p>Identify sequence of events, main ideas, and details or facts in literary and informational text.</p> <p>Ask questions, make observations and draw conclusions from a story.</p> <p>Retell, summarize, and paraphrase when reading or listening to others. Demonstrate awareness of letter/sound relationships by identifying a minimum of letter/sound correspondences.</p> <p>Use beginning, medial and ending letter cues to predict unknown words.</p> <p>Locate specific words, phrases, word patterns, and sight words in familiar text.</p>	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed.	<p>Formative: Student demonstrations, projects, and interviews between teacher and student.</p> <p>Summative: Results from 2013 Florida Alternate Assessment.</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The goal for students achieving FCAT Levels 4 and 5 on the 2013 FCAT Reading is to ensure they maintain a high level of achievement while preventing regression. The number of students scoring above proficiency on the 2013 FCAT 2.0 Reading will increase by two percentage points from the previous year by utilizing Relevance, Rigor, and Resources.
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (381)	26% (415)	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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text/ Research Process.</p> <p>Students have demonstrated the lack of ability to utilize critical thinking strategies needed to find, interpret and organize information. In addition, students have struggled with the ability to determine the validity and reliability of information within and across texts.</p>	<p>Use Cooperative Learning (Group Projects/Reports) to move students from guided learning to independent learning for reading enrichment.</p> <p>In addition, teachers will use real-world documents (articles, brochures, and websites) and technology (Smart Boards) to interpret and organize information. Use Instructional Strategies that include:</p> <ul style="list-style-type: none"> • Reciprocal teaching • Opinion proofs • Questions and Answer relationships • Note-taking skills 	Reading Department Chair and the Administrative Team	<p>Ongoing Classroom assessments/observations focusing on the students' ability to complete assignments as teachers' become facilitators guiding students to become independent learners.</p> <p>Rubrics will be developed to assess student learning.</p>	<p>Formative: Student work samples utilizing rubrics, mini assessments District Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The goal for the FAA in 2013 is to increase the number of students scoring at or above Level 7 in Reading by three percentage points from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (6)	36% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Anticipated barriers among our students participating in the Alternate Assessment are their weaknesses in reading comprehension skills and limited vocabulary.	<p>Demonstrate understanding of basic letter/sound correspondence in all consonants and most blends, digraphs, and vowels in beginning, medial, and final position.</p> <p>Demonstrate an understanding of basic word families and patterns.</p> <p>Read high frequency sight words from district list.</p>	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed	<p>Formative: Student demonstrations, projects, and interviews between teacher and student.</p> <p>Summative: Results from 2013 FCAT Alternate Assessment.</p>

1		<p>Make predictions and discuss stories that have been read.</p> <p>Tell a story from pictures (to match illustrations).</p> <p>Retell stories that have been read aloud (e.g., character identification, setting, problem, solutions, and sequence of events).</p> <p>Identify sequence of events, main ideas, and details or facts in literary and informational text.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>Our goal for the 2012-2013 school year is to increase the number of students making Learning Gains on the Reading FCAT 2.0 by five percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (929)	69% (1001)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application.</p> <p>An anticipated barrier is the limited time that students have to utilize technology.</p>	<p>Expand the number of computer labs in order to accommodate a rotation of students in the 9th and 10th grade to complete sessions of Reading Plus and Achieve 3000.</p> <p>Ninth grade students will have Reading Plus lab sessions incorporated through their World History curriculum and tenth graders will have it incorporated through their Language Arts curriculum.</p>	MTSS Leadership Team	<p>Review Reading Plus and Achieve 3000 reports to ensure students are making adequate progress</p>	<p>Formative: Reading Plus reports District Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>Our goal for the 2012-2013 school year is to increase the number of students making Learning Gains on the FAA in Reading by ten percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

45% (7)					55% (9)
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers among our students participating in the Alternate Assessment are their weaknesses in reading comprehension skills and limited vocabulary.	<p>Apply various pre-reading strategies (e.g., preview, skimming).</p> <p>Identify sequence of events, main ideas, and details or facts in literary and informational text.</p> <p>Ask questions, make observations and draw conclusions from a story.</p> <p>Retell, summarize, and paraphrase when reading or listening to others. Demonstrate awareness of letter/sound relationships by identifying a minimum of letter/sound correspondences.</p> <p>Use beginning, medial and ending letter cues to predict unknown words.</p> <p>Locate specific words, phrases, word patterns, and sight words in familiar text.</p>	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed.	<p>Formative: Student demonstrations, projects, and interviews between teacher and student.</p> <p>Summative: Results from 2013 Florida Alternate Assessment.</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making learning gains on the Reading FCAT 2.0 by five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (288)	80% (307)

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 as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application.	<p>Implement tutoring during and after school 2 times per week utilizing Ladder to Success Coach, Florida Standard Base Instruction Supplemental material to further enrich reading application skills.</p> <p>The Assistant Principals</p>	MTSS Leadership Team	<p>Review monthly data reports to ensure progress is being made and adjust interventions as needed.</p> <p>Administration will increase the number of classroom walk-through to gauge effectiveness of</p>	<p>Formative: Bi-weekly assessment /data reports District Interim Assessments</p> <p>Summative: 2013 Reading FCAT Assessment</p>

1		<p>will be responsible for tutoring 10 students each that belong to the Lowest 25%. This will include Tier 3 interventions as per our MTSS Reading Plan and Assistant Principal-Parent Conferences as necessary.</p> <p>Mandate that all ninth and tenth grade students complete at least 40 sessions of Reading Plus.</p>		interventions.	
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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 # Our goal for 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2011-2012 FCAT Reading Test indicate that 60% of students in the White subgroup achieved proficiency. Our goal is to increase the percentage of White students achieving proficiency by eight percentage points, to 68%.</p> <p>The results of the 2011-2012 FCAT Reading Test indicate that 43% of students in the Black subgroup achieved proficiency. Our goal is to increase the percentage of Black students achieving proficiency by ten percentage points, to 53%.</p> <p>The results of the 2011-2012 FCAT Reading Test indicate that 54% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase the percentage of Hispanic students achieving proficiency by six percentage points, to 60%.</p> <p>The results of the 2011-2012 FCAT Reading Test indicate that 59% of students in the Asian subgroup achieved proficiency. Our goal is to increase the percentage of Asian students achieving proficiency by six percentage points, to 65%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 60% (94)</p> <p>Black: 43% (31)</p> <p>Hispanic: 54% (721)</p>	<p>White: 68% (106)</p> <p>Black: 53% (38)</p> <p>Hispanic: 60% (801)</p>

Asian: 59% (16)			Asian: 65% (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	<p>White: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis-Fiction/Nonfiction.</p> <p>Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application</p>	<p>Utilize FCAT data to identify Level 1 and 2 students, place them in appropriate interventions within the first two weeks of the 2011-2012 school year, and monitor students' progress on a monthly basis.</p> <p>Schedule and conduct data chats between students in the White and Hispanic subgroups and teachers to review and analyze their individual progress monitoring data. Each student will be made aware of his or her progress regularly.</p>	MTSS Leadership Team	<p>MTSS Leadership Team will meet on a monthly basis to monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment and Classroom walkthroughs.</p> <p>Conduct departmental and administrative data chats with teachers, review data chat protocols and provide feedback to appropriately guide instruction</p>	<p>Formative: FAIR, District Interim and school-site assessment data, intervention assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 15% of our ELL students achieved proficiency. Our goal is to increase the percentage of ELL students achieving proficiency by 18 percentage points, to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (20)	33% (45)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application.	Identify Level 1 and 2 students, place students in appropriate interventions within the first two weeks of the 2012-2013 school year, and monitor student progress using data on a monthly basis.	MTSS Leadership Team	MTSS Leadership Team will meet on a monthly basis to monitor student progress and monitor the effectiveness of program delivery using data and Classroom walkthroughs.	<p>Formative: FAIR, District Interim Assessments, and School-site assessment data, interims, and benchmark mini assessments</p> <p>Summative: 2013 FCAT Reading Assessment.</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		The results of the 2011-2012 FCAT Reading Test indicate that 39% of our SWD students achieved proficiency. Our goal is to increase the percentage of SWD students achieving proficiency by nine percentage points, to 48%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (59)		48% (72)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application	Provide push-in and/or pull-out tutoring services for students in the SWD subgroup through the implementation of an inclusion model in classroom instruction.	MTSS Leadership Team	Review push-in and pull-out tutoring schedule, lesson plans, and classroom walkthroughs and provide feedback to appropriately guide instruction.	Formative: FAIR, District Interim Assessments and School-site assessment data, interims, and benchmark mini assessments Summative: 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		The results of the 2011-2012 FCAT Reading Test indicate that 50% of our economically disadvantaged students achieved proficiency. Our goal is to increase the percentage of economically disadvantaged students achieving proficiency by seven percentage points, to 57%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (534)		57% (609)			
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					
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis- Fiction/Nonfiction. Appropriate and timely placement of students in interventions has been an obstacle	Identify Level 1 and 2 students, place students in appropriate interventions within the first two weeks of the 2012-2013 school year, and monitor student progress using data on a monthly basis.	MTSS Leadership Team	MTSS Leadership Team will meet on a monthly basis to monitor student progress and monitor the effectiveness of program delivery using data and Classroom walkthroughs.	Formative: FAIR, District Interim Assessments and School-site assessment data, interims, and benchmark mini assessments. Summative: 2013 FCAT Reading 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
Relevance, Rigor, Resources	9-12	Reading Department Chair	9-12 Reading and English Teachers	Early Release Days February 14, 2013	Benchmark Mini-Assessments and Student Work Folders	MTSS Leadership Team, Assistant Principal for Curriculum and Reading Department Chair
FCAT Reading 2.0 Professional Development	9-12	District Trainer	9-12 Reading and Content Area Teachers	Early Release Days December 13, 2012	Benchmark Mini-Assessments and Student Work Folders	MTSS Leadership Team, Assistant Principal for Curriculum and Reading Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 2	Increase number of Smart Boards	Discretionary Funds	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1 and 2	Achieve 3000 for 9th and 10th grade teachers	Discretionary	\$12,000.00
			Subtotal: \$12,000.00
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: \$18,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in oral skills by five

CELLA Goal # 1:		percentage points.			
2012 Current Percent of Students Proficient in listening/speaking:					
38% (102)					
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 demonstrated difficulty speaking English and understanding English at grade level in a manner similar to non-ELL students.	During classroom activities students will actively engage in oral discussions and dialogue. Teachers will provide academic content stimuli thru short talks and extended listening comprehension. Achieve 3000 Implement Title III Supplemental Tutoring Academy.	MTSS Leadership Team & ELL teachers	Ongoing classroom assessments focusing on students' ability to speak and understand English at grade level in a manner similar to non-ELL students. Progress monitoring the data from Achieve 3000 reports. Progress monitoring the data from the District's Interim Assessment results and adjusting Instructional Focus Calendars according to strengths and weaknesses as shown from the assessments.	. Formative: Classroom assessments District Interim Assessment Achieve 3000 Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in reading skills, specifically vocabulary and comprehension by five percentage points.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
21% (56)					
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 demonstrated difficulty understanding vocabulary in a broader context, and comprehending nonfiction and fiction passages at grade level in a manner similar to non-ELL students.	Ongoing classroom activities including a mixture of academic nonfiction and fiction academic passages. Infusing vocabulary activities using context clues and affixes. Achieve 3000 Implement Title III Supplemental Tutoring Academy.	MTSS Leadership Team & ELL teachers	Progress monitoring the data from the District's Interim Assessment results and adjusting Instructional Focus Calendars according to strengths and weaknesses as shown from the assessments. Progress monitoring the data from Achieve 3000 reports.	Formative: Classroom assessments District Interim Assessment FAIR Achieve 3000 pre/posttests reports Summative: 2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			Our goal for the 2012-2013 school year is to increase the number of students scoring proficient in writing by five percentage points.		
2012 Current Percent of Students Proficient in writing:					
23% (62)					
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 demonstrated difficulty writing in English at grade level in a manner similar to non-ELL students.	Ongoing writing activities giving students opportunities to complete discrete sentence- writing task. Also, activities that ask students to identify errors in grammar, spelling, and mechanic	MTSS Leadership Team & ELL teachers	Progress monitoring the data from the District's Interim Assessment results and adjusting Instructional Focus Calendars according to strengths and weaknesses as shown from the assessments. Progress monitoring the data from Achieve 3000 reports.	Formative: Classroom assessments District Interim Assessment Achieve 3000 pre/posttests reports Summative: 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-3	Increase number of Smart Boards	Discretionary Funds	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

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. Mathematics Goal # 1a:	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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 mathematics. Mathematics Goal # 2a:	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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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 mathematics. Mathematics Goal # 3a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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 mathematics. Mathematics Goal #4:	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 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 #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:		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. Mathematics Goal #5C:		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:

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Increase the percentage of students participating in the Alternate Assessment scoring at levels 4, 5, and 6 in mathematics by five percentage points for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	40% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited problem solving skills and mathematic skills by the students participating in Alternate Assessment.	Model sorting and classifying objects by one or more than one attribute. Practice describe how	Access Point Teachers and Caseload Teachers will be responsible for monitoring and	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access	Formative: Student demonstrations, projects, and interviews between teacher

1	<p>objects are the same and/or different.</p> <p>Practice identifying examples of positive and negative whole numbers in real-world situations.</p> <p>Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.</p> <p>Model selecting the operation and solving two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information.</p>	<p>modifying or extending activities that reflect learning. They will also be responsible for choosing effective teaching methods and examining the effects of the tasks, discourse, and learning environment on student's knowledge, skills, and disposition to lessons.</p>	<p>Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed</p>	<p>and student.</p> <p>Summative: Results from 2013 Alternate Assessment.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the percentage of students participating in the Alternate Assessment scoring at or above level 7 in mathematics by three percentage points for the 2012-2013 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	38% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited problem solving skills and mathematic skills by the students participating in Alternate Assessment	<p>Model sorting and classifying objects by one or more than one attribute.</p> <p>Practice describe how objects are the same and/or different.</p> <p>Practice identifying examples of positive and negative whole numbers in real-world situations.</p> <p>Use tools, including charts and technology, to convert standard units of measurement within the same</p>	<p>Access Point Teachers and Caseload Teachers will be responsible for monitoring and modifying or extending activities that reflect learning. They will also be responsible for choosing effective teaching methods and examining the effects of the tasks, discourse, and learning environment on</p>	<p>Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed</p>	<p>Formative: Student demonstrations, projects, and interviews between teacher and student.</p> <p>Summative: Results from 2013 Alternate Assessment</p>

	<p>system, such as money, length, capacity, time, and weight.</p> <p>Model selecting the operation and solving two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information.</p>	<p>student's knowledge, skills, and disposition to lessons</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.</p> <p>Mathematics Goal #3:</p>	<p>Increase the percentage of students making learning gains in the Alternate Assessment in mathematics by ten percentage points for the 2012-2013 school year.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>47% (7)</p>	<p>57% (9)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited problem solving skills and mathematic skills by the students participating in Alternate Assessment.	<p>Practice developing understanding of measurement and apply appropriate units and tools.</p> <p>Demonstrate and model how to use measurement and concepts related to length. Perimeter. Weight area, volume. Time, temperature, money and angle using appropriate units of measure for each.</p> <p>Model solving money problems with a calculator (e.g., purchasing, making change).</p> <p>Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.</p> <p>Model selecting the</p>	<p>Access Point Teaches and Caseload Teachers will be responsible for monitoring and modifying or extending activities that reflect learning. They will also be responsible for choosing effective teaching methods and examining the effects of the tasks, discourse, and learning environment on student's knowledge, skills, and disposition to lessons.</p>	<p>Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed</p>	<p>Formative: Student demonstrations, projects, and interviews between teacher and student.</p> <p>Summative: Results from 2013 Alternate Assessment</p>

	operation and solving two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key information.			
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Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra 1 End-of-Course (EOC) Exam indicated that 33% of students scored at Achievement Level 3. Our goal is to increase the percentage of students scoring at Level 3 by one percentage point, to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (208)	34% (217)

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 2011 administration of the Algebra 1 EOC Exam was Reporting Category 2- Polynomials.	Continue the use of Opening Bell Ringers (OBR's) that focus on annually assessed benchmarks. Students will be assigned to cooperative student teams which will require the student to explain to their peers in both verbal and written form the process used to arrive at a solution.	Leadership Team/ Mathematics Department Chairperson	Review formative Monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs. Conduct grade level meetings to obtain teacher feedback on the effectiveness of Opening Bell Ringers (OBR's).	Formative: Classroom assessments, District Interim data reports, and student work Summative: Results from the 2013 Algebra 1 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 End-of-Course (EOC) Exam indicated that 13% of students scored at or above Achievement Levels 4 and 5. Our goal is to maintain the percentage of students scoring at or above Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (81)	13% (83)

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 2011 administration of the Algebra 1 EOC Exam was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics.	Students will engage in enrichment activities such as, using a Venn diagram to illustrate intersection, union, and difference, null and disjoint sets to solve a variety of real world problems. Students will be required to conjecture and engage in enrichment activities	Leadership Team/ Mathematics Department Chairperson	Review and results of classroom and district assessment to ensure progress and adjust strategies as needed.	Formative: Classroom assessments, District Interim data reports, and student work Summative: Results from the 2013 Algebra 1 EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry End-of-Course (EOC) Exam indicated 33% of students scoring in the middle third. Our goal is to increase the percentage of students achieving proficiency by three percentage points, to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (247)	36% (271)

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 Geometry BBA was Reporting Category 2- Trigonometry and Discrete Mathematics.	Utilize daily bell ringer activities to increase students' skills in Reporting Category 2- Trigonometry and Discrete Mathematics. Students will transform two dimensional shapes into three dimensional models.	Assistant Principal of Curriculum and Mathematics Department Chairperson	Review of lesson plans and student work samples and provide feedback to appropriately guide instruction.	Formative: Classroom assessments, District Interim data reports, and student work Summative: Results from the 2013 Geometry EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry End-of-Course (EOC) Exam indicated 21% of students scoring in the upper third. Our goal is to increase the percentage of students scoring at achievement levels 4 and 5 by one percentage point, to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (154)	22% (164)

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 Geometry BBA was Reporting Category 1- Two-Dimensional Geometry.	Assign student classroom-learning teams to build problem solving capacity when working on problems related to Reporting Category 1- Two-Dimensional Geometry.	MTSS Leadership Team and Mathematics Department Chairperson	Review of lesson plans and student work samples and provide feedback to appropriately guide instruction.	Formative: Classroom assessments, District Interim data reports, and student work Summative: Results from the 2013 Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

N/A

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

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

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

N/A

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making

satisfactory progress in Geometry. Geometry Goal #3D:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Differentiated Instruction	9-10	Department Chairpersons	School-wide	Early Release Days September 26, 2012	Departmental Data Chats	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Goal 1-3	Math Crunch Academy	Discretionary	\$2,500.00
			Subtotal: \$2,500.00
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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

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.		N/A			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weaknesses in problems solving skills, reading comprehension, and making inferences among the population taking the Alternate Assessment.	Use advance and graphic organizers when introducing a new concept or lesson. Implement instructional scaffolding and practice new concepts and lessons. Teach problem solving strategies like eliminating possibilities. Eliminating possibilities helps students organize information and evaluate which	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies in science.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed	Formative: Classroom assessments, and student work Summative: Results from 2013 Florida Alternate Assessment.

	<p>pieces of information they will use, eliminating the information that does not fit or match.</p> <p>Model classification that involves grouping items into one or more categories based on certain distinguishing characteristics.</p> <p>Use manipulatives to introduce, practice, or remediate a concept.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase the percentage of students scoring at or above level 7 in Science on the Alternate Assessment by three percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	23% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor memorization and problem solving skills among the population participating in the Alternate Assessment.	<p>Use advance and graphic organizers when introducing a new concept or lesson.</p> <p>Implement instructional scaffolding and practice new concepts and lessons.</p> <p>Use multiple formats for presenting information oral, visual, or kinesthetic framework.</p> <p>Develop cue cards which outline, in written or pictorial form, major procedural steps. Prominently display cards in sequential order.</p>	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies in science.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed.	<p>Formative: Classroom assessments,, and student work</p> <p>Summative: Results from 2013 Florida Alternate Assessment.</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. 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. Science Goal #1:		Increase the percentage of students scoring levels 4, 5, and 6 in science in the Alternate Assessment by five percentage points.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
50% (5)		55% (6)		
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weaknesses in problems solving skills, reading comprehension, and making inferences among the population taking the Alternate Assessment.	<p>Use advance and graphic organizers when introducing a new concept or lesson.</p> <p>Implement instructional scaffolding and practice new concepts and lessons.</p> <p>Teach problem solving strategies like eliminating possibilities. Eliminating possibilities helps students organize information and evaluate which pieces of information they will use, eliminating the information that does not fit or match.</p> <p>Model classification that involves grouping items into one or more categories based on certain distinguishing characteristics.</p> <p>Use manipulatives to introduce, practice, or remediate a concept.</p>	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies in science.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning gains or for instruction to be modified as needed	<p>Formative: Classroom assessments, and student work</p> <p>Summative: Results from 2013 Florida Alternate Assessment.</p>

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Increase the percentage of students scoring at or above level 7 in Science on the Alternate Assessment by three percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	23% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor memorization and problem solving skills among the population participating in the Alternate Assessment.	<p>Use advance and graphic organizers when introducing a new concept or lesson.</p> <p>Implement instructional scaffolding and practice new concepts and lessons.</p>	The Access Point Teachers and IEP caseload teachers will be responsible for monitoring the implementation of the identified strategies in science.	Results of product samples, graded work samples, teacher made tests, practice Alternate Assessment Test, and Access Points Benchmarks reports will be reviewed to make certain that students' are showing learning	<p>Formative: Classroom assessments,, and student work</p> <p>Summative: Results from 2013 Florida Alternate Assessment.</p>

1	Use multiple formats for presenting information oral, visual, or kinesthetic framework. Develop cue cards which outline, in written or pictorial form, major procedural steps. Prominently display cards in sequential order.	gains or for instruction to be modified as needed.
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Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2011-2012 Biology 1 EOC indicated that 37% of the students Scoring in the middle third. Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficiency by three percentage points, to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (255)	40% (273)

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 Biology 1 EOC was Reporting Category 1- Classification Heredity and Evolution followed closely by Reporting Category 2- Molecular and Cellular Biology. Lack of inquiry based labs to address biological principles	Provide opportunities for level 1 and level 2 students to participate in Biological science enrichment activities, after school tutorials, and science club. In addition students will be provided the opportunity to compare, contrast and interpret, analyze, and explain biological concepts during laboratory activities and classroom discussions. Develop a vertical plan with the feeder pattern to incorporate inquiry based labs in all courses leading to Biology 1.	Science Department Chairperson, Administration	Leadership Team will meet once a month to review the results of school-site assessment data to monitor student progress and ensure a comprehensive lab program is being implemented with fidelity	Formative: School site monthly assessments Gizmo data reports District Interim Assessments Summative: Results from the 2013 Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:		The results of the 2011-2012 Biology 1 EOC indicated that 25% of the students scoring in the upper third. Our goal for the 2012-2013 school year is to increase the percentage of students by one percentage point, to 26%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (175)		26% (183)			
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 2011-2012 administration of the Biology BBA was Reporting Category 1- Classification Heredity and Evolution followed closely by Category 2- Molecular and Cellular Biology.	Identify level 4 and level 5 students to participate in Physical and Chemical Sciences enrichment activities such as laboratory activities in Biological systems to make connections to real-life experiences, and explain their results and experiences. In addition, the College Board Vertical Teaming initiative and the partnership with the Deering Estate will provide opportunities for students to develop science and engineering projects to increase scientific thinking and inquiry, data analysis explanations and variables.	Science Department Chairperson, Administration	Science department teachers will periodically review projects using rubric to ensure students are making progress and adjust instruction necessary to meet student needs	Formative: Project Rubrics District Interim Assessments Summative: 2013 Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Formative: Project Rubrics District Interim Assessments Summative: 2013 Biology EOC	10th grade	Reading Department Chair and Science Dept. Chair	Biology Teachers	Early Release Days October 26, 2012	Benchmark Mini-assessments and Student work folders	MTSS Leadership Team APC Reading Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1 & 2	EOC Tutoring	Discretionary	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The results of the 2012 FCAT Writing Test indicated that 82% of the students scored at Level 3.0 or higher by two percentage points, to 84%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (614)		84% (627)			
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 necessary skills needed to incorporate details and support using real life experiences in their writing.	Teachers will model effective writing; use mentor text, rubrics and anchor papers. During writing instruction, students will include the use of figurative language and descriptive language to convey style and tone in their writing.	Writing Liaison and the Assistant Principal of Curriculum	Pre and Post Test data will be used to determine the effectiveness and achievement of students' writing prompts. In addition student writing portfolios will be used in writing conferences with the English teachers.	Formative: District Baseline data and monthly writing prompts Summative: 2013 FCAT Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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
6 Traits of Writing	Grades 9/10	Writing Liaison	9th and 10th Grade Teachers including ESOL teachers	September 26, 2012	Student scores on writing assessments, classroom walkthroughs documenting the use of the six traits.	Administration, Writing Liaison, and Department Chairperson

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				

(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-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 3 or higher from 0% to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (2)	10% (57)
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 have limited understanding and knowledge of the principles of the historic foundations in representative democracy and the origins of the U.S. Constitution.	Students will participate in the research-based program, "We the People." The emphasis will be on an in-depth understanding of democratic principles.	Department Chairperson and Administration	Data analysis of assessments	Formative: Site generated assessments Summative: 2013 U.S. History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 or higher from 0% to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (2)	10% (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	Students have limited understanding and knowledge of the principles of the historic foundations in representative democracy and the origins of the U.S. Constitution.	Students will participate in mock Congressional hearings.	Department Chairperson and Administration	Students will participate in competitions; placement will determine effectiveness.	Formative: Site generated assessments Summative: 2013 U.S. History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"We the People..."	U.S. History	District	All U.S. History Teachers	September 17, 2012	Department meetings to monitor implementation of strategies	Department Chairperson

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Our goal for this year is to increase attendance to 94.66% by minimizing absences due to illnesses and truancy.			
Attendance Goal # 1:		Another goal for this 2012- 2013 school year is to decrease the number of students with excessive absences, 15 or more by 5%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.16% (2982)		94.66% (2998)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
1253		1190			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
1127		1071			
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
	Truancy continues to	We will identify and	Administration,	Weekly updates from	Attendance

1	be an issue because of the inability to contact parents. Parents do not update information once they move or change their contact information. Thus, the information on ISIS is outdated.	refer students who demonstrate a pattern of truancy to Attendance Review Committee and follow the procedures for the MDCPS Truancy Intervention Program for the 2012-2013 school year. The school will utilize the school's Social Worker to conduct more home visits to gather accurate information and meet with parents to discuss their child's attendance, recommend methods to improve and maintain better communication with the school. In addition, the school will provide incentives for students with improved attendance.	Social Worker and Guidance Counselors	social worker, Attendance Review Committee and updates from faculty during faculty meetings.	rosters and Truancy logs
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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
Truancy Prevention	9-12	Social Worker	Administration, Guidance Counselors, Teachers	September 17, 2012 November 6, 2012	A Truancy Prevention Program will be developed and monitored by Assistant Principal and implemented by staff	Administration and Counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Goal 1	Provide incentives for students with improved attendance	EESAC	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Goal 1	Hourly Teacher to Monitor Attendance	Discretionary	\$12,000.00
			Subtotal: \$12,000.00
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: \$15,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10 percentage points.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1026	923
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
588	529
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
336	302
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
238	214

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
	An anticipated barrier is the inability to provide students with rewards for modeling good behavior.	The school will continue to utilize afterschool administrative detentions in lieu of indoor or outdoor suspensions depending on the severity of the violation as per the student code of conduct. Using the student code of conduct, an	MTSS Leadership Team, Guidance Counselors	Monitor "Spot Success" Recognition Program, Monitor COGNOS report on student outdoor/indoor suspension rates.	Participation Logs for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

1		incentive program will be developed for "Spot Success" and a group of students will be selected by teachers, counselors or administration. Winners will be announced on the morning announcements, presented with a certificate and given a prize for their improvement and efforts to make a positive change.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	9-12 Grades	Administration/Counselors	School Wide	August 17, 2012 September 17, 2012 November 6, 2012 December 13, 2012 February 1, 2013 March 22, 2013 May 2, 2013	Utilize classroom walkthroughs to monitor enforcement of the Student Code of Conduct and review communication logs to determine the number of contacts made with parents of students who have been placed on indoor or outdoor suspension. Review parent participation log for Student Code of Conduct parent night workshop.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Incentive Rewards	Various Incentives	Community Outreach/Donations	\$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
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: \$500.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Felix Varela Senior High School's goal is to decrease the dropout rate by 0.06 percentage point. The graduation rate at Felix Varela High School will increase by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.23% (39)	1.17% (37)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
81.6% (696)	83.6% (797)

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	Not enough students enrolled in alternative credit recovery programs. Parents are unfamiliar with the availability of course recovery options for graduation.	Counselors will identify and meet with at-risk students to discuss Student Progression Plan options and credit recovery programs and enroll students in perspective programs, such as night school, virtual school and E2020. Counselors will set up meetings with parents to inform parents about the graduation requirements and course recovery options such as night school, virtual school and E2020.	Guidance Counselor and Assistant Principals	Monitor and track at risk students registering for alternative programs. Monitor parent contact and sign-in logs. Identify and keep a list for parents they have not met with. Monitor the students' grades each grading period, GPA, and Credit History.	Student alternative Enrollment Log, Student Credit History Report Contact logs and Parent Sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9th – 12th grade	Guidance Counselors	Entire Faculty	August 17, 2012	Monitor parent sign-in roster and parent contact logs	Guidance Counselors and Assistant Principals

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for the 2012-2013 school year is to increase parent/teacher contact by the number of parents that attend school school related activities by three percent.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

38(1,102)		41(1,348)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not update information once they move or change their contact information. Thus, the information on ISIS is outdated and inaccurate.	Host events at varied times to include morning events, enabling parents to participate and become involved in school activities. Teachers will utilize telephone calls and emails to contact parents.	Teachers, Department Chairpersons, and Administration	Communication Logs will be collected each grading period and contact data will be analyzed.	Parent/ Teacher Contact Logs Connect ED messages

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
Parental Involvement	All grades	Office of Community Engagement	School-Wide	September 26, 2012	Teacher's Contact Log	Department Chairpersons and Administration

Parent Involvement Budget:

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

Project Based Learning	9-12	PLC Leader	9-12 Career and Technical teachers	December 13, 2012	Implementation of Project Based Module	Principal, Science Department Chair
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STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Of all students taking the exams, student achievement will increase in Senior High School Career and Professional Education (CAPE) academies from 88% to 90% , an increase of two percentage points as indicated on the Industry Certification exams			
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 not prepared for certification exam in a timely manner.	CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction to measure progress. CTE Teachers will promote posting of certification information and timelines in classrooms and disseminate information to parents. Promote student development of	CTE Teachers and Administration	CTE Teachers and Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms by reviewing test data including baseline, practice and/or readiness test. Monitor the number of students who enroll in the MDC course.	Formative: Mini Assessments Summative: Results of ACA (Dreamweaver), ACA(Photoshop), Certified Medical Administrative Assistant (CMAA), Certified Nursing Assistant (CNA), Certified Veterinary Assistant (CVA)

	certification goals and student awareness of industry certification timelines. Include CTE instruction within the school instructional focus calendars. CTE teachers will attend District Industry Certification Professional Development.			
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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
Articulation Training	8-12-Science Teachers	PLC Leader	8-12 Science Teacher	January 18, 2013	Student Schedules-Intermediate and Advance Courses	Assistant Principal, Science Department Chair
Data Analysis	CTE teachers	Magnet Department Chair	9-12 CTE teachers	February 14, 2013	Data Chats	Administration
District Industry Certification Professional Development	CTE teachers	District	9-12 CTE teachers	August 10, 2012 October 10, 2010 November 6, 2012 December 4, 2012	Data Chats	Administration

CTE Budget:

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

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	Goal 2	Increase number of Smart Boards	Discretionary Funds	\$6,000.00
CELLA	Goals 1-3	Increase number of Smart Boards	Discretionary Funds	\$6,000.00
Mathematics	Goal 1-3	Math Crunch Academy	Discretionary	\$2,500.00
Science	Goal 1 & 2	EOC Tutoring	Discretionary	\$2,000.00
Attendance	Attendance Goal 1	Provide incentives for students with improved attendance	EESAC	\$3,000.00
Suspension	Positive Incentive Rewards	Various Incentives	Community Outreach/Donations	\$500.00
				Subtotal: \$20,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1 and 2	Achieve 3000 for 9th and 10th grade teachers	Discretionary	\$12,000.00
Attendance	Attendance Goal 1	Hourly Teacher to Monitor Attendance	Discretionary	\$12,000.00
				Subtotal: \$24,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$44,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The School Advisory Council supports the goals of the SIP by allocating funds to support achieve its goals.	\$3,000.00

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

The School Advisory Council meets the third Friday of each month throughout the year. The School Advisory Council (SAC) makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body of the plan. The SAC discusses issues and concerns brought forth by stakeholders.

The School Improvement Plan (SIP) will be discussed at all SAC meetings. Stakeholders will have the opportunity to evaluate whether or not the components are being implemented. Data from both formal and informal assessments will be shared in order to determine if the components of the SIP are being effective or adjustments need to be made. Student progress will be monitored via monthly and quarterly assessments. The Literacy Leadership Team (LLT) and the Multi-Tiered System of Support Team (MTSS) will meet regularly to address instructional strategies and to insure that student's needs are being addressed.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District FELIX VARELA SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	79%	80%	41%	246	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	52%	77%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	71% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					511	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District FELIX VARELA SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	78%	89%	36%	252	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	78%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	68% (YES)			121	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					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested