Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Green Springs High School	District Name: Miami-Dade
Principal: Maria Regueiro	Superintendent: Alberto Carvalho
SAC Chair: Cheryl Duncan	Date of School Board Approval: <mark>PENDING</mark>

Student Achievement Data:

<mark>IDENTIFY WHO WILL PARTICIPATE IN ANALYZING DATA IN ORDER TO DETERMINE THE EFFECTIVENESS OF THE STRATEGY AND HOW OFTEN THIS PROCESS WILL TAKE PLACE.</mark>

<mark>USING FCIM MODEL DETERMINE HOW THE RESULTS WILL BE USED.</mark>

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data(Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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Highly Effective Administrators

List your school's highly effective 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.

<mark>IDENTIFY WHO WILL PARTICIPATE IN ANALYZING DATA IN ORDER TO DETERMINE THE EFFECTIVENESS OF THE STRATEGY AND HOW OFTEN THIS PROCESS WILL TAKE PLACE.</mark>

<mark>USING FCIM MODEL DETERMINE HOW THE RESULTS WILL BE USED.</mark>

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Daniel Fernandez	BS in Political Science MS in Social Science EdS in Educational Leadership Certification in Social Studies 6-12 and Educational Leadership	2	10	'12 '11 '10 '09 '08 School Grade NA A A A B AYP NA N Y N N High Standards Rdg. NA 85 80 84 42 High Standards Math NA 84 80 84 76 Learning Gains-Rdg. NA 70 70 73 54 Learning Gains-Math NA 72 77 79 84 Gains-Rdg-25% NA 66 70 76 48 Gains-Math-25% NA 66 73 75 82
Assistant Principal	Jessica M. King	M.A. Curriculum and Instruction Certification in Educational Leadership B.A. History and History of Art & Architecture B.S. Secondary S. Education Certification in Secondary Social Sciences 6-12	1	2	Previous school did not compile data because it was an alternative educational program and student results were sent to their home schools reports.

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Highly Effective Instructional Coaches

List your school's highly effective 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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Specialist	Jennifer Abraham	Social Science 6-12 Reading Endorsement	1	5	'12 '11 '10 '09 '08 School Grade NA A A A A AYP NA Y Y Y Y High Standards Rdg. N/A 69 71 67 64 High Standards Math N/A 73 72 71 72 Learning Gains-Rdg. N/A 61 67 65 62 Learning Gains-Math N/A 74 73 67 76 Gains-Rdg-25% N/A 62 65 70 62 Gains-Math-25% N/A 68 68 60 71

Highly <mark>Effective</mark> Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
THIS SECTION HAS BEEN UPDATED BY THE FLDOE. PLEASE REFER TO THE NEW SIP TEMPLATE (7/12/12) ON THE OSI WEBSITE. THE CHANGE IS TO REPORT **"NUMBER OF STAFF AND PARAPROFESSIONALS THAT ARE TEACHING OUT-OF-FIELD AND/OR WHO ARE NOT HIGHLY EFFECTIVE."**			

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1.	Regular Meetings for new teachers with administration.	Principal	Aug., Sept., Oct., Nov., Dec. 2012. Jan., Feb., March, April, May, June, July 2013.	
2.	Prior to the beginning of school year 2012-2013, personnel not deemed highly qualified will complete a self-evaluation documenting progress towards requirements for becoming highly qualified. Personnel department will provided each individual with a prescription of steps toward becoming highly qualified.	Principal	August 2012	
3.	Provide support staff services to enhance teacher effectiveness with parent contacts, data analysis, professional devices and incentive awards	Assistant Principal/ SPED Coordinator	October 2011	
4.	Regular meetings between new teachers and administration	Principal/Assistant Principal	Aug., Sept., Oct., Nov., Dec. 2012. Jan., Feb., March, April, May, June, July 2013.	
5.	Teachers-Teachers.com	Principal	November 2012	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
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Cristina Abad	Spanish	Language Arts 9-12	Preparing to take subject area exam
Melissa Dorceant	Mathematics 5-9	Language Arts 9-12	Preparing to take subject area exam
Phillippe Hoffing	Social Science 6-12	Physical Education	Preparing to take subject area exam

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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
9	22% (2)	44% (4)	22% (2)	11 % (1)	22%(2)	67% (6)	22 % (2)	0 % (0)	11% (1)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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

Cristina Abad	Melissa Dorceant	Ms. Abad is a first year teacher.	Classroom observations and follow-up to address best practices in the area of classroom management. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.

Phillippe Hoffing	Stelios Valtetsiotis	Mr. Hoffing is a first year teacher.	Classroom observations and follow-up to address best practices in the area of classroom management. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.

Additional Requirements

*Coordination and Integration-***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

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Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal-Daniel Fernandez, Assistant Principal-Jessica M. King, ESE Specialist-Vivian Colmenares, Reading Specialist- Jennifer Abraham, Advisory Teacher- Carey Rappazzo, Career Counselor-Cheryl Duncan, Security Specialist-Jesus Perez, Family Counselor – Maria Torres

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The RtI team will meet on a bi-monthly basis to consider students for recommendation or already recommended; Emergency sessions will be called for urgent interventions needed based upon classroom and/or other school-related events that may impact student achievement, school participation or school operations.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
The RtI lead team meets on a consistent basis in order to ensure that the goals and objectives set forth in the School Improvement Plan are being met. Additionally, the RtI team has representatives present at the SAC meetings in order to assist in using the School Wide Florida Continuous Improvement Model to develop and monitor the School Improvement Plan. The team provided the SAC with data on academic areas that need improvement, budgeting hurdles, and helped develop the goals, strategies, and interventions to be implemented during the 2012-2013 school year.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Data used will be FAIR, PMRN, Baseline and Interim Assessments, State Math and Science assessments, FCAT, school site specific assessments. Edusoft data from Baseline and Interim Assessments will be used to guide instructional decisions and system procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver intervention.
Describe the plan to train staff on MTSS.
Professional Development (PD) will be provided to teachers on Teacher Workdays that have been designated as Professional Development Day(s). Additionally, teachers will be given professional development during common planning time. The RTI team will have an initial PD for all faculties in August and will meet again in November. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on RtI.
Describe plan to support MTSS.
Bi-weekly Leadership Team meetings, held to review strategies used in classes and curriculum based lesson plans.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Principal-Daniel Fernandez, Assistant Principal-Jessica M. King, Reading Teacher- Jennifer Abraham, English Teacher-Melissa Dorceant, ESE Specialist-Vivian Colmenares, Career Counselor-Cheryl Duncan
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with instructional staff on the outcomes of the meetings and continuously keep them abreast of new information.

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What will be the major initiatives of the LLT this year?
The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading FCAT. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students and pull-out tutoring.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All teachers in the areas of Mathematics, Science, Social Studies, and English will implement the following Reading strategies: Graphic Organizers, CRISS strategies, and FCAT Reading Task Cards. Implementation of these strategies will be monitored through classroom observation, walkthroughs, APEX Assessments, and course specific Progress Monitoring 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?

Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will purse vocational programs, others will seek employment or enroll in a two or four year college.

An Integrated Math I and II course will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

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

Every student meets one-on-one with a counselor to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website.

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Postsecondary Transition

<mark>PROVIDE DATA</mark>
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 <u>High School Feedback Report</u>.

Green Springs High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post-secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes at post-secondary institutions. There will also provide presentations from professional representatives of post-secondary programs.

All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the post-secondary level. A series of integrated math courses will be offered as well as higher level curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams.

Prior to graduating, all students will be required to submit a transition portfolio. This portfolio will include all postsecondary planning activities as described in the response to the previous question. Activities will include a thorough investigation of public postsecondary educational settings to include admissions criteria, application processes, financial aide assistance, etc.

All graduates will have work ready resumes as most will work while in college.

Students will search for scholarships through various websites. Students that graduate with a 3.0 GPA will get $500 per semester to attend MDC.

GSHS will bring in various institutions to give presentations to help students select a school.

All students take Personal/Social/ Career development courses.

Dual enrollment is provided to students.

School tours are schedule for colleges.

GSHS offers college readiness courses in English and Mathematics.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

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

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1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was literacy analysis.	1a.1. Students will use concept maps and graphic organizers to help them identify multiple patterns within a single text. Teachers will emphasize identifying words and clue words than signal relationships into classroom instructions to enhance the students' levels of literary analysis. Use CRISS strategies.	1a.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1a.1. The school leadership team will meet monthly or as needed to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	1a.1. Formative : Classroom assessments Interim assessments Summative: 2013 FCAT 2.0 assessment Reading Assessment		

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Reading Goal #1a: The results of the 2012 FCAT Reading 2.0 Test indicate that 12% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 19%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	12 % (22)	19% (34)				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	
Reading Goal #1b: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

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	N/A	*N/A .*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a.<mark>FCAT 2.0:</mark>Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. The area which showed minimum growth and required students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was reported category #3 Literary Analysis.	2a.1. Develop enrichment activities using concept maps that allow students to become more familiar with comparing and contrasting and across a variety of genres.	2a.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2a.1. The school leadership team will meet monthly or as needed to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	2a.1. Formative : Classroom assessments Interim assessments Summative: 2013 FCAT 2.0 assessment Reading Assessment		
Reading Goal #2a: The results of the 2012 FCAT Reading Test, indicate that 4 % of students achieved levels 4 and 5. Our goal for the 2012-2013 School year is to increase levels 4 and 5 students proficiency by	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	4 % (7)	*7 % (13)*					

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. *N/A*	2b.1. *N/A*	2b.1. *N/A*	2b.1. *N/A*	2b.1. *N/A*		
Reading Goal #2b: *N/A*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	*N/A .*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting category #3 Literary Analysis.	3a.1. Students will practice analyzing and developing an interpretation of a literary work by describing an author's use of Literary Elements trough character development, point of view and plot development.	3a.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	3a.1. The school leadership team will meet monthly or as needed d to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	3a.1. Formative: Fair Baseline Interim assessment Summative: 2013 FCAT 2.0 Reading Assessment		
Reading Goal #3a: The results of the 2012 FCAT Reading Test indicate that of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by percentage points to	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	68% (114944)	73% (123396)					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1. N/A	3b.1. N/A	3b.1 N/A.	3b.1. N/A	3b.1. N/A		
Reading Goal #3b: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	N/A					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.	4a.1. As noted, on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making gains changed by ____ percentage points. Reporting category #3Literary Analysis.	4a.1. Students will practice analyzing and developing an interpretation of a literary work by describing an author's use of Literary Elements trough character development, point of view and plot development.	4a.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	4a.1. The school leadership team will meet monthly or as needed d to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	4a.1. Formative: Student work Interim assessment Summative: 2013 FCAT 2.0 Reading Assessment		
Reading Goal #4a: The results of the 2012 FCAT Reading Test indicate that _____ of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving lowest 25% by _____ percentage points to	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	70% (29630)	*75% (31747)*					

		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in reading.**	4b.1. *N/A*	4b.1. *N/A*	4b.1. *N/A*	4b.1. *N/A*	4b.1. *N/A*		
Reading Goal #4b: *N/A*	2012 Current Level of Performance:* *N/A*	2013Expected Level of Performance:* *N/A*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** <mark>COMPLETE WHEN AVAILABLE</mark>	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Reading Goal #5A: *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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** <mark>UPDATE AS NEEDED AFTER THE STATE RELEASES SUBGROUP INFORMATION</mark>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1. Formative: Student work Interim assessment Summative: 2013 FCAT 2.0 Reading Assessment		
Reading Goal #5B: The results of the 2012 FCAT Reading Test indicate that _____ of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving lowest 25% by _____ percentage points to	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box. White: NA Black: NA Hispanic: 8 (12) Asian: NA American Indian: NA	*Enter numerical data for expected level of performance in this box.* White: NA Black: NA Hispanic: 17 (25) Asian: NA American Indian: NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Reading Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
My Reading Coach	9 – 12 Reading	Reading Plus Trainer	All Staff	September 2012	Weekly review of performance data	Reading Teacher
Reading Plus 4.0	9-12 Reading	Reading Plus Trainer	All Staff	August 2012	Weekly review of performance data	Reading Teacher
CRISS Training	9 – 12	District CRISS Trainer	All Staff	October 2012	Authentic Student Work	Literacy Leadership Team
Common Core Training	9 – 12	District Trainer	All Staff	August 13-17, 2012	Follow up with LLT	Literacy Leadership Team

Reading Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Using APEX Curriculum	Technology based curriculum	School Based Budget	$1,000.00
Reading Plus	Technology based curriculum	District Funds	0
My Virtual Reading Coach	Technology based curriculum	Schools Funds	$10,000.00
CELLA	CELLA Assessment	Schools Funds	$10,000.00
Subtotal: $21,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer / license upgrades	To upgrade existing software	Corporate office	$500.00
Subtotal: $500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
APEX curriculum training	APEX curriculum training	Corporate Office	$ 500.00
NWEA training	NWEA training	Corporate Office	$ 500.00
Subtotal: $1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $			
Total: $ 22,500.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Students scoring proficient in Listening/ Speaking.	1.1. In CELLA testing, one of the test areas that noted an area of deficiency is in Listening Comprehension.	1.1. Provide students with opportunities to use language experience approaches to help them produce language in response to multisensory experiences such as creating personal view representations, repetition of words in sentences, and paraphrasing excerpts of passages to develop vocabulary and important concepts from excerpts. Also we are going to enroll the students in My Virtual Reading Coach.	1.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1.1. The school leadership team will meet monthly or as needed d to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	1.1. Formative: Student work Summative 2013 CELLA	
CELLA Goal #1: The results of the 2012 CELLA Test, indicate that 31 % of students achieved the levels required . Our goal for the 2012-2013 School year is to reduce the number of non proficient students.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	31 % (14)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. In CELLA testing, one of the test areas that noted an area of deficiency is in Reading Comprehension.	2.1. Teachers will activate students prior knowledge to develop meaning for students. Provide a variety of instructional strategies that will help students practice make story predictions, participate in read aloud, identify vocabulary using context clues, develop and analyze graphic organizers and use reciprocal teaching techniques to aid them while reading for understanding.	2.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. The school leadership team will meet monthly or as needed d to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	2.1. Formative: Student work Summative 2013 CELLA	
CELLA Goal #2: The results of the 2012 CELLA Test, indicate that 9 % of students achieved the levels required. Our goal for the 2012-2013 School year is to reduce the number of students by 10%.	2012 Current Percent of Students Proficient in Reading :					
	9 % (4)					

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
3. Students scoring proficient in Writing.	2.1. In CELLA testing, one of the test areas that noted an area of deficiency is Writing Paragraphs.	2.1. Students will understand the use of rubrics and the importance of how criteria is needed to evaluate a written product, practice spelling strategies that help students focus on writing conventions, and use different prompts using the steps in the writing process to convey information effectively.	2.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. Analyze student work samples and provide corrective feedback on selected assignments to determine student mastery and make adjustments when necessary.	2.1. Formative: Student work Summative 2013 CELLA	
CELLA Goal #3: The results of the 2011-2012 CELLA Test, indicate that 12 % of students achieved the levels required . Our goal for the 2012-2013 School year is to increase CELLA students proficiency by___ percentage point to ____	2012 Current Percent of Students Proficient in Writing :					
	12 % (5)					

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CELLA Administration	CELLA Assessment	District Funds	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer Station	On Line CELLA Assessment	District Funds	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Testing Administration	District Training	District Funds	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total: N/A			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Mathematics Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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Mathematics Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	

Mathematics Goal #2a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.	
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.

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		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Mathematics Goal #4a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	

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Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

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Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	

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Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Mathematics Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Mathematics Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
Mathematics Goal #2a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

3b. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.	
Mathematics Goal #4a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	

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Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

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Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	

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Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathemat	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4. **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement					

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.	1.1. Provide teachers with training in developing meaning through mathematical problem solving. Teachers will demonstrate and model for students how to effectively graph and solve linear equations and inequalities.	1.1. The MTSS team will be responsible for the monitoring of the implantation of the identified strategies.	1.1. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	1.1. Formative: Student work Interim assessment Summative: Algebra 1 (EOC)		
Algebra Goal #1: The results of 2012 Algebra 1 (EOC) Test indicates that 36% of students achieved level 3. The district's goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage\ ;points to 39 % on the Algebra 1 (EOC)	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	4% (9310)	*3% (10145)*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.	2.1. Assign student to cooperative learning teams and require that students explain to their peers in verbal and written form the process used to arrive at a solution. Help students understand how to solve open-ended and non-routine real world problems use math concepts and activities that draw upon knowledge from other content area.	2.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. Ongoing classroom assessments focusing on students ability to identify _____ in grade level texts.	2.1. Formative: Student work Interim assessment Summative: Algebra 1 EOC		
<u>Algebra Goal #2:</u> The results of 2012 Algebra 1 (EOC) Test indicates that 21% of students achieved level 4 and 5. The district's goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage ;points to 22% on the Algebra 1 (EOC)	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	21% (5366)	*22% (5723)*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** COMPLETE WHEN AVAILABLE						
Algebra Goal #3A: *Enter narrative for the goal in this box.*							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.** <mark>UPDATE AS NEEDED AFTER THE STATE RELEASES SUBGROUP INFORMATION</mark>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3E. Economically Disadvantaged students not making satisfactory progress inAlgebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase					

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Student Achievement							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics.	1.1. Provide math teachers with additional professional development to help them aid the students construct viable arguments and critique the reasoning. Provide students with practice using methods of direct and indirect proof to determine the validity of a given proof.	1.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1.1. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery.	1.1. Formative: Student work Interim assessment Summative: Geometry (EOC)		
Geometry Goal #1: The results of 2012 Geometry (EOC) Test indicates that 41 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 41%; to 44 % on the Geometry (EOC)	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	41 % (9)	*44 % (10)*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics.	2.1. Assign students to cooperative learning teams and require that students explain to their peers in verbal and written form the process used to arrive at a solution. Help students understand how to solve open-ended and non-routine real world problems. These problems use math concepts and activities that draw upon knowledge from other content area.	2.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery.	2.1. Formative: Student work Interim assessment Summative: Geometry (EOC)		

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Geometry Goal #2: The results of 2012 Geometry (EOC) Test indicates that 9 % of students achieved level 4 and 5.. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage; points to 11% on the Geometry (EOC).	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	9 % (2)	*11% (2).*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** COMPLETE WHEN AVAILABLE						

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Geometry Goal #3A: *Enter narrative for the goal in this box.*							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:* ==UPDATE AS NEEDED AFTER THE STATE RELEASES SUBGROUP INFORMATION==					

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	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	9-12	District	Mathematics Teachers	August 13-17, 2012	Common Core Planning	Principal Assistant Principal Math Teacher
Effective use of schools enrichment programs	9-12	Assistant Principal	Mathematics Teachers	February 2013	Monitoring of the enrichment programs usage logs	Principal Assistant Principal

Mathematics Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
APEX technology based curriculum	Technology based curriculum	Corporate Funds	$ 1, 000.00
ASCEND	Technology based	Corporate Funds	$ 1,600.00

Subtotal: $2,600.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	Corporate Funds	$ 500.00
Subtotal: $500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using differentiated instruction in virtual setting	APEX curriculum	Corporate Funds	$500.00
Subtotal: $500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $			
Total: $ 3,600.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and	**Problem-**						

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Middle Science Goals	Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Science Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
Science Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	
Science Goal #2a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
		2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.	

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Science Goal #2b: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

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1. **Florida Alternate Assessment:** **Students scoring at Level 4, 5, and 6 in science.**	1.1.	1.1.	1.1.	1.1.	1.1.	
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2. **Florida Alternate Assessment:** Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals
UPDATE THIS SECTION

REFER TO APPENDIX X

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to					

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	Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1. The area of deficiency as noted on the 2012 administration of the Biology EOC is Reporting Category - Molecular and Cellular Biology.	1.1. Provide inquiry-based activities that allow the students opportunity to compare, contrast, interpret, analyze and explain the concepts of DNA replication; gene mutation; cellular respiration; and biochemical reactions and enzymes.	1.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1.1. The RtI Team along with the science teachers will review student work folders for evidence of the use of inquiry based learning activities.	1.1. Formative: Student work Interim assessment Summative: Biology (EOC)		

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Biology Goal #1: The results of 2012 Biology (EOC) Test indicates that 30 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 32% on the Biology (EOC)	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	5% (7646)	4% (8397)				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1. The area of deficiency as noted on the 2012 administration of the Biology EOC is Reporting Category-Molecular and Cellular Biology.	2.1. Create learning opportunities for students to evaluate scientific explanations and investigations. Students will practice making inferences using critical thinking skills to guide their scientific explorations.	2.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. The RtI Team and the science teachers will review student work folders for evidence of processes used for scientific investigation activities. Classroom walkthroughs by administrators. APEX assessments will be used to measure expected student mastery.	2.1. Formative: Student work Interim assessment Summative: Biology (EOC)		
Biology Goal #2: The results of 2012 Biology (EOC) Test indicates that 29 % of students achieved level 4 and 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 30% on the Biology (EOC)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	5% (7486)	*4% (7808)*					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	9-12	District	Biology Teacher	August 13-17, 2012	Grade level planning sessions, classroom walkthroughs	Principal Assistant Principal Biology Teacher
Differentiated Instruction	9-12	Reading Teacher	School Wide	September, 26, 2012 January 2013 February 2013	Small Group Activities	Principal Assistant Principal

Science Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
APEX technology based curriculum	Technology based curriculum	School Based Funds	$ 1, 000.00
Discovery Education	Technology based curriculum	District Funds	0
GIZMO's	Technology based curriculum	District Funds	0

Subtotal: $1,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	School Based Funds	$500.00
Subtotal: $500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using differentiated instruction in virtual setting	APEX curriculum	School Based Funds	$500.00
Subtotal: $500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $			
Total: $2,000.00			

End of Science Goals

Writing Goals

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

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

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1a. FCAT: **Students scoring at Achievement Level3.0 and higher in writing.**	1A.1. The area that reflected the greatest need in student performance on the 2012 FCAT Writing Test indicated that students lacked the ability to add layered support in the body of their essays.	1A.1. Consistently utilize rubrics to increase the quality of students writing in their LA courses.	1A.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1A.1. Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	1A.1. Monthly Assessments 2013 FCAT Writing Test		
Writing Goal #1a: The results of -2012 Writing FCAT TEST indicates that 65 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage ;points to 68% on the FCAT WRITING TEST	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	65% (71)	68 % (75)					
		1A.2. The area that reflected the greatest need in student performance on the 2012 FCAT Writing Test indicated that students will benefit from the practice of peer editing.	1A.2. Incorporate and monitor the peer editing revision process.	1A.2. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1A.2. Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	1A.2. Monthly Assessments 2013 FCAT Writing Test	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Writing Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

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.						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six traits to writing	9-12	District Facilitator	Language Arts Teachers Reading Teacher	August 13-17, 2012	Small Group Instruction	Language Arts Teachers
Four Square Writing	9-12	Language Arts Teachers	School Wide	August 13-17, 2012	MTSS Team	Language Arts Teachers

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
APEX curriculum	Technology based curriculum for students	School Based Funds	$1,000.00
Writing Boot camp	School wide writing plan	School Funds	$500.00
Subtotal: $1,500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	School Based Funds	$500.00
Subtotal: $500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ensuring a successful implementation of school wide writing plan	School wide plan	School Funds	$200.00
Subtotal:$200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Total: $ 2,200.00			

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)).

Civics EOC Goals	**Problem-Solving Process to Increase Student Achievement**						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		

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Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.	
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Civics Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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)).

U.S. History EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based in US History content area.	1.1. Emphasizes problem solving and inquiry-based learning; Emphasizes research-based activities on various security issues impacting the world community; Provides opportunities for students to write to inform and to persuade; and Provides an opportunity for students to participate in simulation activities related to national security.	1.1. MTSS Team/RtI Team	1.1. The RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention.	1.1. Formative – District Baseline Data and school based assessment. Summative 2013 – EOC US History Evaluation Based		

2012-2013School Improvement Plan (SIP)-Form SIP-1

U.S. History Goal #1: Our goal for the 2012-2013 school year is to increase student proficiency in US History.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Pending	*Pending*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.	
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

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	Pending	*Pending*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	9-12	District	US History Teacher	August 13-17, 2012	Grade level planning sessions, classroom walkthroughs	Principal Assistant Principal US History Teacher
Differentiated Instruction	9-12	Reading Teacher	School Wide	September 26, 2012 January 2013 February 2013	Small Group Activities	Principal Assistant Principal

U.S. History Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			

2012-2013School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
APEX curriculum	Technology based curriculum for students	Corporate Funds	$1,000.00
Subtotal: $1,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	Corporate Funds	$ 500.00
Subtotal: $500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $ 1,500.00			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance					

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Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.	1.1. Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention.	1.1. All staff members working at North Park High School will play an active role in monitoring student attendance.	1.1. Compare District Averages Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify habitual non-attendees. Attempt contacts as needed.	1.1. Student Tardy Logs, Attendance Sign-In sheets, STARS and ISIS		
Attendance Goal #1: The goal for 2012 – 2013 school year is to increase students attendance by 3 percentage points from 79.89 % to 82.89 % by minimizing absences due to illness and transportation.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	79.89 % (484)	82.89 % (502)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	476	452					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	177	*168*				
		1.2. Large majority of student population have entered school with an extensive history of excessive absences and truancy issues.	1.2. Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention. Teachers and staff will make daily phone calls and updates to contact logs will be uploaded to STARS program.	1.2. All staff members working at North Park High School will play an active role in monitoring student attendance.	1.2. Compare District Averages Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify habitual non-attenders. Attempt contacts as needed.	1.2. Attendance bulletin STARS
		1.3. Incentives for good student attendance was limited	1.3. Provide incentives for students exhibiting good attendance patterns through STARS.	1.3. Administrative Team	1.3. Monitor generated reports by grade levels.	1.3. Student Tardy Logs, Attendance Sign-In sheets, STARS and ISIS

Professional						

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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 and Schedules (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	District Trainer	Attendance Staff	August 6-17, 2012	An intervention program will be developed during the PD, the Principal will monitor the implantation of the program.	Principal Assistant Principal
School Attendance Procedures	9-12	Principal	School wide	Weekly	Monitoring reports from STARS and Attendance contracts	Principal

Attendance Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
STARS	Computer-based software	Corporate Funds	$1,500.00
Subtotal: $1,500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
STARS training	Training on truancy interventions	Corporate Funds	$1,500.00
Subtotal: $ 1,500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $			
Total: $3,000.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Suspension	1.1. A high number of students who attend Green Springs High School are classified as at-risk based on previous behavioral issues at their home school. As a result, traditional disciplinary action has not been effective in helping these students to change behavior which has resulted in unsuccessful attempts to graduate from the traditional high schools. This leaves challenges for Green Springs staff in dealing with disciplinary issues.	1.1. Parents will participate in workshops dealing with a range of topics such as appropriate behavior, signs of mental health issues in their children, resources available for counseling, and developing communication skills. Staff/ Administration will provide progress reports to parents, twice monthly to indicate student progress in curriculum and behavior at school. Staff/ Administration and the Family Coordinator will hold parent conferences, as	1.1. Staff Leadership Team Family Coordinator Local resources/ community agencies	1.1. Referral numbers Staff logs.	1.1. The evaluation tool of monthly suspension report.		

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		needed.					
Suspension Goal #1: Or goal for the 2012 School year is to decreased out of school suspensions by 9 % from 469 to 422, and the number of suspended out of school from 97 to 87.	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	469	422					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	186	167					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	156	140					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	97	87					
		1.2. Parents were unaware of the Code of Student Conduct.	1.2. RtI Team will contact parents and advise them of alternate consequences and provide information on interventions strategies being implemented.	1.2. Administrators	1.2. Monitor parent contact logs on STARS and sign-in sheets.	1.2. STARS Contact Logs	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9-12	Principal	School wide	August 13, 2012	Monitor the enforcement of student Code of conduct implemented by teachers through classroom walkthroughs	Principal Assistant Principal
School wide expectations	9 -12	Principal	School wide	August 24, 2012	Monitor Behavior Logs	Principal Assistant Principal
Staff Workshop how to communicate with at risk students	9 – 12	Principal	School wide	August 14, 2012	School wide climate survey	Principal Assistant Principal
Handle with Care	9 – 12	Security Guard	School wide	August 17, 2012	School wide incident reports	Principal Assistant Principal

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Suspension Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	N/A
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Power point presentation	Projector	School Funds	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Handle with Care	Diffusing mechanism	School Funds	$2,300.00
Subtotal: $2,300.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $2,300.00			

End of Suspension Goals

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 next to the percentage (e.g. 70% (35)).

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Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.	1.1. Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements.	1.1. Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs. Enroll the students in the receptive programs.	1.1. Administrator	1.1. Monitor Enrollment Log tracking at-risk students registering for alternative programs	1.1. Enrollment logs		
Our goal for the 2012-2013 school is to decrease the dropout rate by _____ percentage points and to increase the graduation rate by 2 percentage points.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

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	NA.	*NA*				
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>				
	71.3 % (18954)	*73.3% (19559)*				
		1.2.	1.2. Provide parent meetings to inform parents of the graduation requirements and the available resources. Discuss graduation requirements to ensure student receive the proper support.	1.2. Career Counselor/Coach	1.2. Monitor parent sign-in Roster and contact parents that did not attend.	1.2. Sign-In Roster/ Parent-Contact Log
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

April 2012
Rule 6A-1.099811
Revised April 29, 2011

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Identifying obstacles to student success	9 – 12 Dropout prevention	Family Support Specialist	School-Wide	March 2013	Monthly team feedback reports of student needs	Principal Family Support Specialist

Dropout Prevention Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
School Connect	School wide curriculum	Corporate Funds	$1,500.00
Subtotal:$ 1,500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FDIC	Computer Based curriculum	N/A	N/A
Bridges	Computer Based curriculum	Corporate Funds	$ 1,200.00
Subtotal: $1,200.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Identifying obstacles to student success	Copies of materials	School Funds	$ 200.00
Subtotal: $200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total: $2,900.00			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option**-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.**
Online Template**- For schools completing the PIP a link will be provided that will direct you to this plan.**

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated*.	Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements	Invite parents to attend PTA/parent group programs or workshops through phone, email, and flyers.	School Administration, Counselor, Enrollment Specialist, and teachers	Review sign in sheets/ to determine the number of parents participating in PTA/parent group programs or workshops	Sign in sheets Enrollment Specialist		
2011-12 sign-in logs demonstrated 20% parental participation in our quarterly ESSAC meetings. Our goal for the 2012-2013 school year is to increase parental participation by 3 percentage points to 23%. in school-wide activities	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

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		23%					
	20%						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for Engaging Parent Participation.	9-12	Principal Assistant Principal Career Coach	School-Wide	September 17, 2012 March 2013	Monitor parent logs during school events.	Principal Assistant Principals Career Coach

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	School Funds	Amount
Bullying Parent Workshop	Classroom	School Funds	$100.00
Suicide Prevention Parent Workshop	Classroom	School Funds	$100.00
Student Progress Monitoring Parent Workshop	Classroom	School Funds	$100.00
Subtotal: $300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Computer stations to view stats.	Classroom Computer	School Funds	0
Use of Computer stations to view stats.	Classroom Computer	School Funds	0
Use of Computer stations to obtain student monitoring resources available to parents.	Classroom Computer	School Funds	0
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategies for Engaging Parent Participation.	APEX Student Summary Reports Copies of training materials	Corporate Funds School Funds	$1000.00 $100.00
Subtotal: $1,100.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $1,400.00			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: The goal for 2012 – 2013 school year is to increase student scheduling in Advance Placement and Honor courses by 3 percentage points from 1% to 4% .	1.1. Approximately 80 percent of students are level 1 and 2 requiring remediation courses on their schedules.	1.1. Monitor students' academic gains in order to place them in Advance Placement and Honors courses.	1.1. The MTSS team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	1.1. The MTSS Team along with the science, technology, engineering and mathematics teachers will review student work folders for evidence of the use of inquiry based learning activities.	1.1. Formative – District Baseline Data and school based assessment.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ensuring student success on a high level curriculum.	9-12	Assistant Principal	School-Wide	March 2013	Monitor student participation through the scheduling process/ Student progress will be monitored daily by classroom teacher.	Principal Assistant Principal MTSS Team

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			?
APEX Training			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:?			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to				

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	Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Our 2011-12 data indicates that 9% of our students participated in Career and Technical Education. Our goal for the 2012-2013 school year is to increase student participation by 3 percentage points to 12% participation.	1.1. Because most current Dade Partners are small privately owned businesses. It has been a challenge to accommodate students for on the job training.	1.1. Provide CT students the opportunity to participate in on the job training courses and increase our Dade partnerships.	1.1. Administration Career Coach	1.1. Bi-weekly meetings to monitor the participation of students in executive internship program.	1.1. 2013 CTE students participation in executive internship.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Positive behavior in the workplace.	9-12	Career Coach	All Teachers	September 17, 2012 March 2013	Monitor data to identify student mastery and understanding of CTE content, classroom walkthroughs and student interviews.	Assistant Principal Career Coach

CTE Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Every Friday students will participate in our career readiness curriculum.	School Connect/Copies	School Funds	$500.00
Subtotal: $500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FDIC	Web-Based Curriculum	N/A	0
Bridges	Web-Based Curriculum	School Funds	$1, 200.00
Subtotal: $1,200.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Career Readiness Professional Development	FDIC Bridges School Connect	School Funds	$2,900.00

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	Description of Resources	Funding Source	Amount
Subtotal: $2,900.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: $4,600.00			

End of CTE Goal(s)

Additional Goal(s)

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

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

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1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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.						

2012-2013School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $22,500.00
Mathematics Budget
Total: $ 3,600.00
Science Budget
Total: $2,000.00
Writing Budget
Total: $2,200.00
Attendance Budget
Total: $ 3,000.00
Suspension Budget
Total: $2,300.00
Dropout Prevention Budget
Total: $ 2,900.00

Parent Involvement Budget	
	Total: $1,400.00
Additional Goals	
	Total:
	Grand Total: $39,900.00

eva

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

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 members 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.

2012-2013School Improvement Plan (SIP)-Form SIP-1

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
COMPLETE   ALIGN THIS BUDGET TO SUBJECT AREA BUDGETS $5 PER FTE Reviewing school wide data, and assisting with the school improvement plan.

Describe the projected use of SAC funds.	Amount
Implementation of school wide enrichment programs	$1,750.00