Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: North Miami Senior High School	District Name: Miami –Dade
Principal: Michael A. Lewis	Superintendent: Alberto Carvalho
SAC Chair: Lauren Zelniker	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	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	Michael A. Lewis	Degrees MS Educational Leadership BS Criminal Justice Certifications Educational Leadership MS Social Studies School Principal	4	8	’11 ’10 ’09 ’08 ’07 School Grade C D D C F AYP Y P N N N High Standards Rdg 26% 21% 24% 20% 33% High Standards Math 53% 55% 56% 45% 37% Lrng Gains-Rdg. 42% 38% 45% 39% 60% Lrng Gains-Math 71% 70% 73% 62% 65% Gains-Rdg-25% 54% 41% 54% 47% 65% Gains-Math-25% 74% 71% 77% 66% 65%
Vice Principal	April Thompson-Williams	Degrees Ed.D Educational Leadership Ed.S Educational Leadership MS Social Sciences BS History Certifications Social Science (5-9) History (6-12) Educational Leadership (All Levels)	2	6	- ’11 ’10 ’ 09 ’08 ’07 School Grade C D F D C AYP Y P N N Y High Standards Rdg 26% 19% 19% 21% 17% High Standards Math 53% 55% 55% 52% 45% Lrng Gains-Rdg. 42% 37% 37% 38% 41% Lrng Gains-Math 71% 74% 73% 69% 74% Gains-Rdg-25% 54% 46% 46% 43% 58% Gains-Math-25% 74% 74% 74% 72% 75%
Assistant Principal	Daryl Branton	Degrees MS Educational Leadership BS Criminal Justice Certifications MS Math Educational Leadership	3	5	’11 ’10 ’09 ’08 ’07 School Grade C D D F C AYP Y P N N N High Standards Rdg 26% 21% 24% 13% 39% High Standards Math 53% 55% 56% 38% 67% Lrng Gains-Rdg. 42% 38% 45% 38% 54% Lrng Gains-Math 71% 70% 73% 72% 73% Gains-Rdg-25% 54% 41% 54% 47% 53% Gains-Math-25% 74% 71% 77% 78% 73%

Assistant Principal	Antonietta M. DiGirolamo	Degrees Ed.D. Curriculum and Instruction MS Reading BS Elementary Education Certifications Educational Leadership Reading Elementary Education ESOL Endorsement	1	2	‘11 ’10 ’09 ’08 ’07 School Grade C D D F F AYP Y P N High Standards Rdg 26% 21% 24% 20% 20% High Standards Math 53% 55% 56% 45% 43% Lrng Gains-Rdg. 42% 38% 45% 39% 41% Lrng Gains-Math 71% 70% 73% 62% 63% Gains-Rdg-25% 54% 41% 54% 47% 53% Gains-Math-25% 74% 71% 77% 66% 66%
Assistant Principal	Ursula J. Garbutt	Degrees Ed.D Educational Leadership MS Mathematics Education BS Secondary Education and Mathematics Certifications Educational Leadership Mathematics 6-12	1	4	’12 ‘11 ’10 ’09 ’08 ’07 School Grade N/A N/A N/A N/A D D AYP N/A N/A N/A N/A N N High Standards Rdg N/A N/A N/A N/A 20% 20% High Standards Math N/A N/A N/A N/A 45% 43% Lrng Gains-Rdg. N/A N/A N/A N/A 39% 41% Lrng Gains-Math N/A N/A N/A N/A 62% 63% Gains-Rdg-25% N/A N/A N/A N/A 47% 53% Gains-Math-25% N/A N/A N/A N/A 66% 66%
Assistant Principal	Eduardo Diaz	Degrees MS Educational Leadership BS Physical Education K-8 AA Education Certifications Educational Leadership Physical Education K-8 Biology 6-12 Teacher Coordinator of Wok Experience Programs, Endorsement	1	1	’12 ‘11 ’10 ’09 ’08 ’07 School Grade P A D NA NA AYP P Y N NA NA High Standards Rdg 20% 14% 16% NA NA High Standards Math 39% 55% 55% NA NA Lrng Gains-Rdg. 53% 34% 38% NA NA Lrng Gains-Math 66% 65% 77% NA NA Gains-Rdg-25% 68% 46% 45% NA NA Gains-Math-25% 74% 71% 82% NA NA

Instructional Coaches

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (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	Mary J. Glueck, Reading Coach	Degrees MS Reading BS Elementary Education Certifications Elementary Education English ESOL Reading	4	6	’11 ’ 10 ’ 09 ’08 ’07 ‘06 School Grade C D D F N/A P AYP Y P N N N N High Standards Rdg 26% 21% 24% 20% 6% High Standards Math 53% 55% 56% 45% 29% Lrng Gains-Rdg. 42% 38% 45% 39% 56% Lrng Gains-Math 71% 70% 73% 62% 69% Gains-Rdg-25% 54% 41% 54% 47% 56% Gains-Math-25% 74% 71% 77% 66% N/A
Reading	Yvonne Martinez	Degrees BA Elementary Education MS Reading K-12 Certifications ESOL	1	4	’12 ’11 ’ 10 ’ 09 ’08 ’07 School Grade P B B A B C AYP P N N N N N High Standards Rdg 62% 61% 58% 54% 52% 49% High Standards Math 60% 85% 86% 84 % 81% 77% Lrng Gains-Rdg. 62% 57% 57% 57% 55% 52% Lrng Gains-Math 55% 78% 80% 76% 78% 73% Gains-Rdg-25% 62% 53% 48% 52% 48% 45% Gains-Math-25% 64% 68% 73% 68% 72% 59%

Reading	Matasha Mondy, Reading Coach	Degrees MA Elem Reading BA Elementary Education Certifications Elementary Education	1	2	’11 ’10 ’09 ’08 ’07 ‘06 School Grade C D D F F C AYP Y P N N N N High Standards Rdg 26% 21% 24% 20% 30% 31% High Standards Math 53% 55% 56% 45% 34% 58% Lrng Gains-Rdg. 42% 38% 45% 39% 56% 56% Lrng Gains-Math 71% 70% 73% 62% 63% 76% Gains-Rdg-25% 54% 41% 54% 47% 70% 63% Gains-Math-25% 74% 71% 77% 66% 71% N/A
Math	Andrew Harris III, Math Coach	Degrees MS Elementary Education BS Computer Science Certification Elementary Education MS Math	4	4	’11 ’10 ’09 ’08 ’07 ‘06 School Grade C D D F P P AYP Y P N N N N High Standards Rdg 26% 21% 24% 20% 0% 5% High Standards Math 53% 55% 56% 45% 3% 9% Lrng Gains-Rdg. 42% 38% 45% 39% 35% 55% Lrng Gains-Math 71% 70% 73% 62% 43% 55% Gains-Rdg-25% 54% 41% 54% 47% 40% 65% Gains-Math-25% 74% 71% 77% 66% 50% N/A
Math	Rush Lissade, Tiya A. , Math Coach	Degrees BS Math Certification MS Math	2	3	’11 ’10 ’09 ’08 ’07 ‘06 School Grade C D D F F C AYP Y P N N N N High Standards Rdg 26% 21% 24% 20% 30% 31% High Standards Math 53% 55% 56% 45% 34% 58% Lrng Gains-Rdg. 42% 38% 45% 39% 56% 56% Lrng Gains-Math 71% 70% 73% 62% 63% 76% Gains-Rdg-25% 54% 41% 54% 47% 70% 63% Gains-Math-25% 74% 71% 77% 66% 71% N/A

Science	Afreen Gandhi	Degree MS English Literature BA Education, Science, Teaching of English BS Micro-Biology, Zoology, Chemistry Certification Biology	1	1	’12 ’11 ’10 ’09 ’08 ’07 School Grade P D D D C NA AYP P N N N N NA High Standards Rdg 27% 44% 44% 36% 37% NA High Standards Math 26% 39% 36% 34% 35% NA Lrng Gains-Rdg. 49% 55% 55% 49% 62% NA Lrng Gains-Math 52% 61% 57% 54% 62% NA Gains-Rdg-25% 59% 66% 64% 68% 77% NA Gains-Math-25% 60% 65% 68% 61% 75% NA
ELL	Cassandra Jean-Pierre	Degree Ed.S Curriculum/ Instruction & Reading M.A. English Education & ESOL BA English Certification English 6-12; Reading K-12 Elementary K-6 ESOL K-12	1	1	’12 ’11 ’10 ’09 ’08 ’07 School Grade P B B C C C AYP P N N N N N High Standards Rdg 47% 43% 48% 43% 43% 39% High Standards Math 76% 77% 80% 79% 74% 67% Lrng Gains-Rdg. 61% 47% 52% 52% 52% 54% Lrng Gains-Math 72% 77% 75% 75% 75% 73% Gains-Rdg-25% 75% 46% 47% 52% 52% 61% Gains-Math-25% 74% 68% 63% 67% 67% 73%

Highly Effective 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
1. Facilitate regular meetings with new teachers, administrative team members, lead teachers, department chairpersons, and other key staff members.	Administrative Team	On-going
2. Partnering of new teachers with veteran staff	Administrative Team	On-going
3. Job fair and District sponsored recruiting events	Administrative Team	On-going
4. Soliciting referrals from trusted sources as instructional staff	Administrative Team	On-going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
86 (55.12%)	Provide one-to-one assistance to teacher in becoming Highly Qualified in Assigned Area.

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
156	18 (11.54%)	33 (21.15%)	67 (42.95%)	38 (24.36%)	69 (44.23%)	88 (87.13%)	22 (14.10%)	1 (0.64%)	33 (21.15%)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary Glueck	Jeffrey Pierce	Mr. Jeffrey Pierce is a First year teacher in need of guidance and mentoring. Ms. Mary Glueck's students have shown improvement in reading and achievement as evidenced by FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.
Brenda Lewis	Annette Quintero	Ms. Annette Quintero is a First year teacher in need of guidance and mentoring. Ms. Brenda Lewis' students have shown improvement in reading and achievement as evidenced by FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.
Audrey Golaub	Alejandro Chaviano	Mr. Alejandro Chaviano is a First year teacher in need of guidance and mentoring. Ms. Audrey Goulab's students have shown improvement in reading and achievement as evidenced by FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.
Afreen Gandhi	Natania Widensky	Ms. Natania Widensky is a First year teacher in need of guidance and mentoring. Ms. Afreen Gandhi's students have shown improvement in reading and achievement as evidenced by FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.

Matasha Mondy	Rose Weintraub	Ms. Rose Weintraub is a First year teacher in need of guidance and mentoring. Ms. Matasha Mondy's students have shown improvement in reading and achievement as evidenced by FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.
Andrew Harris	Erica Rivera	Ms. Erica Rivera is a First year teacher in need of guidance and mentoring. Mr. Andrew Harris's students have shown improvement in mathematics as evidenced by FCAT Math learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.
Andrew Harris	Hadassa Levenson	Ms. Hadassa Levenson is a First year teacher in need of guidance and mentoring. Mr. Andrew Harris's students have shown improvement in mathematics as evidenced by FCAT Math learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee. Time is provided supportive of all feedback, coaching and planning sessions.
Tiya Rush-Lissade	Frank Torres	Mr. Frank Torres is a First year teacher in need of guidance and mentoring. Ms. Tiya Rush-Lissade's students have shown improvement in mathematics as evidenced by FCAT Math learning gains and by scoring at high performance levels.	The mentor and mentee are meeting at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor is given release time to observe the mentee.

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 Title I support services are provided at NMSH to ensure all students requiring additional remediation are assisted through after/during/before-school programs, Saturday Academy, and any other intervention program as needed. NMSHS will coordinate with the District Title I office in ensuring staff development needs are adequately addressed. Support services are provided to all students assigned to NMSHS. NMSHS's Response to Instruction/Intervention (RTI) leadership team will develop, lead, and evaluate school core content standards/programs; identify and analyzed existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The RTI leadership team will also identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs, provide intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components are integrated into NMSHS's school wide program include an extensive Parental Program; Saturday Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent youths through our student services department.
Title I, Part C- Migrant NMSH will provide services and support to migrant students and parents as needed. Should the need arise, NMSH will enlist the assistance of the District Migrant liaison in order to further coordinate with Title 1 and other programs in order to make sure adequate services are rendered in order to ensure the unique needs of all migrant students are met.
Title I, Part D NMSHS will provide services and support to students and parents in need of educational alternative outreach services. Should the need arise, NMSHS will enlist the assistance of the District Drop-out Prevention office in order to further coordinate with Title I, Part D and other programs. Every effort will be made to accurately identify all at-risk students, assess at-risk student needs, design and provide individualized services, and evaluate if the unique needs of the at-risk student are met.
Title II Through the assistance of the District, NMSHS uses supplemental funds for improving basic education as follows: (1)training to certify qualified mentors for the New Teacher (MINT) Program, (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL, (3) training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, and (4) individual Lesson Study Group (OLLSG) implementation and protocols.

Title III Title III funds are used at NMSHS to supplement and enhance the programs for English Language Learners (ELL) and other immigrant students by providing funds to implement and/or provide: (1)tutorial programs, (2)parent outreach activities, (3) professional development on best practices for ELL students and content area teachers, (4) coaching and mentoring for developmental language and content area teachers of ELL students, (5)ELL student participation in the citizenship mentoring/acculturation program provided by the Close Up for New Americans Program, (5) Reading and supplementary instructional materials, and (6) hardware and software for the development of language and literacy skills in mathematics, reading, science, and writing will be used by ELL students.
Title X- Homeless NMSH will enlist the assistance of the District Homeless Social Worker as needed in order to secure resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) NMSH receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs NMSH offers a non-violence and anti-drug program to our students by the Police Athletic League (PAL); this program incorporates field trips, community service, and counseling as needed.
Nutrition Programs NMSH adheres to and implements the nutrition requirements stated in the District's Wellness Policy. Nutrition education, as per state statute, is taught through physical education at NMSH. The School Food Service program at NMSHS, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs NMSH seeks to ensure a successful educational experience for all registered homeless children by collaborating with parents, schools, and the community at large as required by the Homeless Assistance Program. Through the assistance of Project Upstart, Homeless Children & Youth Program NMSHS assists with the appropriate identification, enrollment, attendance, and transportation of homeless students to and from NMSH. The school registrar fully adheres to the District's policy on the enrollment of homeless students. Moreover, school counselors also adhere to the McKinney Vento Homeless Assistance Act by ensuring all registered homeless children are provided with all of the entitlements necessary so they are able to access a free and appropriate education. Lastly, through the assistance of Project Upstart, NMSHS supports a homeless sensitivity and awareness campaign throughout the school.
Head Start Not Applicable
Adult Education High School completion courses are available to all eligible students in the evening though the North Miami Senior High School Community School program and based on recommendation. Courses can be taken for credit recovery, promotion, remediation, and/or grade forgiveness purposes.

Career and Technical Education

By promoting career pathways and career and technical education programs of study at NMSHS through our wall-to-wall academy conversion effort, students will become vocational program completers. The intent of career and technical course offering is to help students develop a better understanding and appreciation of all postsecondary opportunities available within and beyond NMSHS. Within the Small Learning Communities ((SLC) context, students will acquire the skills necessary to take advantage of the provided career and technical opportunities beyond the school walls. Articulation agreements supported through our educational offerings will enable our students to earn college and postsecondary technical credits while in high school. Our aim, therefore, is to provide more opportunities for our students to complete two and four-year postsecondary degrees upon graduation from NMSHS. Through our expansive career and technical education, course offerings we aim to have our students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Additional CTE programs currently in place at NMSH include EKG, Health Science, Multi-media and Dreamweaver. Readiness for postsecondary pursuits strengthens the integration of academic and career technical components and a coherent sequence of courses at NMSHS.

Job Training

Partnerships with community based public and private (for-profit and not-for-profit entities will provide students at NMSHS with job skills based programs allowing students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. During the 2011-12 academic year, NMSHS will offer the following job skills based programs in order to further develop student employability skills: Cooperative Diversified Education (CDE), Diversified Career Technology for the Handicapped (DCT-H), Career Experience opportunity Program (CEO), Project Victory, Internships for Trainable Mentally Handicapped students at the Vocational Administration Hospital, Easter Seal Organization, National Academy Foundation, and Florida Workforce Development.

Other

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

Increase parental engagement/involvement though developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parent's schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913/ 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data based decision-making, ensures school-based team is implementing RTI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Vice-Principal: Directs the execution of the Principal's vision for the use of data based decision-making, ensures school-based team is implementing RTI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/.instruction with Tier 2/3 activities.

Select Students with Disabilities (SWD) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special Teachers of English Language Learners (ELL) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches in the Areas of Mathematics, Reading, Science, and Writing: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs, provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Reading Coaches: Provide guidance on the K-12 Comprehensive Reading Plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

- Tier 1: All students are provided Tier 1 services through their Intensive Reading courses, which consist of research-based curricula. All students are screened at Tier 1 to determine if they are responding appropriately to instruction before they experience any significant failure in comparison to their grade level peers.

- Tier 2 (early intervening services): Tier 2 services consist of increasing the time and intensity of students' exposure to core curricula for students who do not appear to be responding appropriately to Tier 1 instruction. For instance, an additional 35 minutes per day will be devoted to small group, data driven with a focus on ameliorating areas of deficiency. Adjustments will be made within Tier 2 to increase time on task(s) and/or decrease student/teacher ratios, accordingly. Regular progress monitoring and charting will be required for all students receiving Tier 2 interventions.

- Tier 3 (intensive intervention services): Tier 3 services include students within our lower quartile in the area of reading, inclusive of ELL and SWD students who have been found eligible for curricular accommodations, modifications, and related services. Tier 3 intensive intervention services will allow exposure to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily parts of our core curricula. The FCIM cycle of progress monitoring and adjustment of interventions will continue, even if determinations for ELL and SWD services are made. In this model, RTI, HLAP, and special education services are independent yet collaborative and share a common mission for our Tier 3 students—to improve outcomes for all children.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision-making activities.

Technology Specialist: Develops or brokers technology solutions necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

NMSHS’s RTI Leadership Team focuses their efforts on the development and maintenance of a problem solving system to bring out the best in every member of NMSHS’s learning community. NMSHS’s RTI Leadership Team meets bi-monthly to engage in the following activities: (1) review universal screening data and link to instructional decisions, and (2) review progress monitoring data at all grade levels and classrooms to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on their analyses NMSHS’s, RTI Leadership Team identifies professional development and resources and deploys them in order to address all areas of need. The RTI Leadership Team also collaborates on a regular basis, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the processes of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The RTI Leadership Team met with NMSHS’s Educational Excellence School Advisory Council (EESAC), principal, and vice-principal in order to develop the 2011-12 School Improvement Plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas in need of amelioration; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments, Comprehensive English Language Assessment (CELLA) results, Florida Oral Reading Fluency Exam (FORF), Florida Assessments for Instruction in Reading (FAIR), Jamestown Navigator NWEA assessment, Measurement Incorporated Writing Data, Reading Plus Placement Test Data, and Achieve 3000/Teen Biz Placement Assessment Report. Progress Monitoring: PMRN, Interim Assessments, Florida Oral Reading Fluency Exam (FORF), Florida Assessments for Instruction in Reading (FAIR), Jamestown Navigator Program TREK Assessments, Hampton Brown Edge Program Assessments, School wide Writing Prompts, Reading Plus Program Reports, Achieve 3000/Teen Biz Data Reports, and Monthly Benchmark Weekly Assessments. Midyear: District Interim Assessments, Florida Oral Reading Fluency Exam (FORF), Measurement Incorporated Mid-Year Writing Assessment, and Florida Assessments for Instruction in Reading (FAIR)—AP2. End of year: Florida Alternative Assessment, Winter Interim Assessments, Comprehensive English Language Assessment (CELLA), FCAT, Florida Assessments for Instruction in Reading (FAIR), and District Writing Post-Test.
Describe the plan to train staff on MTSS. Professional development will be provided during teacher planning time and small sessions will also occur throughout the 2012-13 academic year; similar training sessions will occur during planning days, and professional development days. Two PD sessions entitled “RTI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RTI” and “RTI: Challenges to Implementation data-based decision-making, and Supporting and Evaluating Interventions” will take place during the 2012-13 academic year. Also, teachers will have an opportunity to participate in professional development opportunities advertised by the district and partnering postsecondary education institutions.
Describe the plan to support MTSS. The MTSS will be supported by the Principal and the Administrative team. Administrators will participate in meetings in order to facilitate the process of analyzing data and evaluation of teacher performance. Instructional Coaches who are proficient in the use of data management systems will support MTSS by providing necessary resources by respective departments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Michael A. Lewis
Vice-Principal: April Thompson-Williams
Assistant Principal: Daryl Branton
Assistant Principal: Antonietta M. DiGirolamo
Assistant Principal: Ursula Garbutt
Assistant Principal: Eduardo Diaz
EESAC Chair: Lauren Zelniker
General Education Teacher: Brenda P. Lewis
SPED Department Chair: Betty Vanrees
Reading Coach: Mary K. Glueck
Reading Coach: Matasha Mondy
ELL Coach: Cassandra Jean-Pierre
Math Coach: Ms Rush-Lissad
Test Chairperson: Kim Coomansingh-Coard
Science Coach: Afreen Gandhi
School Psychologist: Dr. Joseph Laforest

Principal: Is the instructional leader who aligns the school's culture and vision with the state focus on literacy achievement. The principal will cultivate the vision for increased school-wide literacy across all content areas by leading LLT meetings and activities. Our Principal guides the development of our School Literacy Plan and possesses content expertise in literacy as well as an understanding of the process of managing organizational change. The Principal articulates literacy as a priority and engages in meaningful and monthly dialogue with the LLT about the school's literacy practices and plans. The Principal allocates and aligns the resources to support the plans and initiatives spearheaded by the LLT team. The Principal promotes the LLT as an integral part of the school literacy reform to promote a culture of literacy by: (1) including representation from all curricular areas on the LLT, (2) selecting team members who are skilled and committed to improving literacy, (3) offering professional growth opportunities for team members, (4) creating a collaborative environment that fosters sharing and learning, (5) developing a school wide organizational model that supports literacy instruction in all classes, and (6) encouraging the use of data to improve teaching and student achievement.

Vice and Assistant Principals provide in depth knowledge and expertise to support school and teachers in the implementation of the school wide literacy initiatives. Collectively they coordinate the development and deployment of resources and accountability processes supportive of school wide literacy initiatives. The Vice and Assistant Principals support academic departments directly as assigned by the Principal. The Vice and Assistant Principals possess advanced knowledge and skills in the content of literacy, design of professional learning, use of data for decision-making, coaching and management of change.

School Literacy Coaches provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies. They facilitate processes such as the examination of student work and use of data in instructional decision-making. They possess advanced expertise in the content of literacy, coaching and facilitation skills. School Literacy Coaches will share their expertise in instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. School Literacy Coaches will work with the LLT to guarantee fidelity of implementation of State, District, and Regional literacy plans. The School Literacy Coaches will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and academic achievement by establishing model classrooms; conferencing with teachers

and administrators; and providing professional development. Additional members of the LLT share leadership in the development and implementation of the school literacy plan. Collectively, they apply the knowledge and skills necessary for the development of effective literacy plans, and the implementation and the content of literacy approaches.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). NMSHS's LLT Leadership Team focuses their efforts on the development and maintenance of a problem solving system to bring out the best in every member of NMSHS's learning community. NMSHS's LLT Leadership Team meets once a month to engage in the following activities: (1) review of universal screening data and link to instructional decisions, and (2) review progress monitoring data at all grade levels and classrooms to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on their analyses NMSHS's, LLT Leadership Team identifies professional development and resources and deploys them in order to address all areas of need. The LLT Leadership Team also collaborates on a regular basis, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the processes of building consensus, increasing infrastructure, and making decisions about implementation.
What will be the major initiatives of the LLT this year? THINKING MAPS. Fifty percent or more of the teachers at NMSHS will model and use grade level appropriate Thinking Maps/graphic organizers in daily instruction so students can organize and comprehend concepts taught and retell using story elements. To accomplish this objective, instructional staff will receive training and support in implementation of Thinking Maps throughout the school year. Additional resource manuals will be purchased to ensure that all staff members have the necessary materials to incorporate the use of the Thinking Map strategies throughout the curriculum. Professional Learning Communities will work together to match Thinking Maps to the reading anthology series at each grade level. Students will be able to interpret, create, and use Thinking Maps/graphic organizers and charts to further comprehension skills in reading and writing across all curricular areas. Additionally, teachers will teach and model the use of graphic organizers and thinking maps as prewriting tools across the curriculum. This will allow students to use graphic organizers and thinking maps as a prewriting tool in all content areas for writing rigorous writing reflections.

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 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers at NMSHS will emphasize the relationships among vocabulary, word structures, origins, and meanings when teaching content in all academic courses. Students will read texts and comprehend what they are reading in all core and non-core academic subject areas. All teachers at NMSHS will use active reading strategies and pre, during, and post-reading strategies to improve their students' reading comprehension. All teachers will help their students further develop the knowledge and reading skills necessary to identify the main idea and author's purpose of a passage, comparing/contrasting between ideas and concepts, identifying causes and their related effects, predicting outcomes, summarizing, questioning, and visualizing ideas and concepts from texts. All teachers at NMSHS will give students frequent opportunities to write about what they are reading. Students will be provided many opportunities to read fiction and nonfiction independently and with their peers. The Reading Coaches will review the FCAT "Item Specifications", as well as Common Core publications from the Florida Department of Education (FLDOE) to develop the teachers' pedagogical expertise in the area of reading as it relates to the FCAT. Instructional Focus Calendars (IFCs) will also be used in social studies and non-core content areas that will be aligned with all reading foci delineated in our school wide reading benchmark department adoption plan.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

NMSHS offers students elective courses supportive of our academy conversion effort in the areas of engineering, business, museum studies, health science, international studies, and the humanities. Many of these courses of study will focus on job skills and offer students internships and other culminating activities. A daily focus of the school is for teachers to ensure instruction remains relevant with real world exercises built into all curriculum areas. Teachers are also provided reading materials, writing prompts, and "bell ringer" activities based on current events in order to further increase class rigor and relevance and to increase student awareness of global issues while increasing 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 year, after FCAT testing, students and parents participate in an academy fair. Our annual academy fair exposes all members of our learning community to next year's curricular offerings. The aim is to inform all students' of the school's academies and course offerings so all students can make a free and informed choice of the academy they wish to participate in for the forthcoming academic year. Prior to the academy fair, lead teachers engage in an academy promotion effort and marketing blitz. NMSHS's academy marketing campaign aims to engage the community at large about the school's curricular offerings. After the course selection fair, students meet one-on-one with their counselors and academy Lead Teachers to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parental signatures. The major area of interest through the selection of an academy curriculum is entered in the ePersonal Education Planner (ePEP) on the FLDOE web site. A student can track their progression to accomplishing the selected course of study through the ePEP.

Postsecondary Transition

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

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

Through the assistance of NMSHS's administrative team and the student services department, teachers implement lessons, and instructional methodologies that focus on improving the personal effectiveness, planning for life after high school, surviving after high school and succeeding in post-secondary academic institutions. In order to disseminate this information, the District designed the Tools for Success curriculum. This postsecondary transition program consists of lesson plans and activities developed to address issues and competencies influencing student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness that support student success.

Furthermore, all eleventh grade students are enrolled in a Critical Thinking class with focused instruction in PERT/ACT preparation and the College Summit curriculum. Similarly, twelfth grade students are enrolled in Critical Thinking with focused instruction in SAT preparation and the College Summit curriculum.

Postsecondary transitional planning occurs at NMSHS primarily through consultation with our students' guidance counselors. Several parent information nights are held throughout the academic year in order to educate parents about post-secondary options, as well. Exceptional students in pursuit of a special diploma take a career preparation course during which various post-secondary options are explored. A transition specialist and counselor from Vocational Rehabilitation address the needs of all graduating disabled students. ASVAB and PERT testing will be conducted; college site visits, job shadowing and other academic and career planning activities take place across the school in order to support our Postsecondary transition plan.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for post-secondary educational options.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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		

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. There is a lack of explicit, corrective and timely feedback on written assignments.	1A.1. Action Step #1: Conduct Professional Development on best practices for providing explicit, corrective feedback. Action Step #2: Continue to support professional development during common planning addressing explicit, corrective feedback. One assignment per week will be selected to provide explicit corrective feedback during Common Planning. Action Step #3: Implement a corrective feedback form that includes student reflections and share as a best practice during common planning.	1A.1. Coaches and Administrators	1A.1. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback	1A.1. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment		

Reading Goal #1A: The results of the 2011-2012 FCAT Reading test indicate that **16%** (205) of students in grades 9 and 10 achieved a level three proficiency rating. Our goal for the 2012-13 school year is to increase the number of level three students who are proficient by eight percentage points to **24%**(305)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (205)	**24% (305)**					
		1A.2 There is a lack of academic vocabulary in students' written work.	1A.2 Action Step #1- Teachers will develop a student generated interactive word wall Action Step #2 Teachers will require students to use academic words in academic conversations and written assignments.	1A.2 Coaches and Administrators	1A.2 Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback Lesson Plans Student Folders	1A.2 Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	
		1A.3. Inconsistent and ineffective use of *Discovery Learning*	1A.3. Action Step #1: Increase and monitor the effective use of Discovery Learning in core content honors, AP, and Pre-IB (language arts and social studies) to activate or build prior knowledge and make connections to the learning objectives and develop through common planning and the Lesson Study Process.	1A.3. Coaches and Administrators	1A.3. Reading Coach Logs/ Reflections Administrative classroom walkthroughs ETO IS Feedback	1A3. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	

		1A.4. Teachers' inability to consistently pose high complexity questions during classroom instruction.	1A.4. Action Step #1: Implement and monitor school-wide strategies in core content honors, AP, and Pre-IB (language arts and social studies) Action Step #2: Allow teachers along with their instructional coaches to create higher order questions during common planning that can be included in their lessons and be utilized during whole group, and DI. Action Step #3: Develop observational classrooms that demonstrate high levels of rigor. Conduct Lesson Study	1A.4. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	1A.4. Reading Coaches Logs/ Reflections Common Planning Agenda Administrative Walkthroughs Feedback from ETO IS site visits	1A.4. Formative: ETO Monthly and District Interim assessments. Leadership Meetings Summative: 2013 FCAT Assessment	
		1A.5. Lack of high complexity reading materials.	1A.5. Action Step #1: Include grade level or higher informational text that will include but not limited to: (class novels, classroom library novels, periodicals, USA Today, and Accelerated Reader books) that will incorporate rigorous writing reflections and provide rewards through Positive Behavior Support (PBS) to increase independent reading in core content honors AP, and Pre-IB (language arts and social studies). Action Step #2: Utilize nonfiction articles at higher Lexile levels during instruction.	1A.5. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair Media Specialist PBS Coach	1A.5. Reading Coaches Logs/ Reflections Administrative Walkthroughs Student Reflection Journals Lesson Plans Student folders Feedback from ETO IS site visits	1A.5. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT	

		1A.6. Inconsistent delivery of direct, explicit rigorous instruction in whole group and D.I	1A.6. Action Step #1: Implement and monitor the ETO Instructional Frameworks in core content honors AP, and Pre-IB (language arts and social studies) that follow the model of explicit instruction and the effective use of small group instruction and develop through common planning, active coaching and the Lesson Study process. Action Step #2: Utilize and monitor common planning to encourage comprehensive lesson planning, rigor in assignments, higher order questioning, explicit instruction and lesson study in English, Freshman Experience, Writing and Social Studies.	1A.6. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	1A.6. Reading Coaches Logs/ Reflections Administrative Walkthroughs Lesson Plans Student Folders Success of Lesson Study	1A.6. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT	

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1 Inconsistent delivery of direct, explicit, and rigorous instruction and lack of differentiated instruction.	1B.1. Action Step #1: Implement and monitor an Instructional Frameworks in Special Diploma classes that provides explicit instruction and the effective use of centers and small group instruction and which will be developed through department planning's and active coaching from the SPED Coach. Action Step #2: Utilize and monitor department planning to encourage comprehensive lesson planning, scaffolding, and explicit instruction. Action Step #3: Develop observational (model) classrooms that demonstrate differentiated instruction and effective uses of rigor using manipulative and	1B.1. Assistant Principal SPED Coach SPED Program Specialist SPED Department Chair Teachers Paraprofessionals	1B.1. Administrative Walkthrough's Lesson Plans Feedback from ETO site visits	1B.1. Student portfolio/folders IEP Progress Reports (SPED EMS) Florida Alternate Assessment		

		supplemental material to teach Access Points.					
Reading Goal #1B: The results of the 2011-2012 FAA Reading test indicate that **34% (13)** of students in grades 9 and 10 earned a proficiency rating level Emergent (1,2,3). Our goal for the 2012-13 school year is to increase the number of students scoring a level of Achieved (4,5,6) on the FAA by five percent points to **39% (15)** *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	34% (13)	**39% (15)**					
		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 in reading.	2A.1. There is a lack of clarity, specificity and rigor in the EQs and HOQs.	2A.1. Action Step #1: Promote the use of FCAT 2.0 test item specifications and question task cards to create EQ's and HOQ's during common planning. Action Step #2: Implement the use of peer review during common planning to revise and refine EQs and HOQs. Action Step #3: Implement a system by creating 3-5 questions to set a purpose for reading, read-aloud, listening stations, and independent reading etc. Provide individual coaching support in developing EQs and HOQs with teachers as needed. Provide modeling for all teachers	2A.1. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	2A.1. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback Lesson Plans Student folders	2A.1. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment		

Reading Goal #2A: The results of the 2011-2012 FCAT Reading test indicate that **12% (158)** of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 students' proficiency by four percentage point to **16% (203)**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12% (158)	**16% (203)**					
		2A.2 There is a lack of high level student generated work.	2A.2 Action Step #1, Teachers will utilize research based strategies to generated rigorous assignments. Action Step #2. Teachers will receive professional development in Common Core strategies. Action Step # 3 Teachers will conduct Lesson Study	2A.2 Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	2A.2. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback Lesson Plans Student folders	2A.2. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Inconsistent and ineffective use of *Unique Learning and supplemental materials to teach SSS Access Points to increase rigor.*	2B.1. Action Step #1: Conduct Professional Development on Unique Learning and for providing differentiated explicit instruction of SSS Access Points. Action Step #2: Increase and monitor the effective use of Unique Learning in the Special Diploma classes to activate or build prior knowledge and make connections to the learning objectives and develop through the lessons and department planning . Action Step #3: Continue to monitor instruction via walk through and support professional development during department planning addressing differentiated explicit	2B.1. Assistant Principal SPED Coach SPED Program Specialist SPED Department Chair Teachers Paraprofessionals	2B.1. Administrative Walkthrough's Lesson Plans Feedback from ETO site visits	2B.1.		

		instruction with rigor, thus providing corrective feedback.					
Reading Goal #2B: The results of the 2011-2012 FAA Reading test indicate that **16% (6)**) of students in grades 9 and 10 earned a proficiency rating level Emergent or Achieved (6 and below). Our goal for the 2012-13 school year is to increase the number of students scoring a level of Commended (7 and above) on the FAA by three percent to **19% (7).**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (6)	**19% (7)**					
		2B.2.	2B.2.	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 reading.	3A.1. There is an inconsistent use of high level questions that direct student academic conversations.	3A.1. Action Step #1: Promote the use of FCAT 2.0 test item specifications and question task cards to create EQ's and HOQ's during common planning. Action Step #2: Implement the use of peer review during common planning to revise and refine EQs and HOQs. Action Step #3: Implement a system by creating 3-5 questions to set a purpose for reading, read-aloud, listening stations, and independent reading etc. Provide individual coaching support in developing EQs and HOQs with teachers as needed. Provide modeling for all teachers	3A.1. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	3A.1. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback Lesson Plans Student folders	3A.1. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment		

Reading Goal #3A: The results of the 2011-2012 FCAT Reading test indicate that **XX%**(XXX) of the students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to **XX%**(XXX).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	XX%(XXX)	**XX%**(XXX)					
		3A.2. There is a lack of opportunities for students to reflect on explicit, corrective feedback on written assignments.	3A.2. Action Step #1: Conduct Professional Development on best practices for providing explicit, corrective feedback. Action Step #2: Continue to support professional development during common planning addressing explicit, corrective feedback. Action Step #3: Implement a corrective feedback form that includes student reflections and share as a best practice during common planning.	3A.2. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	3A.2. Reading Coach Logs/Reflections Administrative classroom walkthroughs Student Folders ETO IS Feedback	3A.2. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	

		3A.3. Inconsistent delivery of direct, explicit rigorous instruction in whole group and D.I	3A.3 Action Step #1: Implement and monitor the ETO Instructional Frameworks in core content honors AP, and Pre-IB (language arts and social studies) that follow the model of explicit instruction and the effective use of small group instruction and develop through common planning, active coaching and the Lesson Study process. Action Step #2: Utilize and monitor common planning to encourage comprehensive lesson planning, rigor in assignments, higher order questioning, explicit instruction and lesson study in English, Freshman Experience, Writing and Social Studies.	3A.3 Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	3A.3. Reading Coaches Logs/ Reflections Administrative Walkthroughs Lesson Plans Student Folders Success of Lesson Study	3A.3. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT	

3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Lack of high complexity reading materials and opportunities to demonstrate higher order thinking skills.	3B.1. Action Step #1: Utilize teacher modeled reading and think alouds to provide positive demonstration of proper fluency, synthesis, and higher order thinking skills. Action Step #2: Expose students to reading material on various levels up to grade level in order to incorporate rigor, higher level thinking, and questioning. Action Step #3: Incorporate various activities such as word walls, centers, journal reflections, etc. This will foster an increase in students independent reading level and understanding of material	3B.1. Assistant Principal SPED Coach SPED Program Specialist SPED Department Chair Teachers Paraprofessionals	3B.1. Administrative Walkthrough's Lesson Plans Feedback from ETO site visits	3B.1. Student portfolio/folders IEP Progress Reports (SPED EMS) Florida Alternate Assessment		

Reading Goal #3B: The results of the 2011-2012 FCAT Reading test indicate that **32% (10)** of the students made learning gains. For the 2012-2013 administration of the FAA our goal is to increase students achieving learning gains by ten percentage points to **42% (13)**).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32% (10)	**42% (13)**					
		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		

4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. There is an inconsistent use of high level questions that direct student academic conversations.	4A.1. Action Step #1: Promote the use of FCAT 2.0 test item specifications and question task cards to create EQ's and HOQ's during common planning. Action Step #2: Implement the use of peer review during common planning to revise and refine EQs and HOQs. Action Step #3: Implement a system by creating 3-5 questions to set a purpose for reading, read-aloud, listening stations, and independent reading etc. Provide individual coaching support in developing EQs and HOQs with teachers as needed. Provide modeling for all teachers	4A.1. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	4A.1. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback Lesson Plans Student folders	4A.1. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment		

Reading Goal #4A: The results of the 2011-2012 FCAT Reading test indicate that **XX%**(XXX) of the students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to **XX%**(XXX).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	XX%(XXX)	**XX%**(XXX)					
		4A.2. Limited opportunities for students to discuss and analyze data from formal and informal assessments.	4A.2. Action Step #1: Increase the consistent and effective use of student data chats. Action Step #2: Provide professional development for data analysis linked to differentiated instruction.	4A.2. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	4A.2. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback	4A.2 Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	

		4A.3. Limited use of data driven instruction to meet the needs of students scoring in the lowest quartile.	4A.3. Action Step #1: Teacher collaboration during common planning to develop targeted DI activities that address student deficiencies.. Action Step #2 Sharing of Best Practices during common planning Action Step #3: Analyzing student assessments during common planning to find trends and commonalities. Action Step #4: Conduct more professional development in phonics.	4A.3. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	4A.3. Reading Coaches Logs/ Reflections Common Planning Agenda Administrative Walkthroughs Feedback from ETO IS site visits	4A.3. Formative: ETO Monthly and District Interim assessments. Leadership Meetings Summative: 2013 FCAT Assessment	

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. Lack of high complexity reading materials and opportunities to demonstrate higher order thinking skills.	4B.1. Action Step #1: Utilize teacher modeled reading and think alouds to provide positive demonstration of proper fluency, synthesis, and higher order thinking skills. Action Step #2: Expose students to reading material on various levels up to grade level in order to incorporate rigor, higher level thinking, and questioning. Action Step #3: Incorporate various activities such as word walls, centers, journal reflections, etc. This will foster an increase in students independent reading level and understanding of material.	4B.1. Assistant Principal SPED Coach SPED Program Specialist SPED Department Chair Teachers Paraprofessionals	4B.1. Administrative Walkthrough's Lesson Plans Feedback from ETO site visits	4B.1.		

Reading Goal #4B: The results of the 2011-2012 FAA Reading test indicate that **XX%**(XXX) of the students made learning gains. Our goal for the 2011-12 school year is to increase student achieving learning gains by 10 percentage points to **XX%**(XXX).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	XX%(XXX)	**XX%**(XXX)					
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 31%	**37%**	**43%**	**48%**	**54%**	**60%**	**66%**

Reading Goal #5A: **According to 2010-2011 Reading Baseline data, 31% of our students were proficient on the Reading FCAT.** **By the 2016-2017 school year, 66% of our students will be proficient, indicating a 6% increase each year.**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	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 reading.**	5B.1. There is an inconsistent use of different media (visual and quantitative) or develop students' understanding of various topics and issues.	5B.1. Action Step #1: Promote the use of FCAT 2.0 test item specifications and question task cards to create EQ's and HOQ's during common planning. Action Step #2: Implement the use of peer review during common planning to revise and refine EQs and HOQs. Action Step #3: Implement a system by creating 3-5 questions to set a purpose for reading, read-aloud, listening stations, and independent reading etc. Provide individual coaching support in developing EQs and HOQs with teachers as needed. Provide modeling for all teachers	5B.1. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	5B.1. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback Lesson Plans Student folders	5B.1. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment		

Reading Goal #5B: The results of the 2011-2012 FCAT Reading test indicate that our White, Black, Hispanic and Asian students are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the proficiency level for each of the subgroups.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 73%(9) Black:28%(305) Hispanic: 45%(68) Asian:61%(10)	White:76%(10) Black:41%(446) Hispanic: 52%(78) Asian:67%(11)					
		5B.2. There is a lack of opportunities for students to reflect on explicit, corrective feedback on written assignments.	5B.2. Action Step #1: Conduct Professional Development on best practices for providing explicit, corrective feedback. Action Step #2: Continue to support professional development during common planning addressing explicit, corrective feedback. Action Step #4: Implement a corrective feedback form that includes student reflections and share as a best practice during common planning.	5B.2. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair	5B.2. Reading Coach Logs/Reflections Administrative classroom walkthroughs Student Folders ETO IS Feedback	5B.2. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	

		5B.3. Lack of opportunities for students to read texts of high complexity.	5B.3. Action Step #1: Increase students' endurance by using a variety of informational texts (periodicals, nonfiction articles and content related articles, books and primary source documents. Action Step #2. Increase the use of Accelerated Reader Action Step # 3 Sharing of Best Practices for independent reading Action Step #4 Host Parent Literacy Night to increase interest in reading	5B.3. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair Media Specialist LLT	5B.3. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback	5B.3. Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	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. Students have limited academic vocabulary.	5C.1. Explicitly teach vocabulary as a part of the daily lesson. Create interactive word walls that include high frequency words, Tier II and academic vocabulary.	5C.1. RTI Leadership Team	5C.1. Monitor lesson plans and conduct classroom walkthroughs	5C.1. Formal and informal assessments and ongoing FAIR data.		

Reading Goal #5C: The results of the 2011-2012 FCAT Reading test indicate that our English Language Learners students are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the proficiency level for these students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11% (34)	*22% (68)*					
		5C.2. Students lack phonics and phonemic awareness skills	5C.2. Initial phonics assessment and consistent progress monitoring of phonics skills by Inside Phonics Assessment.	5C.2. RTI Leadership Team	5C.2. Monitor lesson plans and conduct classroom walkthroughs	5C.2. Formal and informal assessments and ongoing FAIR data.	
		5C.3. Students lack first language literacy skills that impact second language literacy.	5C.3. Implement ESOL framework that includes daily oral language practice with the scripts and visuals provided with *Speaking and Listening to the English Language*	5C.3. RTI Leadership Team	5C.3. Monitor lesson plans and conduct classroom walkthroughs	5C.3. Formal and informal assessments and ongoing FAIR data.	
		5C.4. Students lack first language literacy skills that impact second language literacy.	5C.4. Increase student accountability talk through the use of cooperative learning strategies	5C.4. RTI Leadership Team	5C.4. Monitor lesson plans and conduct classroom walkthroughs	5C.4. Formal and informal assessments and ongoing FAIR data.	

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. Students have limited academic vocabulary.	5D1. Explicitly teach vocabulary as a part of the daily lesson. Create interactive word walls that include high frequency words, Tier II and academic vocabulary.	5D.1. RTI Leadership Team	5D.1. Monitor lesson plans and conduct classroom walkthroughs	5D.1. Formal and informal assessments and ongoing FAIR data.		
Reading Goal #5D: The results of the 2011-2012 FCAT Reading test indicate that our Students with Disabilities are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the proficiency level for these students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (19)	*33% (26)*					
		5D.2. Students lack phonics and phonemic awareness skills	5D.2. Initial phonics assessment and consistent progress monitoring of phonics skills by Inside Phonics Assessment.	5D.2. RTI Leadership Team	5D.2. Monitor lesson plans and conduct classroom walkthroughs	5D.2. Formal and informal assessments and ongoing FAIR data.	

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.	5E1. Lack of opportunities for students to read texts of high complexity.	5E 1 Action Step #1: Increase students' endurance by using a variety of informational texts (periodicals, nonfiction articles and content related articles, books and primary source documents. Action Step #2. Increase the use of Accelerated Reader Action Step # 3 Sharing of Best Practices for independent reading Action Step #4 Host Parent Literacy Night to increase interest in reading	5E.1. Reading Coaches NMHS Admin Team Language Arts Chair Social Studies Chair Media Specialist LLT	5E.1. Reading Coach Logs/Reflections Administrative classroom walkthroughs ETO IS Feedback	5E.1 Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT Assessment		

Reading Goal #5E: The results of the 2011-2012 FCAT Reading test indicate that our Students with Disabilities are not making satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the proficiency level for these students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31% (329)	*42% (445)*					
		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 Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Plugged Into Reading	9, 10 IREN & 12 RETAKERS	ETO Staff Reading Coaches	9, 10 IREN & 12 RETAKE Teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of *Plugged Into Reading* by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison
Explicit Instruction	9-12 Reading, Language Arts, Social Studies	ETO Staff Reading Coaches	9-12 Reading, Language Arts, Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of explicit instruction by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison
Accelerated Reader and Expand Classroom Library	9-12 Reading, Language Arts, Social Studies	ETO Staff Reading Coaches	9-12 Reading, Language Arts, Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of *Accelerated Reading* by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, *Accelerated Reading* Logs, *Accelerated Reading* Reports and student work folders	NMHS Administrative Team Reading Coaches PD Liaison Media Specialist
Differentiated Instruction /Using Data to Drive Instruction	9-12 Reading, Language Arts, Social Studies	Reading Coaches	9-12 Reading, Language Arts, 9,11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of differentiated instruction / using data to drive instruction by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison RTI Leadership Team

FAIR/Phonics	9-12 Reading, Language Arts, 9, 11,12	Reading Coaches	9-12 Reading; Language Arts, 9, 11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of FAIR data by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison
Common Core	9-12 Reading, Language Arts, 9, 11,12 Social Studies	District Staff	9-12 Reading; Language Arts, 9, 11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of differentiated instruction / using data to drive instruction by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison
Lesson Study	9-12 Reading, Language Arts, Social Studies	ETO Staff	9-12 Reading, Language Arts, 9,11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor Lesson Study by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning coaching logs, and student work folders, critique, revise Lesson Study lesson plans Observe & Debrief Lesson Study.	NMHS Administrative Team Reading Coaches PD Liaison
Student accountability talk and active learning strategies (Literature Circles, Socratic Circles, and Think-Pair-Share)	9-12 Reading, Language Arts, Social Studies	ETO Staff Reading Coaches	9-12 Reading, Language Arts, 9, 11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor student accountability talk and active learning strategies by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison

Discovery Learning	9-12 Reading, Language Arts, Social Studies	ETO Staff Reading Coaches	9-12 Reading, Language Arts, 9, 11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of differentiated instruction / using data to drive instruction by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison
Academic Vocabulary in writing assignments	9-12 Reading, Language Arts, Social Studies	Reading Coaches	9-12 Reading, Language Arts, 9, 11,12 Social Studies teachers	Early Release Days, Professional Development Days, Common Planning	Consistently monitor the use of ETO Instructional Frameworks by regular classroom walkthroughs, monitoring lesson plans, classroom configuration, classroom environment, common planning, lesson study cycles, coaching logs, and student work folders.	NMHS Administrative Team Reading Coaches PD Liaison

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide extended learning opportunities for students that are in need of remediation	After-School Tutoring	Title 1	$8,000.00
Provide incentives for students that meet proficiency on the FCAT	FCAT Student Incentives	E.E.S.A.C./Title 1	$4,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase the use of computer based reading programs.	Purchasing additional Accelerated Reader Quizzes	Internal Funds/SIG	$13,000.00

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers an opportunity to create instructional focus calendars for the upcoming school year.	Summer Professional Development: Reading Teachers, Language Arts, and ELL Teachers	Title 1	$15,000.00
Provide Reading teachers with opportunities to meet and discuss trends, disaggregate data and create pacing guides based on student needs.	Substitutes coverage for Reading Teachers for half day of PD.	Title 1	$700.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $47,000			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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	

1. Students scoring proficient in listening/speaking.	1.1. Students lack first language literacy skills that impact second language literacy.	1.1. Action Step #1: Assess first language literacy of all ELL students and enroll students in appropriate first language (Spanish, French) courses, including AP Language. Action Step #2: Identify students with limited schooling in heritage language and refer to newcomer ELL class. Action Step #3: Implement ESOL framework that includes daily oral language practice with the scripts and visuals provided with *Speaking and Listening to the English Language.*	1.1. RTI Leadership Team	1.1. ELL schedule review to assure proper placement in math courses	1.1. For placement, released AP language test will be used (found on Edusoft) and native writing sample. Ongoing evaluation through formal and informal assessments. Continuing evaluation will look at Comprehensive English Language Learning Assessment (CELLA) results.	
CELLA Goal #1: ***Based on the 2012 CELLA data, 46% (265) of students were proficient in Listening/ Speaking.***	2012 Current Percent of Students Proficient in Listening/Speaking:					
	46% (265)					
Students read grade-level text in English 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. Students have limited academic vocabulary.	2.1. Action Step #1: Explicitly teach vocabulary as a part of the daily lesson. Action Step #2: Create interactive word walls that include high frequency words, Tier II and academic vocabulary	2.1. RTI Leadership Team	2.1. Monitor lesson plans and conduct classroom walkthroughs.	2.1. Formal and informal assessments and ongoing FAIR data.	

CELLA Goal #2: *Based on the 2012 CELLA data, 15% (88) of students were proficient in Reading.*	2012 Current Percent of Students Proficient in Reading:					
	15% (88).					
		2.2. Students lack phonics and phonemic awareness skills.	2.2. Action Step #1: Initial phonics assessment and consistent progress monitoring of phonics skills by Inside Phonics Assessment.	2.2. RTI Leadership Team	2.2. Monitoring of framework and pacing guide compliance.	2.2. Formal and informal assessments and ongoing FAIR data.

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	
3. Students scoring proficient in writing.	2.1. Students lack first language literacy skills that impact second language literacy.	2.1. Action Step #1: Assess first language literacy of all ELL students and enroll students in appropriate first language (Spanish, French) courses, including AP Language. Action Step #2: Identify students with limited schooling in heritage language and refer to newcomer ELL class.	2.1. RTI Leadership Team	2.1. ELL schedule review to assure proper placement in math courses	2.1. For placement, released AP language test will be used (found on Edusoft) and native writing sample. Ongoing evaluation through formal and informal assessments. Continuing evaluation will look at Comprehensive English Language Learning Assessment (CELLA) results.	
CELLA Goal #3: *Based on the 2012 CELLA data, 18% (100) of students were proficient in Writing.*	2012 Current Percent of Students Proficient in Writing :					
	18% (100)					

		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
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 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		
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:*	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.*					
		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:*	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.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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		
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:*	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.*					
		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:*	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.*					
		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:*	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.*					
		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:*	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.*					
		2B.2.	2B.2.	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:*	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.*					
		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:*	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.*					
		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		
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:*	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.*					
		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:*	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.*					
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years 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 subgroups:	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.		

Mathematics Goal #5B: *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. 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.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	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.		
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.		
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.		
Mathematics Goal #5E: *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.*					
		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

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

ddle School Mathema	**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:*	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.*					
		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:*	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.*					
		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:*	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.*					
		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:*	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.*					
		2B.2.	2B.2.	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:*	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.*					
		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:*	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.*					
		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		
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:*	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.*					
		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:*	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.*					
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, 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 subgroups:	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.		

Mathematics Goal #5B: *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. 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.		
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.		
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.		
Mathematics Goal #5E: *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.*					
		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

* 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. Instruction is not aligned with Access Points objectives and benchmarks	1.1. Train teachers to effectively implement Access Points.	1.1. Principal, Assistant Principal, SPED Teacher, Math Coach	1.1. The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	1.1. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA		

Mathematics Goal #1: *The results of the 2011-2012 FAA Mathematics test indicate that 24% (9) of students earned a rating of levels 4, 5 or 6. Our goal for the 2012-2013 school year is to increase the number of students scoring at Levels 4, 5, and 6 in mathematics on the FAA by five percentage points to 29% (11).*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (9)	*29% (11)*					
		1.2. Instruction does not address various modalities of learning for student comprehension.	1.2. Provide students with opportunities to learn concepts using maniupulatives,, visuals and assistive technology.	1.2. Principal, Assistant Principal, SPED Teacher, Math Coach	1.2. The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	1.2. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	

		1.3. Instruction does not provide multiple opportunities for students to master skills.	1.3. Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	1.3. Principal, Assistant Principal, SPED Teacher, Math Coach	1.3. The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	1.3. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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. Instruction is not aligned with Access Points objectives and benchmarks	2.1. Train teachers to effectively implement Access Points.	2.1. Principal, Assistant Principal, SPED Teacher, Math Coach	2.1. The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	2.1. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA		

Mathematics Goal #2: *The results of the 2011-2012 FAA Mathematics test indicate that 32% (12) of students earned a rating of levels 7, 8 or 9. Our goal for the 2012-2013 school year is to increase the number of students scoring at Levels 7, 8, and 9 in mathematics on the FAA by three percentage points to 35% (13).*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32% (12)	***35% (13)***					
		2.2. Instruction does not address various modalities of learning for student comprehension.	2.2. Provide continuous repetition/ practice when learning math concepts.	2.2. Principal, Assistant Principal, SPED Teacher, Math Coach	2.2. The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	2.2. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	

		2.3. Instruction does not provide multiple opportunities for students to master skills.	2.3. Use guided discussions to engage students in real life math problems.	2.3. Principal, Assistant Principal, SPED Teacher, Math Coach	2.3. The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	2.3. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3.1. Instruction is not aligned with Access Points objectives and benchmarks	3.1. Train teachers to effectively implement Access Points.	3.1. Principal, Assistant Principal, SPED Teacher, Math Coach	3.1. The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	3.1. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA		

Mathematics Goal #3: *The results of the 2011-2012 FAA Mathematics test indicate that 49% (15) of students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the number of students making learning gains in mathematics on the FAA by ten percentage points to 59% (18).*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49% (15)	*59% (18)*					
		3.2. Instruction does not address various modalities of learning for student comprehension.	3.2. Provide continuous repetition/ practice when learning math concepts.	3.2. Principal, Assistant Principal, SPED Teacher, Math Coach	3.2. The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	3.2. The following items may be used to evaluate the effectiveness of the noted strategy: Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	

		3.3. Instruction does not provide multiple opportunities for students to master skills.	3.3. Use guided discussions to engage students in real life math problems.	3.3. Principal, Assistant Principal, SPED Teacher, Math Coach	3.3. The Principal and assistant principals will monitor the consistent implementation of guided discussions through targeted walkthroughs and lesson plans.	3.3. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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. Instruction is not aligned with Access Points objectives and benchmarks	4.1. Train teachers to effectively implement Access Points.	4.1. Principal, Assistant Principal, SPED Teacher, Math Coach	4.1. The Principal and assistant principals will monitor the consistent implementation of Access Points through classroom walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	4.1. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA		
Mathematics Goal #4: *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.*					

		4.2. Instruction does not address various modalities of learning for student comprehension.	4.2. Provide students with opportunities to learn concepts using maniupulatives,, visuals and assistive technology.	4.2. Principal, Assistant Principal, SPED Teacher, Math Coach	4.2. The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	4.2. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	
		4.3. Instruction does not provide multiple opportunities for students to master skills.	4.3. Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	4.3. Principal, Assistant Principal, SPED Teacher, Math Coach	4.3. The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	4.3. Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 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 Algebra 1.	1.1. Evidence of explicit instruction through the "We Do" of the Gradual Release Model was limited. Teachers are engaging in too much "teacher talk "and not implementing the wait time and providing guided questioning.	1.1. Action Step #1: Model "we do" strategies during common planning and classrooms that include probing questions and allow teachers to share best practices. Action Step #2: Conduct lesson studies that focus on the "we do" strategies in various settings. Action Step #3: Refine the differentiated instruction process to define the intentions of the groups and process of the teacher directed and intervention groups that occurs during the "we do" component of the GRM. Action Step#4: Utilize the process charts during the "we do" and "you do" portions of the lesson. Action Step	1.1. Principal, Assistant Principal, math coaches, teachers	1.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	1.1. Formative: Monthly assessments. Summative: 2013 Algebra I EOC		

		#5: Implement "wait times" strategies that allow for student accountability and response. (e.g. numbered heads, ambassadors, individual student response, etc..)					
Algebra 1 Goal #1: The results of the 2011--2012 Algebra EOC test indicate that 20% (95) of students achieved the proficiency level. Our goal for the 2012-2013 school year is to increase students proficiency by four percentage points to 24% (117).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20% (95)	24% (117)					
		1.2. Students' ownership in their achievement from the assessment data needs to result in their ability to maintain their current achievement level.	1.2. Action Step #1: Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and administration. Action Step #2: Establish a reward system for students who maintain proficient scores or demonstrate a measureable increase in performance data.	1.2. Principal, Assistant Principal, math coaches, teachers	1.2. Ongoing classroom assessments focusing on students' knowledge in specific grade level targeted content clusters.	1.2. Formative: Monthly assessments. Summative: 2013 Algebra I EOC	

		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 1.	2.1. There is a lack of differentiation between the levels of instruction in course a like groups such as honors, regular, inclusion, etc.	2.1. Action Step#1: Provide professional development on the cognitive complexity of the benchmarks and courses. Action Step#2: During common planning teacher plan lessons that include varying assignments that include enrichment and remediation activities	2.1. Principal, Assistant Principal, math coaches, teachers	2.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	2.1. Formative: Monthly assessments. Summative: 2013 Algebra I EOC		

Algebra Goal #2: The results of the 2011--2012 Algebra EOC test indicate that 5% (23) of students scored at or above Achievement Levels 4 and 5. Our goal for the 2012-2013 school year is to increase students scoring at or above Achievement Levels 4 and 5 by two percentage points to 7% (34).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	5% (23)	7% (34)					
		2.2. Corrective and/or descriptive student feedback has not been consistently evident.	2.2. Action Step #1: Provide instructors the opportunity to reflect and collaborate on current corrective/ descriptive feedback practices. Action Step #2: Provide instructors with strategies of effective feedback practices including an opportunity to analyze/construct rubrics to evaluate student work with attention to providing high quality feedback for the learner. Action Step #3: Process monitoring and/or maintenance by Administrative Staff and Mathematics Coaches	2.2. Principal, Assistant Principal, math coaches, teachers	2.2. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	2.2. Formative: Monthly assessments. Summative: 2013 Algebra I EOC	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 19%	**26%**	**33%**	**39%**	**46%**	**53%**	**60%**
Algebra 1 Goal #3A: **According to 2010-2011Mathematics Baseline data, 19% of our students were proficient on the Algebra I EOC.** **By the 2016-2017 school year, 60% of our students will be proficient, indicating a 7% increase each year.**							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	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 1.**	3B.1. Evidence of note-taking strategies is not present within the student notebooks or journals.	3B.1. Action Step #1: Develop clear expectations on note taking strategies and maintenance of the student learning journal (notebook). Action Step #2: Provide professional development on techniques of effective note-taking strategies. Action Step #3: Determine the specifics of note-taking during common planning for each lesson that includes a model of the resulting student's notes.	3B.1. Principal, Assistant Principal, math coaches, teachers	3B.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	3B.1. Formative: Monthly assessments. Summative: 2013 Algebra I EOC		
Algebra 1 Goal #3B: The results of the 2011--2012 Algebra EOC test indicate that our Black and Hispanic students are making satisfactory progress. Our goal for the 2012-2013 school year is to further increase these students proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Black:38%(165) Hispanic: 41%(21)	Black:45%(195) Hispanic: 47%(24)					
		3B.2. Teacher's inability to provide an environment that is conducive to reflection and critical thinking.	3B.2. Increase explicit corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.	3B.2. Principal, Assistant Principal, math coaches, teachers	3B.2. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	3B.2. Formative: Monthly assessments. Summative: 2013 Algebra I EOC	

		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 Algebra 1.	3C.1. Students have limited vocabulary of math specific terms in English.	3C.1. Action Step#1: Create a word wall with high frequency math words translated into students' home language and refer to during daily lessons. Action Step#2: Provide all ELLs with a Heritage Language to English Word to Word dictionary during class time and promote use of dictionaries.	3C.1. RTI Leadership Team	3C.1. Monitor lesson plans and conduct classroom walkthroughs	3C.1. Monthly Assessments, Interim Assessments, and CELLA		

Algebra 1 Goal #3C: The results of the 2011--2012 Algebra EOC test indicate that our English Language Learner students are not making satisfactory progress. Our goal for the 2012-2013 school year is to increase these students proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (40)	*36% (54)*					
		3C.2. Students lack test taking skills, and basic math and reading skills.	3C.2. Action Step#1: Provide enhanced opportunities for student interaction and practice during class Action Step#2: Provide alterative assessments for ELLs which include proving multiple opportunities to demonstrate comprehension, deleting nonessential words in word problems and limiting answer choices in multiple choice assessments	3C.2. RTI Leadership Team	3C.2 Monitor lesson plans and conduct classroom walkthroughs.	3C.2. Monthly Assessments, Interim Assessments, and CELLA	
		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 Algebra 1.	3D.1. Students have limited vocabulary of math specific terms in English.	3D.1. Action Step#1: Create a word wall with high frequency math words translated into students' home language and refer to during daily lessons. Action Step#2: Provide all ELLs with a Heritage Language to English Word to Word dictionary during class time and promote use of dictionaries.	3D.1. RTI Leadership Team	3D.1. Monitor lesson plans and conduct classroom walkthroughs	3D.1. Monthly Assessments, Interim Assessments, and CELLA		
Algebra 1 Goal #3D: The results of the 2011--2012 Algebra EOC test indicate that our Students with Disabilities are making satisfactory progress. Our goal for the 2012-2013 school year is to further increase these students proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35% (13)	*36% (14)*					

		3D.2. Students lack test taking skills, and basic math and reading skills.	3D.2. Action Step#1: Provide enhanced opportunities for student interaction and practice during class Action Step#2: Provide alterative assessments for ELLs which include proving multiple opportunities to demonstrate comprehension, deleting nonessential words in word problems and limiting answer choices in multiple choice assessments	3D.2. RTI Leadership Team	3D.2 Monitor lesson plans and conduct classroom walkthroughs.	3D.2. Monthly Assessments, Interim Assessments, and CELLA	

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 Algebra 1.	3E.1. Students have a lack of technology resources for educational purposes.	3E.1. Action Step#1: Establish and maintain a computer lab to be solely used by the Mathematics Department with the implementation of mathematics technology as part of the Intensive Mathematics curriculum. Action Step#2: Provide students with the opportunity to use manipulatives and technology in the completion of performance-based activities. Action Step#3: Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and to differentiate instruction.	3E.1. Principal, Assistant Principal, math coaches, teachers	3E.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	3E.1. Formative: Monthly assessments. Summative: 2013 Algebra I EOC		

Algebra 1 Goal #3E: The results of the 2011--2012 Algebra EOC test indicate that our Economically Disadvantaged students are making satisfactory progress. Our goal for the 2012-2013 school year is to further increase these students proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39% (165)	46% (194)					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry 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 Geometry.	1.1. Evidence of explicit instruction through the “We Do” of the Gradual Release Model was limited. Teachers are engaging in too much “teacher talk ”and not implementing the wait time providing guided questioning	1.1. Action Step #1: Model “we do” strategies during common planning and classrooms that include probing questions and allow teachers to share best practices. Action Step #2: Conduct lesson studies that focus on the “we do” strategies in various settings. Action Step #3: Refine the differentiated instruction process to define the intentions of the groups and process of the teacher directed and intervention groups that occurs during the “we do” component of the GRM. Action Step#4: Utilize the process charts during the “we do” and “you do” portions of the lesson. Action Step	1.1. Principal, Assistant Principal, math coaches, teachers	1.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	1.1. Formative: Monthly assessments. Summative: 2013 Geometry EOC		

		#5: Implement "wait times" strategies that allow for student accountability and response. (e.g. numbered heads, ambassadors, individual student response, etc..)					
Geometry Goal #1: The results of the 2011--2012 Geometry EOC test indicate that 19% (102) of students scored at the Middle Third. Our goal for the 2012-2013 school year is to increase students scoring at or above Achievement Levels 3 by five percentage points to 24% (128).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19% (102)	24% (128)					

		1.2. Students' ownership in their achievement from the assessment data needs to result in their ability to maintain their current achievement level.	1.2. Action Step #1: Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and administration. Action Step #2: Establish a reward system for students who maintain proficient scores or demonstrate a measureable increase in performance data.	1.2. Principal, Assistant Principal, math coaches, teachers	1.2. Ongoing classroom assessments focusing on students' knowledge in specific grade level targeted content clusters.	1.2. Formative: Monthly assessments. Summative: 2013 Geometry EOC	
		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. There is a lack of differentiation between the levels of instruction in course a like groups such as honors, regular, inclusion, etc.	2.1. Action Step#1: Provide professional development on the cognitive complexity of the benchmarks and courses. Action Step#2: During common planning teacher plan lessons that include varying assignments that include enrichment and remediation activities	2.1. Principal, Assistant Principal, math coaches, teachers	2.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	2.1. Formative: Monthly assessments. Summative: 2013 Geometry EOC		
Geometry Goal #2: The results of the 2011--2012 Geometry EOC test indicate that 11% (58) of students scored at the Upper Third. Our goal for the 2012-2013 school year is to increase students scoring at or above Achievement Levels 4 and 5 by two percentage points to 13% (69).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11% (58)	13% (69)					

		2.2. Corrective and/or descriptive student feedback has not been consistently evident.	2.2. Action Step #1: Provide instructors the opportunity to reflect and collaborate on current corrective/descriptive feedback practices. Action Step #2: Provide instructors with strategies of effective feedback practices including an opportunity to analyze/construct rubrics to evaluate student work with attention to providing high quality feedback for the learner. Action Step #3: Process monitoring and/or maintenance by Administrative Staff and Mathematics Coaches	2.2. Principal, Assistant Principal, math coaches, teachers	2.2. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	2.2. Formative: Monthly assessments. Summative: 2013 Geometry EOC	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						

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 subgroups:	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: Evidence of note-taking strategies is not present within the student notebooks or journals	3B.1. Action Step #1: Develop clear expectations on note taking strategies and maintenance of the student learning journal (notebook). Action Step #2: Provide professional development on techniques of effective note-taking strategies. Action Step #3: Determine the specifics of note-taking during common planning for each lesson that includes a model of the resulting student's notes.	3B.1. Principal, Assistant Principal, math coaches, teachers	3B.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	3B.1. Formative: Monthly assessments. Summative: 2013 Geometry EOC		
Geometry Goal #3B: *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. 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. Teacher's inability to provide an environment that is conducive to reflection and critical thinking.	3B.2. Increase explicit corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.	3B.2. Principal, Assistant Principal, math coaches, teachers	3B.2. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	3B.2. Formative: Monthly assessments. Summative: 2013 Geometry EOC	
		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. Students have limited vocabulary of math specific terms in English.	3C.1. Action Step#1: Create a word wall with high frequency math words translated into students' home language and refer to during daily lessons. Action Step#2: Provide all ELLs with a Heritage Language to English Word to Word dictionary during class time and promote use of dictionaries.	3C.1. RTI Leadership Team	3C.1. Monitor lesson plans and conduct classroom walkthroughs.	3C.1. Monthly Assessments, Interim Assessments, and CELLA		
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	XX% (XXX).	XX% (XXX).					

		3C.2. Students lack test taking skills, and basic math and reading skills	3C.2. Action Step#1: Provide enhanced opportunities for student interaction and practice during class Action Step#2: Provide alterative assessments for ELLs which include proving multiple opportunities to demonstrate comprehension, deleting nonessential words in word problems and limiting answer choices in multiple choice assessments	3C.2. RTI Leadership Team	3C.2. Monitor lesson plans and conduct classroom walkthroughs.	3C.2. Monthly Assessments, Interim Assessments, and CELLA	
		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.	

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. Students have a lack of technology resources for educational purposes.	3E.1. Action Step#1: Establish and maintain a computer lab to be solely used by the Mathematics Department with the implementation of mathematics technology as part of the Intensive Mathematics curriculum. Action Step#2: Provide students with the opportunity to use manipulatives and technology in the completion of performance-based activities. Action Step#3: Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and to differentiate	3E.1. Principal, Assistant Principal, math coaches, teachers	3E.1. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	3E.1. Formative: Monthly assessments. Summative: 2013 Geometry EOC		

		instruction.					
Geometry Goal #3E: *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.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math XL	Mathematics	Math Coach, Curriculum Support Specialist, Pearson	Math Teachers -PLCs	Summer Training Common Planning	PLC Collaboration, Classroom, and walk-through	Department Head, Math Coach, Administrators

Textbook Training	Mathematics	Math Coach, Curriculum Support Specialist, Pearson	Math Teachers -PLCs	Summer Training Common Planning	PLC Collaboration, Classroom, and walk-through	Department Head, Math Coach, Administrators
Instructional Materials and Technology for NGSSS	Mathematics	Math Coach	Math Teachers -PLCs	Summer Training Common Planning	PLC Collaboration, Classroom, and walk-through	Department Head, Math Coach, Administrators
GIZMOS in the Math Classroom	9-10 and 11-12 Retake Course Teachers	Select RtI Leadership Team Members	Math Department (Inclusive of SPED Teachers)	Professional Development Days, Common Planning	Teacher Artifacts, Student Assessment Data, and Completed Surveys	Department Head, Math Coach, Administrators
FCAT Explorer, FOCUS, and CPALMS	9-10 and 11-12 Retake Course Teachers	Select RtI Leadership Team Members	Math Department (Inclusive of SPED Teachers)	Professional Development Days, Common Planning	Student and Teacher Artifacts, Student Assessment Data, and Completed	Department Head, Math Coach, Administrators
Lesson Study in Practice	Algebra I, Geometry, and Algebra II	Select RtI Leadership Team Members	Math Department (Inclusive of SPED Teachers)	Professional Development Days, Common Planning	Teacher Artifacts, Student Assessment Data, and Completed	Department Head, Math Coach, Administrators
Current Data Analysis and Creation of Intervention Plans	Mathematics	Math Department Chair, Math Coach, and Assistant Principal	Mathematics Department	Department Meeting	Interim Assessments throughout the year and analysis of new data	Department Chair and Assistant Principal
Thinking Maps	School-wide	Math Coach, TM Representative	All Teachers -PLCs	Professional Development Days, Common Planning	PLC Collaboration, Classroom, and walk-through	Literacy Leadership Team, Literacy Coaches, and Administrators
Differentiated Instruction	School-wide	Literacy Coaches, Curriculum Support Specialist, Administrators	All Teachers -PLCs	Professional Development Days, Common Planning	PLC Collaboration, Classroom, and walk-through	Literacy Leadership Team, Literacy Coaches, and Administrators

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
After School Tutoring	Salary & Fringe	Title 1, SIG Grant	$8,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Establish and maintain a computer lab to be solely used by the Mathematics Department with the implementation of mathematics technology as part of the Intensive Mathematics curriculum.	Various technology needs	Title 1, SIG Grant	$13,000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide professional development on the cognitive complexity of the benchmarks and courses.	Stipends	Title 1, SIG Grant	$10,000
Provide professional development on techniques of effective note-taking strategies.	Stipends	Title 1, SIG Grant	$10,000
Conduct lesson studies that focus on the "we do" strategies in various settings.	Substitutes	Title 1	$7,000
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide students with the opportunity to use manipulatives and technology in the completion of performance-based activities.	Various	Title 1	$5,000
Subtotal:			
Total: $53,000			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle 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		
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:	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.*					
		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 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:*	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.*					
		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 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.	2B.1.	2B.1.	2B.1.		

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		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1 Instruction does not address various modalities of learning for student comprehension.	1.1 Provide students with opportunities to learn concepts using maniupulatives,, visuals and assistive technology.	1.1 Principal, Assistant Principal, SPED Teacher, Math Coach	1.1 The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	1.1 Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA		

Science Goal #1: *The results of the 2011-2012 FAA Science test indicate that 53% (8) of students scored at a level 4,5, and 6 in Science. Our goal for the 2012-2013 school year is to increase the number of students making learning gains in science on the FAA by fivepercentage points to 58% (9).*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	53% (8)	*58% (9)*					
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 Instruction does not provide multiple opportunities for students to master skills.	2.1 Utilize repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement.	2.1 Principal, Assistant Principal, SPED Teacher, Math Coach	2.1 The Principal and assistant principals will monitor the consistent implementation of utilizing various tools through targeted walkthroughs and lesson plans. Additionally, the math coaches will support the SPED teacher with strategies to implement to master content.	2.1 Formative ● Administration walk-through logs ● Lesson Plan Samples ● Student Work/ Folders Summative ● 2013 FAA		

Science Goal #2: *The results of the 2011-2012 FAA Science test indicate that 13% (2) of students scored at a level 7 in Science. Our goal for the 2012-2013 school year is to increase the number of students making learning gains in science on the FAA by three percentage points to 16% (2).*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	13% (2)	*16% (2)*					
		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

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 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 Biology 1.	1.1. Scheduling all Biology Students into Research II Class.	1.1. Double dose Biology students into the research 3 Science class during the 2012-2013 school year.	1.1. Administration	1.1. Student schedules	1.1. Baseline Assessment Interim Assessment Monthly assessment and biology EOC.		
Biology 1 Goal #1: The results of the 2011--2012 Biology EOC test indicate that 30% (180) of students scored at the Middle Third. Our goal for the 2012-2013 school year is to increase students scoring at Achievement Levels 3 by three percentage points to 33% (197).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30% (180)	*33% (197)*					
		1.2. Teachers limited proficiency in common core reading strategies and implementation.	1.2. Incorporate common core reading comprehension and writing strategies into instruction.	1.2. Science coach and administration.	1.2. Monitor lesson plans and student Lab Reports in student notebooks; conduct model lessons for teachers and perform classroom walkthroughs	1.2. Baseline Assessment Interim Assessment Monthly assessment and biology EOC.	

		1.3. Teachers' limited knowledge and understanding of rigor and accountability talk delivery.	1.3. Promote the effective use of high order thinking questions, increase rigorous activities, and accountability talk in the science classrooms.	1.3. Science coach and administration.	1.3. Monitor lesson plans, conduct model lessons for teachers and perform classroom walkthroughs	1.3. Baseline Assessment Interim Assessment Monthly assessment and biology EOC.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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 Biology 1.	2.1. Teacher sponsorship availability	2.1. Incorporate the science fair, and any other science competition such as SECME, Fairchild and Green Project Competition.	2.1. Science coach and administration.	2.1. Increased number of students participating in science competitions. Increased number of students involved in the Science Clubs.	2.1. Baseline Assessment Interim Assessment Monthly assessment and biology EOC.		
Biology 1 Goal #2: The results of the 2011--2012 Biology EOC test indicate that 29% (174) of students scored at the Upper Third. Our goal for the 2012-2013 school year is to increase students scoring at or above Achievement Levels 3 and 4 by two percentage points to 31% (181).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% (174)	*31% (181)*					

		2.2. New teacher knowledge of college board resources.	2.2. Incorporate the College Board recommended Labs, aligned with the College Board released Essay. Continue to Incorporate the International Baccalaureate recommended Labs, aligned with the IB syllabus and practicing released Essay and multiple choice questions from IBO. Questions as listed in the ETO pacing list of the recommended AP Science labs and Essays	2.2. Science AP teachers, Science IB Teachers, Science Coach and Administration.	.2. Monitor lesson plans; conduct model lessons for teachers that include the usage of effective College Board Essential Labs and Lab reports in the AP classes; and perform classroom walkthroughs	2.2. Baseline Assessment Interim Assessment Monthly assessment and biology EOC.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusion common core reading strategies into Biology	Biology teachers	Science coach supported by ETO CSS	Biology Teachers	First Early released day	Lesson plan and classrooms walkthroughs	Administrators and science coach
Rigor and accountability Talk PD	All Science teachers	Science Coach	Science teachers	Through common planning	Lesson plans and classrooms walkthroughs	Administration and science Coach
Descriptive and Corrective feedback and strategies to guide students to complete lab reports	All science teachers	Science Coach	Science teachers	Through common planning	Lesson plans and classrooms walkthroughs	Administration and science Coach
District Science fair, SECME, and Fairchild Challenge and Green project Orientations.	N/A	District and Fairchild Challenge and Project Green Staff.	Competition Sponsors	TBA	Evidence of school Science fair projects and students' Competition attendance rosters.	Administration and science Coach
College Board PD for the AP Science Courses	N/A	College Board Staff	AP Science teachers	TBA	Lesson Plans and classrooms walkthroughs	Administration and science Coach

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
Double Dose Biology students into the Research 3 Science Class during the 2012-2013 school year	Lab and classroom materials such as white boards, dry erase markers, index cards, lab equipment, dissecting kits, and preserved specimens.	SIG	$5000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Promote the effective use of higher order thinking questions, rigorous activities, and accountability talk in science classrooms.	Clickers(for Promethean boards)	SIG	$ 800.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Incorporate Common Core reading comprehension and writing strategies into instruction.	Hourly after school funding for teachers to attend PD.	SIG	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $5,800			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (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		

1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. There is limited use of writing rubrics.	1A.1. **Action Step # 1**.Provide professional development on the scoring of the FCAT Writes 2.0. Creative Writing teachers will provide Writing rubric for reference sheet for students to utilize when completing writing assignments. **Action Step #2** Create writing rubrics during Common Planning for student published work. **Action Step 3**. Writing teachers will create a minimum of 2 standard rubrics to be utilized throughout the school year that provide opportunities for student reflection and feedback.	1A.1. Principal Administrator for Writing Reading Coach Creative Writing Teachers	1.1. Monitor the use of active coaching and rubrics to increase the quality of students' writing in the creative writing classes through the coaching logs, lesson plans, and attending common planning.	1.1. Formative: ETO monthly and District Pre and Post Writing assessment. Progressive monitoring using Write Score writing assessment. Summative: FCAT Writes!		

Writing Goal #1A: The results of the 2011--2012 FCAT Writing Assessment indicate that 79% (484) of students scored at Achievement Level 3.0 and higher. Our goal for the 2012-2013 school year is to increase students scoring at or above Achievement Levels 3 by two percentage points to 81% (497).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	79% (484)	*81% (497)*					
		1A.2. Limited evidence of student probing and use of wait time during whole group instruction	1A.2. **Action Step #1** Conduct LSG that includes that focuses on probing and wait time. **Action Step #2** Provide teachers opportunities to observe observational teachers effectively probing students and providing appropriate wait time. **Action Step #3** Teachers will utilize Think Pair Write Share (TPWS) strategy when permitted during whole group instruction.	1A.2. Principal Administrator for Writing Reading Coach Creative Writing Teachers	1A.2. Student Writing Progress Goal Sheets Student Writing Portfolios Reading Coach Logs Principal & Vice-Principal Walkthroughs	1A.2. Formative: ETO monthly and District Pre and Post Writing assessment. Progress monitoring using Write Score writing assessment. Summative: FCAT Writes!	
		1A.3. Limited evidence of student published work that demonstrates students' understanding of the writing process	1A.3. Action Step 1. Provide professional development on the writing Process. Action Step #2. Conduct Lesson Study on the writing process. Action Step #3: Each student will place published assignments in writing portfolios as evidence of the writing process.	1A.3. Principal Administrator for Writing Reading Coach	1A.3. Student Writing Progress Goal Sheets Student Writing Portfolios Reading Coach Logs Principal & Vice-Principal Walkthroughs	1A.3. Formative: ETO monthly and District Pre and Post Writing assessment. Progress monitoring using Write Score writing assessment. Summative: FCAT	

		1A.4. Limited number of 9th grade teachers highly trained in the writing process.	1A.4. **Action Step #1:** Provide professional development for English 1 teachers on the writing process, scoring rubrics and FCAT Writes 2.0. **Action Step #2** POST-FCAT Reading 2.0 English 1 teachers will embed conventions and support in their lessons when permitted.	1A.4. Principal Administrator for Writing Reading Coach English 1 Teachers	1A.4. Monitor the content area classes for evidence of rigorous writing in classroom walkthroughs, lesson plans, student work folders and posted work.	1A.4. Formative: ETO monthly and District Pre and Post Writing assessment. Progressive monitoring using Write Score writing assessment. Summative: FCAT Writes!	
		1A.5 Students have limited knowledge of basic grammar and writing conventions.	1.A.5 Action Step #1 Teachers will use online writing labs including Purdue OWL to provide mini-lessons on writing conventions. Action Step # 2. Teacher will provide focused revision lessons on grammar and conventions using anchor papers and rubric. Action Step #3.Cconduct teacher –student conferences to revise student writing for grammar and mechanics using rubric. Action step #4 Teachers will use mentor text as a model for correct grammar and mechanics .	1A.3. e Principal Vice-Principal Reading Coach	1A.3. Student Writing Progress Goal Sheets Student Writing Portfolios Reading Coach Logs Principal & Vice-Principal Walkthroughs	1A.3. Formative: ETO monthly and District Pre and Post Writing assessment. Progress monitoring using Write Score writing assessment. Summative: FCAT	
		1A.6 Students provide limited supporting details in their writing.	Action Step #1 Teachers will use online writing labs including Purdue OWL to provide mini-lessons on writing support. Action Step # 2. Teachers will provide revision lessons on support using anchor papers and rubrics. Action Step #3.Conduct teacher –student conferences to revise student writing for support Action step #4 Teachers will use mentor text as a model for specific types of support. Action step $. Teachers will use visuals to spark creative and descriptive supporting details in writing.	1A.4. Principal Vice-Principal Reading Coach	1A.4. Student Writing Progress Goal Sheets Student Writing Portfolios Reading Coach Logs Principal & Vice-Principal Walkthroughs	1A.4. Formative: ETO monthly and District Pre and Post Writing assessment. Progressive monitoring using Write Score writing assessment. Summative: FCAT Writes!	

1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.3. Students provide limited supporting details in their writing.	1B.3. Action Step #1 Teachers will use online writing labs including Purdue OWL to provide mini-lessons on writing support. Action Step # 2. Teachers will provide revision lessons on support using anchor papers and rubrics. Action Step #3.Conduct teacher – student conferences to revise student writing for support Action step #4 Teachers will use mentor text as a model for specific types of support. Action step $. Teachers will use visuals to spark creative and descriptive supporting details in writing.	1B.3. Principal Vice-Principal Reading Coach	1B.3. Student Writing Progress Goal Sheets Student Writing Portfolios Reading Coach Logs Principal & Vice-Principal Walkthroughs	1B.3. Formative: ETO monthly and District Pre and Post Writing assessment. Progressive monitoring using Write Score writing assessment. Summative: FCAT Writes!		

Writing Goal #1B: The results of the 2011--2012 FCAT Writing Assessment indicate that 73% (8) of students scored at Achievement Level 4.0 and higher. Our goal for the 2012-2013 school year is to increase students scoring at or above Achievement Levels 3 by five percentage points to 78% (9).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73% (8)	*78% (9)*					
		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.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study for Creative Writing Teachers	9-10 Teachers	Select RtI Leadership Team Members	Creative Writing	Professional Development Days, Common Planning	Student and Teacher Artifacts, Student Assessment Data, and Completed Surveys.	The Writing Coach and Administrative Team
Establish a writing committee that will research strategies to improve writing results.	Creative Writing	Writing Coach	PLC, Creative Writing Teachers	September, 2012	Facilitate meetings Copy of Agendas Training materials	The Writing Coach and Administrative Team
Provide professional development for New creative writing teachers to NMSHS, on the Write…To The Future, Six Traits of Writing, and Thinking Maps	Creative Writing	Writing Coach	PLC, Creative Writing Teachers	December, 2012	Facilitate meetings Copy of Agendas Training materials	The Writing Coach and Administrative Team

Provide professional development for Creative Writing teachers that targets reaching for a score of 5 or 6.	Creative Writing	Writing Coach	PLC, Creative Writing Teachers	January, 2013	Student and Teacher Artifacts, Student Assessment Data, and lesson plans	The Writing Coach and Administrative Team
Implement Six Traits of Writing, Write…To The Future, and Thinking Maps Methodology in grades 9-10.	Grade 9th and 10th	Writing Coach	PLC, Creative Writing Teachers	January, 2013	Student and Teacher Artifacts, Student Assessment Data, and lesson plans	The Writing Coach and Administrative Team
Analyze FCAT writing scores to determine the percent of students scoring at 4.0 or above and compare that data to 2010-2011 to observe growth.	10th grade	Writing Coach	PLC, Creative Writing Teachers	May, 2013	Student and Teacher Artifacts, Student Assessment Data	The Writing Coach and Administrative Team

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
Demonstrate evidence of student published work.	Student Writing Portfolios for all students	SBBS	$500.00
Thinking Maps	Thinking Maps training binders	City of North Miami	No cost
Subtotal:$500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Discovery Education/ Digital Lessons	Replacement NEC Lamp Bulbs/ External hard drives for downloaded files	SBBS and Title 1	$5000.00

Write Score Placement test for Grade 9	Write Score assessment for future grade 9 students	SIG funds/ Title 1	$1,900.00
Subtotal:$6,500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study for Creative Writing Teachers	Substitute Coverage	SIG dollars	$2,000.00
Professional Development Writing Process for English 1 teachers	Substitute Coverage	SIG dollars	$5000.00
Subtotal:$7,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $14,000			

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* 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.		
Civics Goal #1: *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.*					
		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:*	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.*					
		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 (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 *(required in year 2013-2014)*

* 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**						
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. Limited use of Data to drive instruction.	1.1. Action Step #1: Implement Data Chats among teachers during Common Planning. Action Step #2: Use data with fidelity to group students. Action Step #3: Promote Data chat with students during Differentiated Instruction.	1.1. Administrators Reading Coaches Social Studies Chairperson	1.1. Reading Coaches Logs/Reflections Administrative Walkthroughs Lesson Plans Student Folders Success of Lesson Study	1.1 Formative: ETO Monthly and District Interim assessments. Summative: 2013 FCAT		

U.S. History Goal #1: The results of the 2013 M-DCPS Baseline Assessment indicate that 0% (0) of students scored at a Proficient Level. Our goal for the 2012-2013 school year is to increase students scoring at or above Proficiency by ten percentage points to 10% (51).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*10% (51)*					
		1.2. Lack of Rigor in classes	1.2. Action Step #1: Train and model for teachers how to share, speak and implement the need to consistently define high expectations. Action Step #2: Provide professional development for teachers to consistently use high level questions and to always refer to the essential question during teaching. Action Step #3: Promote peer observations in high-level courses (AP, IB)	1.2. Administrators Reading Coaches Social Studies Chairperson	1.2 Reading Coaches Logs/ Reflections Common Planning Agenda Administrative Walkthroughs Feedback from ETO IS site visits	1.2 Formative: ETO Monthly and District Interim assessments. Leadership Meetings Summative: 2013 FCAT Assessment	
		1.3. Lack of Explicit Instruction during teacher-led group.	1.3. Action Step #1: Provide hands on Professional Development on explicit instruction utilizing best practices. Action Step #2: Provide a coaching cycle with selected teachers.	1.3. Administrators Reading Coaches Social Studies Chairperson	1.3 Reading Coaches Logs/ Reflections Common Planning Agenda Administrative Walkthroughs Feedback from ETO IS site visits	1.3 Formative: ETO Monthly and District Interim assessments. Leadership Meetings Summative: 2013 FCAT Assessment	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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:*	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.*					
		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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History 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 U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	**Problem-solving Process to Increase Attendance**						
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. Students may choose to be absent from school for reasons that are not approved by MDCPS School Board	1.1. Identify and refer students who maybe developing a pattern of non-attendance to the Truancy Child-Study Team (TCST) for intervention services.	1.1. RTI Leadership Team Truancy Social Worker Student Services NMHS Administrative Team	1.1. Weekly updates to RTI by the TCST and to entire faculty during faculty meetings.	1.1. TCST logs and attendance		

Attendance Goal #1: Our goal for the 2012-2013 school year is to increase attendance to **94.53% (2451**) by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students, and faculty feel welcome and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94.03% (2438)	*94.53% (2451)*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	909	*864*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	1260	*1197*					

		1.2. Illnesses-excused absences have increased by 10% from previous year.	1.2. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.	1.2. RTI Leadership Team Truancy Social Worker Student Services NMHS Administrative Team	1.2. school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	1.2. Attendance Rosters	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Schoolwide Attendance Procedures	Faculty/Staff	Administrative Team	All Faculty/Staff	August 17, 2012	Daily attendance bulletin TADLS	Administrator for Attendance/ Truancy
Positive Behavior Support	Faculty/Staff	PBS Team	All Faculty/Staff	October 25, 2012	Sign in Sheets	PBS Coach

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
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 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		
1. Suspension	1.1. The total number of indoor and outdoor suspensions during the 2011-12 school year was **332**. There are not enough opportunities to recognize students for positive behavior.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance using the SPOT Success Recognition Program.	1.1. RTI Leadership Team PBS Coach/Dean of Discipline NMSHS Administrative Team	1.1. Monitor Spot Success Report by grade level and monitor COGNOS report on student outdoor suspension rate	1.1. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.		
Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of indoor/outdoor suspensions by 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	128	*115*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	114	*103*					

	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	326	*293*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	218	*196*					
		1.2. Parents lack a clear understanding of students' rights and responsibilities as documented in the student code of conduct.	1.2. The school's guidance counselor and the community involvement specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building and understanding of the student code of conduct.	1.2. RTI Leadership Team PBS Coach/Dean of Discipline NMSHS Administrative Team	1.2. Monitor Parent Contact Logs for evidence of communication with parents of students who have been placed on indoor suspension.	1.2. Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Progressive Discipline Plan Review	All Faculty/Staff	Principal	All Faculty/Staff	August 17, 2012	Implementation of the school wide progressive discipline plan	NMHS Administrative Team PBS Coach/ Dean of Discipline

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
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 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)).

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	1.1. The total number of dropouts during the 2011-12 school year was 29. There are not enough opportunities to recognize students for positive behavior.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance using the SPOT Success Recognition Program	1.1. RTI Leadership Team Graduation Coach Student Services. NMSHS Administrative Team	1.1. Monitor Spot Success Report by grade level and monitor COGNOS report on student outdoor suspension rate	1.1. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.		
Dropout Prevention Goal #1: Our goals for the 2012-2013 school year is to decrease the dropout rate by 10%.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	1.11% (29)	*1.05% (27)*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	58.5% (449)	*60.5% (464)*					

		1.2. The total number of dropouts during the 2011-12 school year was 29. There are not enough opportunities to recognize students for positive behavior.	1.2. The school's Guidance Counselor, PBS Coach, Graduation Coach, School Social Worker, and the community involvement specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building and understanding of the student code of conduct.	1.2. RTI Leadership Team Graduation Coach Student Services. NMSHS Administrative Team	1.2. Parent Contact/ Communication Logs Parent Academy Meeting Agendas	1.2. Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report	
		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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ACT/SAT College Readiness	11th/12th Grade students	Student Services Graduation Coach	All 11th/12th Grade students	TBD	Enrollment in ACT and CPT	NMSHS Administrative Team Graduation Coach Student Services

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
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 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		
1. Parent Involvement	1.1. Lack of participation in school wide activities by parents of English Language Learners (ELL).	1.1 Mentors fluent in parents' home languages will call new families to invite them to attend PTSA/Parent group programs, offering to coordinate transportation or arranging to meet them at the entrance of the school. Mentors will serve as translators for parents in an effort to overcome any the language barriers during PTSA and other family information sessions.	1.1. RTI Leadership Team NMSHS Administrative Team CIS PTSA/ESSAC	1.1. Review sign-in sheets/logs to determine the number of limited English proficient parents attending school or community events.	1.1. Sign in Sheets Community Involvement Specialist Telephone Log		

Parent Involvement Goal #1: During the 2011-2012 school year, parent participation in school wide activities was 3%. Our goal for the 2012-2013 school year is to increase parent participation by 10% from 3 to 4%. **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	3% (50)	*4%(64)*					
		1.2. Parents have limited knowledge and understanding of information with descriptions and explanations of the Academy curriculum in use at the school.	1.2. A family dinner and academy fairs will be held at times convenient to our parents. (i.e. nights, Saturdays, teacher planning days, and holidays)	1.2. RTI Leadership Team NMSHS Administrative Team CIS PTSA/ESSAC	1.2. Review sign in sheets/ logs to determine the number of parents attending school or community events.	1.2. Parental Involvement Monthly School Report.	

		1.3. Parents have limited understanding of student data (i.e. FCAT, FAIR., Baseline, Interim, Mid-Year, AP, IB, Program Assessments, CELLA, and teacher made assessments) and how they affect teaching and learning.	1.3. Family members, students, and teachers are invited to participate in workshops to learn how the school uses assessment results to improve the quality of instruction and increase student achievement.	1.3. RTI Leadership Team NMSHS Administrative Team CIS PTSA/ESSAC	1.3. Review sign in sheets/ logs to determine the number of parents attending school or community events.	1.3. Parental Involvement Monthly School Report.	

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

Parent Involvement Budget

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 Parent Involvement Goal(s)

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

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: Encourage Teachers will provide more opportunities that encourages students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents.	1.1. Lack of CTE and STEM curriculum integration	1.1. Provide PD for CTE teachers on STEM Curriculum and integration as it relates to CTE. Attend Curriculum Integration workshop sponsored by FLDOE	1.1. CTE Administrator CTE Coach CTE Teachers	1.1. Monitor the implementation of STEM in the CTE classrooms curriculum integration through administrative walkthroughs, lesson plans, Lesson Study, and Common Planning times.	1.1. Common planning logs. Classroom walkthrough logs. Completed Lesson Study Cycle. Coaching logs Additional Professional Industry Certification Exam awarded
	1.2. Limited awareness by incoming students of program offerings.	1.2. Schedule middle school articulation to include presentation by STEM representatives including teachers and students.	1.2. CTE Administrator CTE Coach	1.2. Increased number of students enrolled in STEM courses.	1.2. Student schedule
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Integration Workshop	9-12	FLDOE	CTE Teachers	TBD	Monitor the implementation of STEM in the CTE classrooms curriculum integration through administrative walkthroughs, lesson plans, Lesson Study, and Common Planning times.	NMSHS Administrative Team CTE Coach

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
Provide PD for CTE teachers on STEM Curriculum and integration as it relates to CTE.	Stipend and/or Substitute coverage	Title 1	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE 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
CTE Goal #1: During the 2011-2012 school year, we had 365 students pass the Industry Certification Exam school wide. Our goal for the 2012-2013 school year is to increase the passing rate by 10% from 365 to 402.	1.1. Common Board Configuration Training Multiple preps Use of the classrooms by night school staff	1.1. **Common Board Configuration (CBC)** Promote the effective use of the CBC in the CTE Classrooms.	1.1. CTE Administrator CTE Coach	1.1. Monitor that there is a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question daily.	1.1. Classroom walkthrough
	1.2. Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery. Limited student background knowledge Limited student vocabulary High ESOL population	1.2. **Higher Order Thinking (HOTS)**, **Bell Ringers and Gradual Release Model** Promote the effective use of higher order questions and rigorous activities in the CTE classrooms. CTE Coach will work with the ETO CSS on developing bell ringers related to CTE and provide a PD on the effective use of bell ringers related to CTE. CTE Coach will model "Gradual Release" strategies during common planning and lesson studies as well as sharing of best practices.	1.2. CTE Administrator CTE Coach	1.2. Consistently monitor the use of rigorous activities, higher order questioning and response techniques, by administrative walkthroughs, monitoring lesson plans, common planning , student folders, coaching logs and lesson study cycles. Monitor that bell ringers are related to CTE and that they are being implemented properly. Monitor the "Gradual Release" strategies in the classroom with an emphasis on the "We Do" strategy.	1.2. Common planning logs. Classroom walkthrough logs. Completed Lesson Study Cycle. Coaching logs

	1.3. Lack of evidence of real-world applications Limited budgetary constraints for (Material, Transportation) Time management Student Interest	1.3. **CTSO Competitions** Increase rigor and real-world applications through Project -Based Learning competition enrollment from CTE student organizations (CTSOs).	1.3. CTE Administrator CTE Coach	1.3. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE Student competition projects.	1.3. Common planning logs Classroom walkthrough logs CTSO registrations Coaching logs
	1.4. Need for Explicit and Systematic Instruction Classroom management Poor time management and pacing	1.4. **Explicit and Systematic Instruction** Promote the effective use of Explicit and Systematic Instruction. 1). CTE Coach will provide an additional PD on delivery of explicit instruction. 2).Implement Coaching Cycles. 3). Visit CTE Observational Classroom(s).	1.4. CTE Administrator CTE Coach	1.4. Monitor the implementation of explicit and systematic instruction through regular administrative walkthroughs, lesson plans, common planning, and lesson study.	1.4. Common planning logs Classroom walkthrough logs Coaching logs
	1.5. Limited access to computer labs Need for Professional Development /Training	1.5. **Technology** Promote the use of Discovery Learning .interactive boards, and online software (Certiprep and Brain Buffet).	1.5. CTE Administrator CTE Coach	1.5. Monitor the effective implementation of technology in the CTE classrooms through administrative walkthroughs, lesson plans, and common planning.	1.5. Common planning logs Classroom walkthrough Coaching logs
	1.6. Need for professional development.	1.6. **CTE Frameworks & Pacing Guides** Each CTE program follows the most recent framework available on the FLDOE website (curriculum standards and program sequence of courses). Follow the district pacing guides activities for industry certification.	1.6. CTE Administrator CTE Coach	1.6. Monitor the effective implementation of lessons and pacing guide in the CTE classrooms through administrative walkthroughs, common planning, and review of test data including baseline, interim and practice or readiness tests.	1.6. Common planning logs Classroom walkthrough Coaching logs

	1.7. Need of additional professional Industry Certifications for CTE teachers within their subject areas.	1.7. Provide PD and other opportunities for CTE teachers to attain multiple professional Industry Certifications within their content area.	1.7. District Office CTE Administrator CTE Coach	1.7. Monitor CTE teacher's enrollment in PDs and professional ICEs offerings throughout the State and District. Encourage CTE teachers to pursue additional professional Industry Certification within their subject areas.	1.7. PD registration log. Additional Professional Industry Certification Exam awarded
	1.8. Lack of CTE and STEM curriculum integration	1.8. Provide PD for CTE teachers on STEM Curriculum and integration as it relates to CTE. Attend Curriculum Integration workshop sponsored by FLDOE	1.8. CTE Administrator CTE Coach	1.8. Monitor the implementation of STEM in the CTE classrooms curriculum integration through administrative walkthroughs, lesson plans, Lesson Study, and Common Planning times.	1.8. Common planning logs. Classroom walkthrough logs. Completed Lesson Study Cycle. Coaching logs
	1.9. Lack of CTE student program completers	1.9. Develop and implement a CTE course sequence chart that identifies each CTE programs courses sequentially. Provide course sequence chart to the Student Services department	1.9. CTE Administrator CTE Coach	1.9. Consistently monitor CTE class enrollment and CTE student schedules.	1.9. Schedule Change Requests Occupation Completion Points awarded
	1.10. Substitute Coverage	1.10. **Lesson Study Group (LSG)** Provide active coaching with consistent administrative guidance and the Lesson Study Process to effectively implement the ETO's initiatives and strategies.	1.10. CTE Administrator CTE Coach	1.10. Conduct regular coach/ administration debriefings to assist with development of coaching logs, monitor coaches through regular observations and classroom walkthroughs. Monitor lesson study planning, review, critique and revise lesson plan. Observation of lesson study, and debriefing of lesson study.	1.10. Common planning logs. Classroom walkthrough logs. Completed Lesson Study Cycle. Coaching logs

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ETO Teacher Academy	9-12	Arlinda Smith	CTE Instructors (TV Production)	6/30/2012 – 8/3/2012	ETO Walkthrough & Support	NMSHS Administrative Team CTE Coach
CTE Content Updates Tech Ed & Ind. Ed	9-12	Thomas Cummings	Engineering Instructors	8/14/2012	Implementation of required curriculum	NMSHS Administrative Team CTE Coach
CTSO – HOSA Strategies for Success	9-12	Ronda Mims	Health Instructors	8/14/2012	CTSO Participation	NMSHS Administrative Team CTE Coach
Business and IT Training	9-12	Robert Quinn & Sonia Samaroo	Business Instructors	8/14/2012	Training and Implementation of new curriculum	NMSHS Administrative Team CTE Coach
Industry Certification via Photoshop, MOS, Dreamweaver, CMAA and Engineering	9-12	CTE Coach, Departmental Chair, District Supervisor and/ or Educational Specialist	All Grades	TBD	Identify and prepare students for ICE early in the school year. Increase Enrollment in Industry Certification Courses. Increase our passing rate.	NMSHS Administrative Team CTE Coach CTE Departmental Chairperson
Accelerated Reader Implementation in the Classroom	9-12	CTE Coach, Departmental Chair, District Supervisor and/or Curriculum Support Specialist	All Grades	Early Release Day, Professional Development Day	Increase number of students reading, taking and being proficient on the AR test.	NMSHS Administrative Team CTE Coach CTE Departmental Chairperson

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
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 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		
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 :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*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.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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:			
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: $47,000
CELLA Budget
Total:
Mathematics Budget
Total: $53,000
Science Budget
Total: $5,800
Writing Budget
Total: $14,000
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:
Grand Total: $119,800

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.

☐ 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.

The purpose of the North Miami Senior High School Educational Excellence School Advisory Council (EESAC), hereinafter referred to as the “Council”, is to work to ensure improved student achievement. To this end, the Council will have the following responsibilities:
1. to foster an environment of professional collaboration among all education stakeholders, who must have an authentic role in decisions which effect instruction and the delivery of educational programs.
2. to assist in the preparation and evaluation of the School Improvement Plan (SIP) required from each school. All recommendations made by, and evolving from, the Councils should be tied to one or more strategies of its SIP, and in support of the state/district goals.
3. to have the responsibility to address all state and district goals, with the authority to periodically review the SIP and amend as needed.
4. to serve as the appropriate avenue for authentic and representative input from all education professionals, parents, students, business community, and interested citizens.
5. to ensure the continued existence of participatory, consensus-building process on all issues related to the school's instructional program and which are in support of goals in SIP and the state's or district's planning goals. Such issues may include, but not be limited to, curriculum, budget, discipline and professional development.

Describe the projected use of SAC funds.	Amount
Latino Student Association	$ 300.00
Drama	$1200.00
Academic Academy Medals	$1735.01
School-wide Literacy Initiative	$1500.00
Future Business Leader of America	$1375.00
HOSA	$2000.00
Positive Behavior Support	$1500.00