

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: ACADEMY OF ARTS & MINDS

District Name: Dade

Principal: Ruth Montaner /Jorge Suarez

SAC Chair: Maylee McNamee

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/1/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jorge Suarez	Education Master of Science – Educational Leadership Certified in Educational Leadership Bachelor of Science – Mathematics	2	5	"12 "11 "10 "9 " 8 School Grades A I I I I High Standards Rdg. 62 N/A N/A N/A N/A High Standards Alg/Geo 42/17 Lrng Gains-Rdg. N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A Assistant Principal at LSC-Miami from 2008 to 2011

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Small Class Size	Principal	Ongoing	
2	Program Personalization	Principal	Ongoing	
3	Bi-weekly meetings for the first 90 days of new teacher with Principal and/or Assistant Principal. These meetings will then move to monthly meetings.	Principal	Ongoing	
4	Administration strongly encourages teachers to partake in Professional Development opportunities, providing classroom coverage for district offered workshops. Teachers are also offered one (1) personal day off per calendar year to be used as a personal Professional Development day.	Principal	Ongoing	
5				

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% [20]	n/a

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
20	0.0%(0)	70.0%(14)	15.0%(3)	15.0%(3)	25.0%(5)	100.0%(20)	15.0%(3)	0.0%(0)	20.0%(4)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jessica Nardo	Pamela Piñol	Department Chair	Collecting weekly lesson plans/Bi-weekly observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Academy of Arts and Minds RtI Leadership Team will be composed of Principal, Assistant Principal , Reading Coach, SPED&ESOL Coordinators, Counselor

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating process by addressing the following important questions:
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings on a weekly basis.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

The MTSS Leadership Team along with Educational Excellence School Advisory (EESAC) defines, analyzes, implements, monitors, and evaluations the School Improvement Plan, from the beginning. The MTSS Leadership Team uses the data gathered to monitor and adjust the school's academic and behavioral goals and provides levels of support and interventions to students. Based on the academic and behavioral data gathered, Academy of Arts and Minds MTSS Leadership Team identifies problem areas to include within the School Improvement Plan (SIP), creates evidence-based interventions using data collected, and evaluates all evidenced-based interventions

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.

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The 2012 Spring FCAT Assessment data will be used to identify students in need of MTSS implementation. The technology program Reading Plus will be used for increase student reading levels.

Data will be used to guide instructional decisions and systems procedures for all students to

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

Managed data will include but no be limited to

Academic

- FAIR Assessments
- Interim Assessments
- State/Local Math, Reading and Science Assessments
- FCAT
- Students Grades
- School-site specific assessments

Behavior

- Student Cases Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day, per month

- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The MTSS Leadership will be trained through professional development provided by district. The district professional development and support will include:
Training for all administrators in the RtI problem solving, data analysis process; providing support for school staff to understand basic MTSS principles and procedures; and providing a network of ongoing support for MTSS organized through feeder patterns

Describe the plan to support MTSS.

- Bi-weekly Leadership Team meetings, held to review strategies used in classes and curriculum based lesson plans.
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
 2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
 3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
 4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
 5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
 6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
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 7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
 8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Jorge Suarez (Principal),Elsa Rodriguez (ESOL Teacher), Mercedes Tanus (SPED Coordinator)
Elizabeth Aguiar (Reading Teacher) and Dr. Maria Arana (Head Counselor)

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction

across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

Jorge Suarez (Principal), Elsa Rodriguez (ESOL Teacher), Mercedes Tanus (SPED Coordinator)
Elizabeth Aguiar (Reading Teacher) and Dr. Maria Arana (Head Counselor)

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

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Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The Literacy Leadership Team (LLT) meets monthly to review and analyze data to guide instruction, ensure that interventions are implemented with fidelity, determine student needs, and address accordingly. The principal Mr. Jorge Suarez provides a common vision for the use of data-based decision-making ensures that the school-based team is implementing district CRRP. The Reading Teachers, Ms. Elsa Rodríguez and Ms. Elizabeth Perez provide guidance and implement the district's CRRP 9-12 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Exceptional Student Education (SPED) Coordinator Mercedes Tanus participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers

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

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

The LLT's major initiatives are: using student assessment data, classroom observational data, as well as feedback from the RtI and School Improvement Plan (SIP) to coordinate professional development for all teachers; emphasizing model lessons in the classroom to demonstrate the infusion of reading in the content area; sharing best practices during in-house professional development; and, training faculty through Creating Independence through Student-owned Strategies (CRISS).

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Literacy Leadership Team (LLT) ensures that every teacher highlights one specific reading strategy per month. The LLT monitors that these specific reading strategies are covered regularly within every content area teacher's classroom. The LLT provides model lessons to support the implementation of reading strategies along with professional development trainings, including Creating Independence through Student-owned Strategies (CRISS). Administration will monitor by conducting classrooms walkthroughs

*High Schools Only

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

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

The Academy of Arts and Minds teachers use the integrated nature of their courses to build the bridge between school subjects and students' futures by ensuring all classes develop critical and higher order thinking skills. Within the art arena of Academy of Arts and Minds, teachers help prepare student portfolio's and/or performances for art schools and scholarships. These teachers are also liaisons with business community leaders to not only promote student work but also expose students to the business component within the art world. Within the academic arena, our comprehensive AP program prepares students with a rigorous curriculum. This program allows students to be successful within the college atmosphere and guarantees a strong foundation in the core courses. Content area courses integrate college and vocational preparatory skills. With the combined efforts from all these areas, students will develop a portfolio that highlights their high school career and supports their future career choices.

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?

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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

Based on the High School Feedback Report, the Academy of Arts and Minds will focus on the following areas to prepare students for success in public postsecondary level: teachers, school counselor and registrar will promote student involvement. Based on the High School Feedback Report, the Academy of Arts and Minds will focus on the following areas to prepare students for success in public postsecondary level: teachers, school counselor and registrar will promote student involvement within the American College Testing exam (ACT) and College Placement Test (CPT); the mathematics department will promote the benefits of taking higher level math courses in high school through the development of a Pre-AP math curriculum; increasing the amount of students enrolled in Advanced Placement (AP) and Honors courses across the curriculum (including core and elective courses); and lastly, the principal, school counselor and activities/club sponsors will promote and create various opportunities for community service hours so students are eligible for Bright Future's Scholarships

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of 2011-2012 FCAT Reading Test indicate that 23% of students achieved level 3 proficiency. Our goal for 2012-2013 School Year is to increase level 3 student's proficiency by 11 percentage points to 39%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

28%(55)

39% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting category #3 Literary Analysis.	Students will use concept maps and graphic organizers to help them identify multiple patterns within a single text. Teachers should emphasize identifying words and clue words than signal relationships into classroom instructions to enhance the students' levels of literary analysis. Use CRISS strategies	Leadership team will be responsible for the monitoring of the implemented strategies	Leadership Team will monitor. Ongoing classroom assessments focusing on students ability to identify fiction/non fiction literary analysis within grade level text.	Formative : Classroom assessments Interim assessments Summative: 2013 FC AT 2.0 assessment
2					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test, indicate that 38% of students achieved levels 4 and 5. Our goal for the 2012-2013 School year is to increase levels 4 and 5 students proficiency by 4 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(67)	39% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimum growth and required students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was reported category #3 Literary Analysis.	Develop enrichment activities using concept maps that allow students to become more familiar with comparing and contrasting and across a variety of genres.	Literary Leadership Team	Ongoing classroom assessments and authentic student work.	Formative : Classroom assessments Interim assessments Summative: 2013 FC AT 2.0 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning	The results of the 2011-2012 FCAT Reading Test indicate
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gains in reading. Reading Goal #3a:	that 64% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (106)	69% (115)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting category #3 Literary Analysis.	Students will practice analyzing and developing an interpretation of a literary work by describing an author's use of Literary Elements through character development, point of view and plot development.	Literacy Leadership Team	On going classroom assessments focusing on students ability to identify Literary elements in grade level texts.	Formative: Student work Interim assessment Summative: 2013 FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate that 54% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving lowest 25% by 10 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (23)	64% (27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making gains changed by 10 percentage points. Reporting category #3Literary Analysis	Students will participate in after school programs such as tutorials, that will enhance their literacy level . These programs will take place in various classrooms and will be offered three times a week.	Literacy Leadership Team	On going classroom assessments focusing on students ability to identify Literary elements in grade level texts.	Formative: Student work Interim assessment Summative: 2013 FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Test indicate that 70% (28) of the students in the white subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the white subgroup by 17 percentage points to 87%. The results of the 2011-2012 FCAT Reading Test indicate that 63% (90) of the students in the white subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the white subgroup by 15 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70%(28) Hispanic: 63%(90)	White: 87% (35) Hispanic: 78%(112)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. The area of deficiency noted on the 2012 administration of the FCAT Reading Test was Reporting category #3Literary Analysis	5A.1. Students will participate in after school programs such as tutorials, that will enhance their literacy level . These programs will take place in various	5A.1. Literacy Leadership Team	5A.1. On going classroom assessments focusing on students ability to identify Literary elements in grade level texts.	5A.1. Formative: Student work Interim assessment Summative: 2013 FCAT 2.0

		classrooms and will be offered three times a week.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 59%(15) of the students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by 4 percentage points to 63%.(16)
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (15)	61% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 administration of the FCAT Reading Test was Reporting category #3Literary Analysis	Students will participate in after school programs such as tutorials, that will enhance their literacy level . These programs will take place in various classrooms and will be offered three times a week.	Literacy Leadership Team	On going classroom assessments focusing on students ability to identify Literary elements in grade level texts.	Formative: Student work Interim assessment Summative: 2013 FCAT 2.0

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Test indicate that 31% (4) of the students in the students with disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the students with disabilities subgroup by 30 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	61% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 administration of the FCAT Reading Test was Reporting category #3Literary Analysis	Students will participate in after school programs such as tutorials, that will enhance their literacy level . These programs will take place in various classrooms and will be offered three times a week.	Literacy Leadership Team	On going classroom assessments focusing on students ability to identify Literary elements in grade level texts.	Formative: Student work Interim assessment Summative: 2013 FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2010-2011 FCAT Reading Test indicate that 73% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase student proficiency in the Economically Disadvantaged subgroup by 2 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (88)	75% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited participation in the School wide Tutoring program. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category #2 Reading Application.	Use instructional strategies reciprocal teaching; note-taking skills; summarization skills; questioning the author; encouraging students to read from a wide. Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions and returning to text as support for answers.	Literacy Leadership Team,	Ongoing classroom assessments focusing on student's ability to identify main idea in grade level texts.	Formative: Student work; Interim Assessments. Summative: 2013 FCAT 2.0 Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
COMMON CORE TRAINING	9-12	DISTRICT TRAINER	9-12 ENGLISH TEACHERS	NOVEMBER 6, 2012 -ONGOING	FOLLOW UP WITH LLT AND CURRICULUM SPECIALIST	LITERACY LEADERSHIP TEAM, ENGLISH DEPARTMENT CHAIR, CURRICULUM SPECIALIST.
CRISS TRAINING	9-12	DISTRICT CRISS TRAINER	9-12 ENGLISH TEACHERS	OCTOBER 26, 2012 -ONGOING	AUTHENTIC STUDENT WORK	LITERACY LEADERSHIP TEAM, ENGLISH DEPARTMENT CHAIR, CURRICULUM SPECIALIST

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
USE OF THE EDGE PROGRAM FOR INTENSIVE READING	TEXTBOOKS AND WORKBOOKS	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
USE OF READING PLUS TO SUPPORT THE INTENSIVE READING CLASS	COMPUTER PROGRAM	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			The results of the 2011-2012 CELLA Test, indicate that 63% of students achieved the levels required . Our goal for the 2012-2013 School year is to increase CELLA students proficiency by 7 percentage points to 70%.		
2012 Current Percent of Students Proficient in listening/speaking:					
63% (10					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have no support at home with learning the English Language.	Students will increase their development in this area, by the use of Modeling and Teacher led groups.	Literacy Leadership Team	Ongoing Classroom assessment and authentic student work	Formative: Student work Summative 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Test, indicate that 19 % of students achieved the levels required . Our goal for the 2012-2013 School year is to increase CELLA students proficiency by 6 percentage points to 25%.

2012 Current Percent of Students Proficient in reading:

19% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a lack of a high range of vocabulary.	Students will increase their development in this area, by Activating Prior Knowledge and using Task Cards.	Literacy Leadership Team	Ongoing Classroom assessment and authentic student work	Formative: Student work Summative 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 CELLA Test, indicate that 25% of students achieved the levels required . Our goal for the 2012-2013 School year is to increase CELLA students proficiency by 5 percentage point to 30%

2012 Current Percent of Students Proficient in writing:

25% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a lack of a high range of vocabulary	Students will increase their development in this area by using Graphic Organizers and Personal Journals.	Literacy Leadership Team	Ongoing Classroom assessment and authentic student work	Formative: Student work Summative 2013 CELLA

CELLA Budget:

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

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.

Mathematics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.

Mathematics Goal #3:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of 2011-2012 ALGEBRA I (EOC) indicates that 68 % (12) of students in the white subgroup achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency in the white subgroup by 5 percentage points to 73% on the Algebra I (EOC). The results of 2011-2012 ALGEBRA I (EOC) indicates that 60 % (22) of students in the hispanic subgroup achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency in the hispanic subgroup by 2 percentage points to 32% on the Algebra I (EOC).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68% (12) Hispanic: 60% (22)	White: 73%(13) Hispanic: 62%(23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was Functions, Linear Equations and Inequalities	Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to identify linear equations and inequalities in two variables with and without graphing technology.in grade level texts	Formative: Student work Interim assessment Summative: Algebra 1 (EOC)

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.				
Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.		The results of 2011-2012 ALGEBRA I (EOC) indicates that 62 % (25) of students in the Economically Disadvantage subgroup achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency in the Economically Disadvantage subgroup by 4 percentage points to 66% on the Algebra I (EOC).		
Mathematics Goal E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
62%(25)		66%(27)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was Functions, Linear Equations and Inequalities	Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.	Literacy Leadership Team.	Ongoing classroom assessments focusing on students ability to identify linear equations and inequalities in two variables with and without graphing technology.in grade level texts	Formative: Student work Interim assessment Summative: Algebra 1 (EOC)

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency As noted, on the administration of the 2012 Algebra 1 (EOC) Test were Functions, Linear Equations and Inequalities. The number of students making gains changed by 37% percentage points.	Provide all students opportunities to explore and apply the use of a system of equations and functions in the real-world	Literacy Leadership Team	On going classroom assessments focusing on students ability to identify, explore and apply the use of a system of equations in the real-world in grade level texts.	Formative: Student work Interim assessment Summative: Algebra 1 (EOC)

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 FCAT Reading Test, indicate that 38% of students achieved levels 4 and 5. Our goal for the 2012-2013 School year is to increase levels 4 and 5 students proficiency by 4 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

35%(67)			39%(76)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 Algebra 1 (EOC) Test were Functions, Linear Equations and Inequalities. The number, of students making gains changed by 5% percentage points.	Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to identify linear equations and inequalities in two variables with and without graphing technology.in grade level texts.	2.a1. Formative: Student work Interim assessment Summative: Algebra 1 (EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:			The results of 2011-2012 Geometry (EOC) Test indicates that 48 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 50% on the Geometry (EOC)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
48%(51)			50%(54)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 Geometry (EOC) Test, the areas of deficiencies are the use of coordinate geometry, to find slopes, parallel lines, perpendicular lines, and equations of lines, formulas for perimeter and area of Polygons. The number of students making gains changed by 48% percentage points.	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to identify coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines in grade level texts.	Formative: Student work Interim assessment Summative: Geometry (EOC)

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:			The results of 2011-2012 Geometry (EOC) Test indicates that 17 % of students achieved level 4 and 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage points to 18% on the Geometry (EOC)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
17% (18)			18%(19)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 Geometry (EOC) Test, the areas of deficiencies are the use of coordinate geometry, to find slopes, parallel lines, perpendicular lines, and equations of lines , formulas for perimeter and area of Polygons. The number of students making gains changed by 1 percentage points.	Provide students with practice in deriving the formulas for perimeter and/or area of polygons	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to identify deriving the formulas for perimeter and/or area of polygons in grade level texts	Formative: Student work Interim assessment Summative: Geometry (EOC)

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
COMMON CORE TRAINING	9-12	DISTRICT TRAINER	9-12 MATH TEACHERS	NOVEMBER 6, 2012- ONGOING	GRADE LEVEL PLANNING SESSIONS. CLASSROOM WALKTHROUGHS	ADMINISTRATOR AND MATH DEPARTMENT CHAIR, CURRICULUM SPECIALIST.
TECHNOLOGY	9-12	DISTRICT TRAINER	9-12 MATH TEACHERS	JANUARY 18, 2013 - ONGOING	GRADE LEVEL PLANNING SESSIONS	ADMINISTRATOR AND MATH DEPARTMENT CHAIR, CURRICULUM SPECIALIST.

Mathematics Budget:

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

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:			The results of 2011-2012 Biology (EOC) Test indicates that 36 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 39% on the Biology (EOC)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
36%(38)			36%(41)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. As noted, on the administration of the 2012 Biology (EOC) Test, the students need to complete science courses delineated by the Student Progression Plan. The number of students making gains changed by 36 % percentage points .	1.1. Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan	1.1. Literacy Leadership Team	1.1. Ongoing classroom assessments focusing on students ability to identify science courses delineated by the Student Progression Plan in grade level texts. Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.	1.1. Formative: Student work Interim assessment Summative: 2012 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of 2011-2012 Biology (EOC) Test indicates that 20 % of students achieved level 4 and 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage points to 21 % on the Biology (EOC)
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (21)	21%(22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 Biology (EOC) Test, , the students need to complete science courses delineated by the Student Progression Plan The number of students making gains changed by 1 percentage points.	Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to identify laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences in grade level texts	Formative: Student work Interim assessment Summative: Biology (EOC)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
COMMON CORE STATE STANDARDS	9-12	DISTRICT TRAINER	9-12 BIOLOGY TEACHERS	JANUARY 18, 2013- ONGOING	Grade level planning sessions, classroom walkthroughs	ADMINISTRATOR, BIOLOGY DEPARTMENT CHAIR, CURRICULUM SPECIALIST
DIFFERENTIATED INSTRUCTION	9-12	DISTRICT TRAINER	SCHOOL WIDE	December 13, 2012; February 14, May 2, 2013	SMALL GROUP SCHEDULES	ADMINISTRATOR,

Science Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			The results of 2011-2012 Writing FCAT TEST indicates that 93 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage points to 93% on the FCAT WRITING TEST		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
93% (102)			93%(103)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 FCAT WRITING TEST , the students need to use Graphic Organizers, timelines, grammar concepts and to answer essential questions. The number of students making gains changed by 1 percentage points.	1.1. Use organizational strategies to make a plan for writing such as: telling or sharing personal stories or memories out loud, graphic organizers linear organizers a timeline, storyboards, drawing simple pictures, KWL chart, logs, and answering essential questions.	1.1. Literacy Leadership Team	1.1. Ongoing classroom assessments focusing on students ability to identify organizational strategies to make a plan for writing in grade level texts.	1.1. Formative: Student work Interim assessment Summative: FCAT WRITING TEST

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SIX TRAITS TO WRITING	9-12	DISTRICT FACILITATOR	9-12 ENGLISH TEACHERS	January 18, 2013 - ONGOING	SMALL GROUPS SCHEDULES	ADMINISTRATOR, ENGLISH DEPARTMENT CHAIR, CURRICULUM SPECIALIST.
FOUR SQUARE WRITING	9-12	READING TEACHER	9-12 ENGLISH TEACHERS	February 1st, 2013 - ONGOING	GRADE LEVEL PLANNING SESSIONS	READING TEACHERS, ENGLISH DEPARTMENT CHAIR, CURRICULUM SPECIALIST

Writing Budget:

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

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:			The results of 2011-2012 US History (EOC) Field Test indicates that 0 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 10% on the US History (EOC)Field Test		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (0)			10%(8)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	As noted, on the administration of the 2012 US History (EOC) Field Test, the students need the opportunity to discuss the vales, complexities, and dilemmas involved in social, political and economic issues in history. The number of students making gains changed by 10percentage points.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues.	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues. in grade level texts.	Formative: Student work Interim assessment Summative: US History (EOC) Field Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:			The results of 2011-2012 US History (EOC) Field Test indicates that 0 % of students achieved level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 10% on the US History (EOC)Field Test		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (0)			10%(8)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted, on the administration of the 2012 US History (EOC) Field Test, the students need the opportunity to discuss the vales, complexities, and dilemmas involved in social, political and economic issues in	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on	Literacy Leadership Team	Ongoing classroom assessments focusing on students ability to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-	Formative: Student work Interim assessment Summative: US History (EOC) Field Test

history. The number of students making gains changed by 10percentage points.	issues.		reasoned positions on issues. in grade level texts.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CONNECTING HISTORY TO TECHNOLOGY	9-12	READING TEACHERS	9-12 SOCIAL STUDIES TEACHERS	January 18, 2013 - ONGOING	SMALL GROUPS SCHEDULES	ADMINISTRATOR, READING TEACHERS , SOCIAL STUDIES DEPARTMENT CHAIR, CURRICULUM SPECIALIST

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance	The goal for 2012 – 2013 school year is to increase students attendance by 3 percentage points from 90.46% to 93.46% by minimizing absences due to illness and transportation.
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Attendance Goal #1:			Our second goal for the 2012-2013 year is to decrease the number of students with excessive absences (10 or more) from 255 to 242 and excessive tardies (10 or more) from 247 to 235.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
90.46% (365)			93.46% (378)		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
255			242		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
247			235		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Excessive absences increased by 3 percentage points from the previous year, due to transportation.	1.1. Students will be provided with incentives that have shown improvement in their attendance	1.1. Principal and designee	1.1. Bi-weekly updates to administration from the MTSS/Rti Team	1.1. Attendance bulletin
2	1.2. Excused absences due to illnesses have increased by 2% from previous year.	1.2. Provide parents with information from the Kid care program.	1.2. Administrators	1.2. Administrators will implement health prevention strategies.	1.2. Attendance bulletin
3	1.3.Excessive Tardies increased by 4 percentage points from the previous year, due to local School Zones Traffic.	1.3.Parents will be provided with appropriate maps showing alternate routes.	1.3.Administrators	1.3.Administrators will provide information during orientation.	1.3.Attendance Bulletin

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9-12	Counselor	Attendance staff	January 18, 2013	An intervention program will be developed during the PD, the Principal will monitor the implementation of the program.	Principal and Counselor.

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2032 School year is to decreased out of school suspensions by2 from 18 to 16, and the number of suspended out of school from 18 to16.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18	16
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18	16

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are unfamiliar with the Student Code of Conduct.	1.1. Provide Orientation for students and parents to familiarize themselves with the student Code of Conduct.	1.1. RtI Leadership Team	1.1. MTSS, LEADERSHIP TEAM	1.1. Report on indoor/outdoor suspensions.

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
STUDENT CODE OF CONDUCT	9-12	School wide	School wide	September 17, 2012	MONITOR THE ENFORCEMENT OF STUDENT CODE OF CONDUCT IMPLEMENTED BY TEACHERS THROUGH CLASSROOM WALKTHROUGHS	ADMINISTRATION AND MTSS LEADERSHIP TEAM.

Suspension Budget:

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			Our goal for the 2012-2013 school is to decrease the dropout rate by .5 percentage points and to increase the graduation rate by 2 percentage points.		
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
2.97%(12)			2.82%(11)		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
83.8% (67)			85.8 (154)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The dropout rate increased from 1.42% during the 2010-2011 school year to 2.97% in the 2011-2012 school year. A Report on indoor/outdoor suspensions and the evaluation tool of monthly suspension report. Risk students are not enrolling into tutorial programs	1.1. Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs and enroll the students tin the respective program	1.1. Student Services chair	1.1. Monitor enrollment log tracking at risk students for assistance	1.1. Sign-in Roster
2	1.2.Parents are unfamiliar with the resources available which provide requirements necessary for graduation	1.2.Inform parents of the graduation requirements and the available resources to ensure students receive the proper support.	1.2.Guidance Counselor	1.2.Monitor parent sign in roster	1.2. Sign-in Roster

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9-12	Guidance Counselor	School wide	September 17, 2012	Monitor parent sign-in roster and contact parents that did not attend a meeting	Guidance Counselor

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			Our goal 2012-2013 school year is to increase the percentage of parents participating in school-wide activities		
*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:		
82%			83%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1.1 Poor participation in school activities by parents of English Language Learners ELL	1.1. Mentors fluent in parents' home language call new families to invite them to attend PTA/parent group programs.	1.1. School administration, Community Involvement Specialist (CIS), Parent advisory Council (PAC)	1.1. Review sing 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
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data	9-12	Reading/ESOL Teacher	Parents	SEPTIEMBRE 17, NOVEMBER 6, JANUARY 18, MAY21 2012	REVIEW SIGNG IN SHEETS/LOGS TO DETERMINE THE NUMBER OF PARENS ATTENDING	ADMINISTRATION

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

The goal for 2012 – 2013 school year is to increase

1. STEM STEM Goal #1:			students enrollment in Advance Placement and Honor courses by 2 percentage points from 45% to47% . The school offers the following AP Courses: AP SPANISH LANGUAGE, AP SPANISH LITERATURE, AP ENGLISH LANGUAGE, AP ENGLISH LITERATURE, AP HUMAN GEOGRAPHY, AP AMERICAN GOVERNMENT, AP MACRO ECONOMICS, AP STATISTICS, AP STUDIO ART, AP DRAW AND PAINTING, AP PSYCOLOGY,AP AMERICAN HISTORY, AP EUROPEAN HISTORY		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students should be monitored in regard with the academic gains in order to be placed in advanced courses. Monitor student's enrollment in Advance Placement courses.	Monitor students' academic gains in order to place them in advanced courses	Administration	Students transcripts, teacher feedback.	Students rosters in advance placement and Honor courses

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
Gifted Endorsement	9-12	District trainer	STEM subjects teachers	January 16, 2013	Monitor teachers enrollment in gifted courses	Administration

STEM Budget:

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Our goal for the 2012-2013 school year is to enroll students in the OJT program.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. It has been a challenge to identify Dade Partners who would be able to accommodate students for on the job training,.	1.1. Provide CT students the opportunity to participate in on the job training courses.	1.1. Administration	1.1 .Bi-weekly meetings to monitor the participation of students in OJT	1.1. 2013 CTE students participation in OJT

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
Next generation content area reading professional development	9-12	District Trainer	All Teachers	OCTOBER 26, 2012	Monitor data to identify students mastery and understanding CTE content, classroom walkthroughs.	Head Counselor

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Teacher Professional Development Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Teacher Professional Development Goal Teacher Professional Development Goal #1:		During the 2010 – 2011 school year, teacher continuing professional development was 65%. The goal for the school year is to increase teacher professional development and activities to 70%.		
2012 Current level:		2013 Expected level:		
65% (293)		70% (315)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

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

End of Teacher Professional Development Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	USE OF THE EDGE PROGRAM FOR INTENSIVE READING	TEXTBOOKS AND WORKBOOKS	EESAC	\$1,000.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	USE OF READING PLUS TO SUPPORT THE INTENSIVE READING CLASS	COMPUTER PROGRAM	EESAC	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Updating technology for students and student incentives.	\$2,000.00

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

The School Advisory Committee will perform the following tasks for the 2012-2013 school year: update roster and by-laws, review FCAT 2.0 9-10 grade results, review and provide recommendations for the SIP, review all data from interim tests, monitor SIP for implementation and effectiveness, and develop evaluative comments for the 2013-2014 SIP.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District ACADEMY OF ARTS & MINDS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	81%	91%	50%	285	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	90%			156	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	80% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					584	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District ACADEMY OF ARTS & MINDS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	67%	92%	36%	253	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	71%			125	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	68% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					486	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested