

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI CENTRAL SENIOR HIGH SCHOOL

District Name: Dade

Principal: Gregory M. Bethune

SAC Chair: Kenneth Pollock

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Gregory Bethune	Bachelor of Science Elementary Education, Masters Ed. Leadership	1	6	2012, 2011 – Brownsville Middle School 2010, 2009, 2008 – Miami Jackson Senior High School
Assis Principal	Ottolita Thompson	Bachelor of Science Computer Science, Masters Education Leadership, Juris Doctorate Certifications: Mathematics (6-12) and Ed. Leadership	2	3	2012 - Miami Central Senior High School 2011, 2010, 2009, 2008, 2007 – Miami Northwestern Sr. High School School Grade: Pending, D, F, D, F AYP: N N N N High Stand. Rdg. 19, 19, 21, 17, 13 High Stand. Math. 54, 55, 52, 45, 36 Lrng Gains – Rdg. 39, 37, 38, 41, 43 Lrng Gains – Math 65, 73, 69, 74, 57 Gains – Rdg. – 25% 48, 46, 43, 58, 46 Gains – Math – 25% 71, 74, 72, 75, 64
		Bachelor of Science Business Administration, Masters of			2012 - Miami Central Senior High School 2011, 2010 – Charles R. Drew Middle School 2009, 2008, 2007 – Miami Jackson Senior High School

Assis Principal	LeNere Dawkins	Science Educational Leadership Certifications: Math (5-9) and Ed. Leadership	2	6	School Grade: D, D, F, D, D AYP: N N N N High Stand. Rdg. 35, 33, 16, 15, 13 High Stand. Math. 35, 33, 46, 45, 36 Lrng Gains – Rdg. 62, 51, 41, 41, 44 Lrng Gains – Math 56, 61, 72, 75, 70 Gains – Rdg. – 25% 74, 60, 58, 56, 70 Gains – Math – 25% 61, 72, 69, 80, 76
Assis Principal	Jai Ingraham	Social Sciences, Ed. Leadership	2	6	2012 - Allapattah Middle School
Assis Principal	Olivia Bernal	Bachelors ESE, Masters Reading (K-12), Masters ESOL, Specialist Ed. Leadership	2	2	2012 - Miami Norland Senior High School

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Melva Cogdello	Elementary Education	4	8	2011, 2010, 2009, 2008, 2007 School Grade: Pending, C, D, F, F AYP: N N N N High Stand. Rdg. 16 16 17 13 13 High Stand. Math. 48 56 51 38 41 Lrng Gains – Rdg. 33 40 39 38 41 Lrng Gains – Math 39 77 72 68 71 Gains – Rdg. – 25% 46 54 55 63 49 Gains – Math – 25% 55 80 78 76 NA
Reading	Yolanda Williams	Certification: English (5-9), Reading Endorsed, Educational Leadership	1	1	2011, 2010, 2009, 2008, 2007 – Miami Northwestern Sr. High School School Grade: Pending, D, F, D, F AYP: N N N N High Stand. Rdg. 19, 19, 21, 17, 13 High Stand. Math. 54, 55, 52, 45, 36 Lrng Gains – Rdg. 39, 37, 38, 41, 43 Lrng Gains – Math 65, 73, 69, 74, 57 Gains – Rdg. – 25% 48, 46, 43, 58, 46 Gains – Math – 25% 71, 74, 72, 75, 64
Reading	Jennifer Blunier	Certification: English (6-12) Reading Endorsed	1	1	2011 – Miami Jackson Senior High School 2010, 2009, 2008, 2007- Homestead Senior High School
Science	Arles Carballo	B.S. Biology/Chemistry Certifications: Biology (6-12) Chemistry (6-12)	1	6	2011, 2010, 2009, 2008, 2007 – Miami Norland Senior High School School Grade: Pending, D, D, F, F AYP: N N N N High Stand. Rdg. 17, 17, 20, 16, 14 High Stand. Math. 45, 47, 50, 42, 39 Lrng Gains – Rdg. 35, 38, 40, 37, 36 Lrng Gains – Math 63, 72, 73, 67, 67 Gains – Rdg. – 44, 43, 51, 44, 49 Gains – Math – 65, 72, 75, 72, 71
Mathematics	Zakia Garner	Certifications: Math (5-9)	1	1	2011, 2010, 2009, 2008, 2007 – Miami Northwestern Sr. High School School Grade: Pending, D, F, D, F AYP: N N N N High Stand. Rdg. 19, 19, 21, 17, 13 High Stand. Math. 54, 55, 52, 45, 36 Lrng Gains – Rdg. 39, 37, 38, 41, 43 Lrng Gains – Math 65, 73, 69, 74, 57 Gains – Rdg. – 25% 48, 46, 43, 58, 46 Gains – Math – 25% 71, 74, 72, 75, 64
Mathematics	Angela Preston	Mathematics (5-9), Mathematics (6-12)	8	4	2011, 2010, 2009, 2008, 2007 School Grade: Pending, C, D, F, F AYP: N N N N High Stand. Rdg. 16 16 17 13 13 High Stand. Math. 48 56 51 38 41 Lrng Gains – Rdg. 33 40 39 38 41 Lrng Gains – Math 39 77 72 68 71 Gains – Rdg. – 25% 46 54 55 63 49 Gains – Math – 25% 55 80 78 76 NA

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	Continued partnership with Teach for America (TFA)	Principal, Vice Principal, Assistant Principals	July 2013	
2	Regular meetings of new teachers with Principal/Assistant Principal	Assistant Principal	Ongoing	
3	Newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (MINT) program.	Assistant Principal	Ongoing	
4	Partnering new teachers with veteran staff/instructional coaches	Assistant Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Professional Development Opportunities (Classroom Instruction, Data-Driven Decision-Making, Best Practices), Subject-Area Preparation Assistance, Endorsement Workshop (s), Feedback/Observation of Curriculum Leaders and/or Academic Coaches, School Mentorship Program. Timely dissemination of information regarding certification requirements.

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
125	16.0%(20)	36.0%(45)	32.0%(40)	16.0%(20)	32.0%(40)	56.0%(70)	12.0%(15)	0.8%(1)	12.0%(15)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beth Goldstein	TBD	Ms. Goldstein has worked at Miami Central for over five years and has a wealth of knowledge in her assigned area. In	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss strategies that will increase effectiveness of instruction to improve student achievement and

		addition, Ms. Goldstein serves as the Fine Arts Department Chairperson.	to share best practices. The mentor/mentee will be given release time for peer observations.
Demetras Johnson	TBD	Ms. Johnson has worked at Miami Central for over three years as a Math teacher and is currently the Math Department Chairperson. Her students have shown an increase in achievement through formal and informal assessments.	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss strategies that will increase effectiveness of instruction to improve student achievement and to share best practices. The mentor/mentee will be given release time for peer observations.
Genessee Watkins	TBD	A member of the school's Leadership Team for over five years, Ms. Watkins serves as the Test Chair as well as the SLC Coordinator. She has the ability to disaggregate data and develop academic focus calendars to ensure effective instruction for all students.	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss strategies that will increase effectiveness of instruction to improve student achievement and to share best practices. The mentor/mentee will be given release time for peer observations.
Asiah Wolfolk	TBD	Mrs. Wolfolk has worked at Miami Central for over three years as an English teacher and serves as the Academy Leader for Law Studies. Her students have shown a tremendous increase in achievement through formal and informal assessments.	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss strategies that will increase effectiveness of instruction to improve student achievement and to share best practices. The mentor/mentee will be given release time for peer observations.
Doreen Simpson	TBD	Ms. Simpson has worked at Miami Central for over three years as a Math teacher. Her students have shown an increase in achievement through formal and informal assessments.	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss strategies that will increase effectiveness of instruction to improve student achievement and to share best practices. The mentor/mentee will be given release time for peer observations.
		Mrs. Cruz-Solomon has worked at Miami Central for over four years as an English	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss

Jevona Cruz-Solomon	TBD	teacher. Her students have shown a tremendous increase in achievement through formal and informal assessments.	strategies that will increase effectiveness of instruction to improve student achievement and to share best practices. The mentor/mentee will be given release time for peer observations.
Colette Romero	TBD	Ms. Romero has been an educator for over ten years and eagerly serves as a mentor to her colleagues. She voluntarily assists when needed and provides guidance to new members in the department of which she is assigned. Her students have shown an increase in achievement through formal and informal assessments.	The mentor and mentee will meet bi-weekly during common planning or after school, whichever is more convenient, to discuss strategies that will increase effectiveness of instruction to improve student achievement and to share best practices. The mentor/mentee will be given release time for peer 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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHERS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Central Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
 - Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami Central Senior High School students in the evening based on the school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, MCHS students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

MCHS Parent Academy funded by Title I, works diligently to inform parents about the resources and programs available and their rights under the No Child Left Behind (NCLB) Act and other referral services.

MCHS will work to continually increase parental/guardian engagement and involvement through Miami Central's Title I School-Parent Compact (for all students); the Title I Parental Involvement Policy; scheduling of the Title I Student-Parent Orientation Meeting (Open House) and other documents and activities needed

Throughout the school year, MCHS will conduct informal surveys and assessments to determine the specific needs of parents and schedule workshops accordingly, through the MCHS Title I Parent Academy. As we strive to empower parents and build their capacity for involvement, the aforementioned courses will be scheduled to accommodate parents.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report are each submitted to Title I Administration by the 5th day of each month as documentation of compliance with No Child Left Behind (NCLB) Section 1118.

Confidential "as-needed services" will be provided to any student(s) in the school in a "homeless situation" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Initiative/Fund

Miami Central Senior High School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, Project CRISS and Learning 100. Additionally, the Title I School Improvement Grant/Fund provides support funding and assistance to Differentiated Accountability schools on an as needed basis.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's leadership team, strategically integrated in order to support the administration through a process of problem-solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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 RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
 3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

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

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions

- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

Describe the plan to train staff on MTSS.

The district and region professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
 2. providing support for school staff to understand basic RtI principles and procedures; and
- providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

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.
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

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

The school based Literacy Leadership Team (LLT) will consist of the school principal, vice principal, assistant principal, reading coaches, math coaches, science coach, academic department chairpersons, academy leaders, student services department chair and the school assessment coordinator.

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

The School-Based Literacy Leadership Team will meet monthly to disaggregate FAIR, Interim and ETO data, identify areas of weaknesses, and develop an action plan to create activities that will serve to address individual student needs.

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

- The principal will promote the LLT as an integral part of the school's literacy reform initiative to promote a culture of literacy. The following activities and plans will be implemented:
 - o Include representation from all curricular areas on the Literacy Leadership Team with team members who are skilled and committed to improving literacy
 - o Offer professional growth opportunities for literacy team members and instructional staff
 - o Create a collaborative environment by providing teachers with the opportunity to visit other teachers' classrooms by

highlighting observational classrooms in different academic disciplines.

- o Develop a school-wide organizational model that supports literacy instruction in all classes to include the effective implementation of the Coaching Cycle
- o Encourage the use of data to improve teaching and student achievement
- o Provide a schoolwide focus on vocabulary acquisition. Implement a vocabulary initiative which includes word(s) of the week, content area words, commonly used root words, affixes and SAT/ACT words.
- o Provide interactive theme walls and charts in all disciplines
- o Provide intervention and enrichment courses that are monitored with fidelity
- o Consistent monitoring of Advanced Academics (Dual-Enrollment and Advanced Placement (AP))
- o Consistent monitoring of Career and Technical Education Programs (CTE) with an emphasis on program completion for participating students
- o Ensure an on-time graduation cohort
- o Increase parental involvement by hosting a literacy night event
- o Increase student success by implementing a positive behavioral support system (PBS)

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.

1. CRISS Training Professional Development will be offered during the Opening of School to ensure reading strategies are introduced to all teachers.
2. Reading Coaches will share the responsibility of corroborating with content area teachers and providing instructional support to ensure reading strategies are utilized by all instructors. Reading Coaches will also provide support by modeling and/or coaching when requested or when the need is observed to assist in the implementation of reading strategies.
3. Reading Coaches will meet with other subject area academic coaches to discuss and explain reading strategies so that all academic coaches function with the same objective.
4. The infusion of Reading Strategies will be a school-wide goal. Instructors will discuss and review monthly focus calendars which include reading strategies during their common planning sessions.
5. Administrative walk throughs will be conducted in all classes to provide teachers with the necessary support to maintain a positive classroom environment.
6. Content area teachers will infuse reading strategies and benchmarks into their lesson plans and instructional delivery
7. Data Chats will be conducted with students, teachers, academic coaches and administrators to ensure the progress of reading achievement for all students.
8. Upon review of data and an intended focus on student needs, teachers will receive professional development during common planning and whole group faculty meetings with an emphasis on reading strategies.

*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?

Miami Central Senior High School is an academy high school. As a result of this model, all students are required to identify a major area of interest based on the academies offered. Students advance through the various academy levels during their high school tenure. The students are exposed to career related experiences and they have the opportunity to participate in job-shadowing activities as well as paid internships.

All 9th Grade students are enrolled in a Freshman Experience course which helps to prepare them for career development and post-secondary endeavors. Miami Central Senior High School also offers students the opportunity to participate in core courses that are academy driven. Eleventh and Twelfth graders participate in advanced placement and dual enrollment courses in the areas of Mathematics, English, Social Studies, Music, Foreign Languages and Science.

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?

The Student Services department led by the Student Services Chairperson ensures that the students carefully select courses that are aligned to the career the student has expressed an interest in pursuing beyond high school. The counselors thoroughly review course offerings and course requirements with all students. Individual counseling sessions are scheduled where students have the opportunity to discuss with the counselor specific questions and/or concerns they are having relative to course selection. In addition, parents are notified via the Curriculum Bulletin of course offerings and are encouraged to take part in the selection process.

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](#)

Preparing students for successful matriculation to postsecondary institutions is a priority at Miami Central Senior High School. To that end, a partnership/commitment with one of the local institutions, Florida International University (FIU), has been established where current Miami Central teachers receive credentials to teach college-level courses on campus to the students during the regular school day. In addition, the College Assistance Program Advisor (CAP) will continue to provide various opportunities for all students to receive information regarding admissions, course offerings and scholarship opportunities. Students will receive information on how to access FACTS.org where postsecondary information and academic transcripts can be attained. In addition, opportunities will be available for students to participate in course recovery through E2020 which is a computer-based credit recovery program to assist with ensuring that students are provided various opportunities to re-take failed courses. Ongoing conversations with guidance counselors and the CAP Advisor will serve to assist students with making concrete postsecondary decisions.

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:	To increase the number of students that attain and maintain level 3 in reading on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(126)	22% (212)

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	Teachers lack a thorough understanding of how to properly infuse common board configuration into their instructional delivery	Reading coaches will model the effective use of the Common Board Configuration to ensure teachers utilize and monitor the use of the common board configuration to establish a consistent instructional routine by beginning the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	Principal, Assistant Principal, Reading Coaches	Administration will monitor the effective use of Common Board Configuration by conducting regular classroom visits with an emphasis on whether or not the agenda, objective, and essential questions are student friendly, rigorous, aligned to that day's objective and revisited before, during and after lesson.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
2	Teachers lack the ability to interpret, and analyze data and align instructional resources to meet student needs.	Increase and monitor activities to promote student accountability talk and active learning strategies, such as Think, Pair Share, Socratic discussions, and the use of interactive Smart Boards	Principal, Assistant Principal, Reading Coaches	Monitor the student accountable talk and the use of active learning and reading strategies, Think-Pair Share, Socratic Circles, and Literature Circles through classroom walkthroughs, monitoring lesson plans, common planning, coaching logs, and lesson study cycles.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
3	Students are unmotivated to read independently.	Implement Accelerated Reader, set goals, incorporate writing rigorous writing reflections and provide rewards through the Positive Behavior Project to increase independent reading.	Principal, Assistant Principal, Reading Coaches, Media Specialist, Teachers (Language Arts)	Consistently monitor the Accelerated Reader use, library use, independent reading and the incorporation of rigorous writing reflections through classroom walkthroughs, reading logs, and library check-out system, student work folders, coaches' logs and Accelerated Reader Reports.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment

4	According to the 2011 FCAT data students lack the ability to utilize critical thinking strategies needed to interpret and analyze grade level text.	Learning objectives as well as activities (eg. Socratic Circles and assessments are tiered to higher level Depth of Knowledge. Teaching will occur through questioning and interactive discussion among students. To ensure effective use of this strategy, teachers will incorporate and employ adequate wait time. Opportunities will be provided for students to utilize self-reflection and self-evaluation about learning process.	Principal, Assistant Principal, Reading Coaches	Monitor the use of Socratic Circles and assessments through classroom walkthroughs, student work folders, and coaches' logs.	Student work samples Administration of 2013 FCAT
5	Teachers lack the ability to infuse the Discovery Learning system in order to activate prior knowledge, front load information and engage students in active learning.	Provide on-going professional development for teachers on the Discovery Learning system. Coaches will model effective use of the Discovery Learning system in order to activate prior knowledge and engage students in active learning.	Principal, Assistant Principal, Reading Coaches	Consistently monitor the use of Discovery Learning to activate or build prior knowledge and make connections to the learning objectives by monitoring lesson plans, common planning, lesson study cycles, coaching logs, and Discovery Learning Usage Reports.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
6	Students lack the ability to utilize strategies in order to distinguish the meaning of complex vocabulary.	Incorporate the use of "Word of the Week" school-wide. Implementation of the FAIR toolkit and the FAIR word analysis. Effective strategies (eg. Frayer Model, Definition Concept Map, Affixes, Roots) will be explicitly modeled by Reading Coaches and Teachers in all disciplines.	Principal, Assistant Principal, Reading Coaches	Monitor the use of effective strategies through classroom walkthroughs, observations, coaches' logs, and FAIR data.	Walkthroughs, Word of the Week, and Word Walls
7	Teachers require relevant professional development to enable teachers to retrieve and analyze their student performance data for the purpose of aligning instructional resources to address individual student needs.	Incorporate goal setting and strategic use of data to drive instruction and effectively provide interventions based on student deficiencies.	Principal, Assistant Principal, Reading Coaches	Monitor the ongoing professional development, goal setting and active coaching in the strategic use of data to drive instruction, matching instructional materials to students' deficiencies and effectively provide interventions for student deficiencies by attending common planning lesson study logs, coaches' logs, classroom	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase the number of students scoring at levels 4, 5 and 6 in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (3)	22%(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	Teachers lack the ability to interpret, analyze data and align instructional resources to meet student needs.	Through common planning, lesson study, classroom visitation and professional development, teachers will be provided ongoing support of data analysis with a specific focus on each of the identified groups to ensure instructional activities are aligned to student data.	Principal, Assistant Principal and Reading Coaches	Administrators will conduct daily classroom visits with a focus on data binders and lesson plans to ensure differentiated activities are data driven and appropriate for students in the designated groups.	FAIR Interim assessment District and School-site assessment data. Classroom observations Florida Alternative Assessment Student work samples
2	Teachers lack a thorough understanding of how to properly infuse common board configuration into their instructional delivery.	Reading coaches will model the effective use of the Common Board Configuration to ensure teachers utilize the common board as a roadmap to instruction making certain that instructional routines are outlined, essential questions are rigorous and relevant to that day's objectives and revisited before, during, and after lesson.	Principal, Assistant Principal and Reading Coaches	Administration will monitor the effective use of Common Board Configuration by conducting regular classroom visits with an emphasis on whether or not the agenda, objective, and essential questions are student friendly, rigorous, aligned to that day's objective and revisited before, during and after lesson.	FAIR District and School-site assessment data. Classroom observations Florida Alternative Assessment Student work samples
3	Students lack the ability to utilize metacognitive strategies in order to distinguish the meaning of complex vocabulary.	Reading coaches will model how to effectively teach the different type of context clues, affixes, Latin and Greek root words through the use of Frayer Models, Concept Maps, analogies, and word relationships. Additionally, the Word of the Week will be incorporated school-wide to promote SAT/ACT vocabulary prep.	Principal, Assistant Principal and Reading Coaches	Monitor the use of effective strategies through classroom walkthroughs, observations, student work samples, coaches' logs, and FAIR data.	FAIR District and School-site assessment data. Classroom observations Florida Alternative Assessment Student work samples

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:	To increase the number of students scoring at level 4 in reading on the FCAT 2.0. The current level of performance is 5% or 44 students scoring at level four. The goal for the 2013 school year is to increase to 8% representing 77 students scoring at level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (44)	8% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are unable to	Infuse rigorous high level	Assistant Principal	Utilize Lesson study as a	FAIR

1	think critically to successfully respond to high complexity reading comprehension questions.	instructional strategies/techniques in instructional delivery to promote critical, independent and creative thinking. (DOK, Task cards) In addition, Instructional Coaches will provide on-going support to teachers by modeling effective strategies	LA/Reading Teachers Reading Coach Department Chairperson	method of ensuring rigor is incorporated into daily lessons. Analyze student work folders, student published work, and student generated artifacts for rigor. Data Chats	District and School-site assessment data. Summative 2013 FCAT Assessment
2	Teachers lack the ability to interpret, and analyze data and align instructional resources to meet student needs	Increase and monitor activities to promote student accountability talk and active learning strategies, such as Think, Pair Share, Socratic discussions, and the use of interactive SmartBoards.	Principal, Assistant Principal, Reading Coaches	Monitor the student accountable talk and the use of active learning and reading strategies, Think-Pair Share, Socratic Circles, and Literature Circles through classroom walkthroughs, monitoring lesson plans, common planning, coaching logs, and lesson study cycles.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
3	Student's lack the ability to monitor comprehension in various texts.	Instruction will be developed to encourage students to self-evaluate their comprehension of various texts through the use of student generated questions and Socratic Circles.	Principal, Assistant Principal, Reading Coaches and Teachers	Monitor the use of the protocols in common planning to provide corrective feedback on select assignments to observe student mastery through student work folders, posted work, classroom walkthroughs and participation in common planning.	Administrator walk through logs, lesson plans and student journals

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:	To increase the number of students scoring at level 7 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (6)	36% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the ability to interpret, analyze data and align instructional resources to meet student needs.	Through common planning, lesson study, classroom visitation, data chats and professional development, teachers will be provided ongoing support of data analysis with a specific focus on each of the identified groups to ensure instructional activities are aligned to student data.	Principal, Assistant Principal, Reading Coaches	Administrators will conduct daily classroom visits with a focus on data binders and lesson plans to ensure differentiated activities are data driven and appropriate for students in the designated groups.	FAIR Interim assessment District and School-site assessment data. Summative 2012 FCAT Assessment Classroom observations
	Teachers lack a thorough understanding of how to properly infuse common	Reading coaches will model the effective use of the Common Board	Principal, Assistant Principal, Reading Coaches	Administration will monitor the effective use of Common Board	FAIR District and School-site

2	board configuration into their instructional delivery.	Configuration to ensure teachers utilize the common board as a roadmap to instruction making certain that instructional routines are outlined, essential questions are rigorous and relevant to that day's objectives and revisited before, during, and after lesson.	Configuration by conducting regular classroom visits with an emphasis on whether or not the agenda, objective, and essential questions are student friendly, rigorous, aligned to that day's objective and revisited before, during and after lesson.	assessment data. Summative 2012 FCAT Assessment Classroom observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the number of students making learning gains in reading by 10 percentage points from 57% (480 students) to 67% (564 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (480)	67% (564)

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	Teachers lack a thorough understanding of how to properly infuse common board configuration into their instructional delivery	Reading coaches will model the effective use of the Common Board Configuration to ensure teachers utilize and monitor the use of the common board configuration to establish a consistent instructional routine by beginning the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class.	Assistant Principal Reading Teachers Reading Coach Department Chairperson Curriculum Support	Monitor that there a consistent instructional routine by utilizing the common board configuration to begin the class by introducing the essential question, daily objectives and activities, refer to the essential question and common board throughout the period and revisit at the end of the class by administration through regular classroom walkthroughs.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
2	Teachers lack the ability to interpret, and analyze data and align instructional resources to meet student needs	Increase and monitor activities to promote student accountability talk and active learning strategies, such as Think, Pair Share, Socratic discussions, and the use of interactive Smart Boards	Principal, Assistant Principal, Reading Coaches	Monitor the student accountability talk and the use of active learning and reading strategies, Think-Pair Share, Socratic Circles, and Literature Circles through classroom walkthroughs, monitoring lesson plans, common planning, coaching logs, and lesson study cycles.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
3	Students are unmotivated to read independently.	Increase meaningful independent reading through the use of the Accelerated Reader program.	Principal, Assistant Principal, Reading Coaches and Media Specialist	Consistently monitor the Accelerated Reader use, library use, independent reading and the incorporation of rigorous writing reflections through classroom walkthroughs, reading logs, library check-out	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment

				system, student work folders, coaches' logs and Accelerated Reader Reports.	
4	Content area teachers lack the ability to effectively infuse active reading strategies in their curriculum.	Coaches will co-teach and model for content area and elective teachers the effective use of active reading strategies (e.g. Text features, reciprocal teaching, WIN, SWAG, and GIST).	Principal, Assistant Principal, Reading Coaches	Monitor the school-wide literacy strategies through consistent walkthroughs, coaches' logs, lesson plans, attending common planning sessions and the lesson study process.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	To increase the number of students making learning gains on the FAA by five percentage points from 63% (representing 9 students) to 68% (representing 10 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (9)	68% (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	Teachers lack the ability to interpret, analyze data and align instructional resources to meet student needs.	Through common planning, lesson study, classroom visitation and professional development, teachers will be provided ongoing support of data analysis with a specific focus on each of the identified groups to ensure instructional activities are aligned to student data.	Principal, Assistant Principal, Reading Coaches	Administrators will conduct daily classroom visits with a focus on data binders and lesson plans to ensure differentiated activities are data driven and appropriate for students in the designated groups.	FAIR Interim assessment District and School-site assessment data. Summative 2012 FCAT Assessment Classroom observations
2	Students are unmotivated to read independently.	Implement Accelerated Reader, set individual, classroom and school wide goals in which healthy competition is encouraged highlighted, and rewarded through the Positive Behavior Project. Additionally, teachers will incorporate rigorous writing reflections to monitor on task behavior and support the school-wide writing plan (W.A.T.C.H).	Principal, Assistant Principal, Reading Coaches	Consistently monitor the Accelerated Reader use, library use, independent reading and the incorporation of rigorous writing reflections through classroom walkthroughs, reading logs, and library check-out system, student work folders, coaches' logs and Accelerated	FAIR, Interim Assessments and STAR Assessments
3	Lack of explicit instruction to engage students in the learning process	Implement and monitor the ETO Instructional Frameworks that follow the model of explicit instruction and the effective use of small group instruction and develop through common	Principal, Assistant Principal, Reading Coaches	Consistently monitor common planning logs, lesson plans, and coaches' logs and conduct classroom walkthroughs for ESOL, reading, English, Freshman Experience,	FAIR District and School-site assessment data. Summative 2011 FCAT Assessment

	planning, active coaching and the Lesson Study process.	writing, and Social Studies teachers to ensure comprehensive lesson planning, and explicit instruction.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the Lowest 25% making learning gains in reading will increase by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (164)	78% (176)

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 display limited ability to effectively utilize reading strategies to construct meaning.	Implement effective readings strategies such as reciprocal teaching , think aloud marginal notes, and GIST t o ensure comprehension of text	Assistant Principal Reading Teachers Reading Coach Department Chairperson	Review lesson plans and conduct classroom walkthrough to observe teacher and students modeling and implementation of strategies.	Lesson Plans and classroom observations
2	Lack of explicit instruction to engage students in the learning process.	Implement and monitor the ETO Instructional Frameworks that follow the model of explicit instruction and the effective use of small group instruction and develop through common planning, active coaching and the Lesson Study process.	Principal, Assistant Principal, Reading Coaches	Consistently monitor common planning logs, lesson plans, and coaches' logs and conduct classroom walkthroughs for ESOL, reading, English, Freshman Experience, writing, and Social Studies teachers to ensure comprehensive lesson planning, and explicit instruction.	FAIR District and School-site assessment data. Summative 2013 FCAT Assessment
3	Students lack of prior knowledge impedes comprehension	Front load information to build background knowledge through the use of Discovery learning, Teacher Tube and historical documents.	Reading Coaches, and Reading teachers	Student work, lesson plans, teacher observations.	Student folders and classroom walkthroughs

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 #					
	Based upon ambitious but achievable annual measurable objectives and the analysis of school data, the goal is to reduce the acheivement gap in reading by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26	33	39	43	53	

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 percentage of students in the Black subgroup making learning gains in reading will increase 13 percentage points. The percentage of students in the Hispanic subgroup making learning gains in reading will increase 13 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 19%(142) Hispanic: 22% (46)	Black: 32% (240) Hispanic: 35% (73)

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	Black: Students need assistance in determining word meanings within and across text. Hispanic: Students need assistance in strengthening their reading comprehension skills.	Black: Utilize effective vocabulary acquisition strategies such as Affixes, Roots, word parts, context clues, independent reading) to increase vocabulary development. Hispanic: Utilize effective metacognition strategies to increase reading comprehension skills. (Graphic Organizers, reciprocal reading)	Assistant Principal Language Arts/Reading Teachers Reading Coach Curriculum Support	Utilize Lesson study as a method of ensuring language acquisition strategies are incorporated into lesson plans and delivered effectively in lessons. Student work display, lesson plans, and administrative walkthroughs.	FAIR Mini Assessment data Summative 2013 FCAT Assessment
2	Black: Students are unable to read grade level text fluently. Hispanic: Limited vocabulary impedes student reading comprehension.	Black: Implement evidence based active reading strategies to increase text reading efficiency through active coaching, common planning and Lesson Study. (e.g. Choral reading, read aloud, clozed reading, echo reading, and repeated reading.) Hispanic: Increase evidence based vocabulary instruction and the effective use of frayer model, concept definition maps and interactive theme charts/word walls in all content areas.	Assistant Principal Language Arts/Reading Teachers Reading Coach Curriculum Support	Monitor and consistently review the use of evidence based strategies to increase vocabulary acquisition. Monitor the school-wide literacy strategies through consistent walkthroughs, coaches logs, lesson plans, attending common planning's and the lesson study process.	FAIR Mini Assessment data Summative 2013 FCAT Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	To increase the number of English Language Learnings making progress in reading by thirteen percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (7)	19% (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	Students display limited ability to effectively utilize reading strategies to construct meaning	Implement effective readings strategies such as reciprocal teaching , think aloud marginal notes, and GIST to ensure comprehension of text	Principal, Assistant Principal, Reading Coaches	Review lesson plans and conduct classroom walkthrough to observe teacher and students modeling and implementation of strategies.	Lesson plans and classroom observations
2	Students lack of prior knowledge impedes comprehension	Front load information to build background knowledge through the use of Discovery learning, Teacher Tube and historical documents.	Reading Coaches and Reading Teachers	Student work, lesson plans, teacher observations.	student folders and classroom walkthroughs

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 percentage of students in the subgroup SWD making learning gains will increase thirteen percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (15)	25% (30)

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 display limited ability to effectively utilize reading strategies to construct meaning.	Implement effective readings strategies such as reciprocal teaching , think aloud marginal notes, and GIST to ensure comprehension of text	Principal, Assistant Principal, Reading Coaches, Teachers	Review lesson plans and conduct classroom walkthrough to observe teacher and students modeling and implementation of strategies.	Lesson plans and classroom observations.
2	Students lack of prior knowledge impedes comprehension	Front load information to build background knowledge through the use of Discovery learning, Teacher Tube and historical documents.	Reading Coaches, and Reading teachers	Student work, lesson plans, teacher observations	Student folders and classroom walkthroughs

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 percentage of the students in the subgroup Economically Disadvantaged making learning gains in reading will increase fifteen percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (141)	33% (258)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to literature.	Increase literacy opportunities by providing consistent opportunities to students to engage in active reading strategies to scaffold understanding of complex text related to the topic through, pre reading during, and after reading strategies.	Principal, Assistant Principals, Reading Coaches, Teachers	Review of lesson plans and student work folders for evidence of differentiated instruction, as well as by means of walk-throughs and teacher observations.	Formative: Edusoft results of interim assessments, FAIR Summative: 2012 FCATFCAT
2	Students display limited ability to effectively utilize reading strategies to construct meaning	Implement effective readings strategies such as reciprocal teaching , think aloud marginal notes, and GIST t o ensure comprehension of text	Principal, Assistant Principal, Reading Coaches	Review lesson plans and conduct classroom walkthrough to observe teacher and students modeling and implementation of strategies.	Lesson plans and classroom observations

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
Socratic Circles	9-12	Reading Coach	Language, Reading, Social Studies, Science	Early Release	Lesson Plans and classroom observations	Literacy coaches and administrators
Differentiated Instruction	9-12	Reading Coach	All Disciplines	Professional Development Day	Lesson Plans and classroom observations	Academic Coaches and administrators

Reading 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 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:		To increase the number of students scoring proficient in the areas of listening/speaking on CELLA.		
2012 Current Percent of Students Proficient in listening/speaking:				
32%(63)				
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				

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:		To increase the percentage of students scoring proficient in reading on CELLA.		
2012 Current Percent of Students Proficient in reading:				
15%(29)				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.		To increase the percentage of students scoring proficient		

CELLA Goal #3:	in writing on CELLA.			
2012 Current Percent of Students Proficient in writing:				
12%(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
No Data Submitted				

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

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:	To increase the scores of students who take the FAA scoring at levels 4, 5, and 6 by five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(5)	33%(6)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	To increase the number of students scoring at level 7 on the FAA in mathematics by three percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(4)	25%(5)

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:	To increase the percent of students making learning gains in mathematics by ten percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

38%(5)	48%(7)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	To increase the number of students scoring at achievement level 3 in Algebra by ten percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(72)	28%(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
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	To increase the number of students scoring at achievement level 4 in Algebra by four percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(5)	5%(21)

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

No Data Submitted

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	To increase the number of students scoring proficient in Algebra by 50% over a six year period.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	34	41	47	54	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	To increase the percentage of students making satisfactory progress in Algebra per subgroup by ethnicity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 28%(90) Hispanic: 24%(21)	Black: 35%(112) Hispanic: 32%(28)

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	To increase the number of ELL students making progress in Algebra by nine percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(17)	38%(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
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	To increase the number of SWD students making satisfactory progress in Algebra by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(9)	32%(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
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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	To increase the number of ED students making satisfactory progress in Algebra by five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(101)	34%(118)

Problem-Solving Process to Increase Student Achievement

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

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	To increase the number of students scoring at achievement level 3 in Geometry by five percentage points.
--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:		
27%(134)		32%(156)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		To increase the number of students scoring at level 4 in Geometry by two percentage points.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
8%(37)		10%(47)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 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"/>

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

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

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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				

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
No Data Submitted						

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:	Based on the 2012 FCAT Science data, 30% (147) of students in grade 10 scored in the middle third percent on the Biology State Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(147)	35%(168)

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	Infusion of essential lab activities into instruction.	Review pacing guides and identify essential labs to be performed.	Science Coach Science Department Chair Teachers	Lab reports will be written and used to assess student understanding of scientific concept and thinking. Teachers will also assess students using a post-lab mini assessment.	Lab Report Edusoft
2	Teachers do not use student performance data from assessments to tailor instruction based on student needs.	Create Professional Learning Communities among science teachers to review and analyze data. The PLC along with the Science Coach will work to create instructional plans that address student needs.	Administrator Science Coach Department Chair	Data chats will be conducted between the Administrator, Science Coach and teachers.	Edusoft

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:	To increase the number of students scoring at level 4 in Biology by two percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(40)	10%(49)

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						

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:	To increase the number of students scoring at level 3.0 or higher on the writing assessment by two percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

77%(353)			79%(364)		
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	An area in which students are struggling, in the writing process is main idea, supporting details through elaboration and word choice.	During writing instruction, students will practice utilizing a variety of graphic organizers, outlines and charts to create a plan for writing that identifies their main idea and supporting details to help them organize their writing.	Principal Vice Principal Writing Coach Language Arts Dept. Chair	Review students writing portfolios for writing samples that effectively reflect the writing process. Administer and score students monthly (district/schools) writing prompts to monitor progress to adjust focus as needed.	Formative: Students scores on monthly writing assessments. Summative: 2013 FCAT Writes.
2	Students have the background knowledge to incorporate their experiences; however, the skills to transfer this knowledge in writing is lacking.	Through the use of anchor papers, students will write, effectively and learn to apply figurative language, voice, word connotations and denotations, and word choice.	Principal Vice Principal Writing Coach Language Arts Dept Chair	Progress between the baseline and mid-year test data prior to administration of the 2011 FCAT Writes.	Formative: Students scores on monthly writing assessments. Summative: 2013 FCAT Writes

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
No Data Submitted						

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
--	--

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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 Attendance Goal #1:	Our attendance goal for this year is to increase the average daily attendance rate to 92.67% by minimizing the number of absences due to truancy and to create a climate in our school where parents, students, faculty and staff members feel welcomed and appreciated. Additionally, it is our goal to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by five percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89.67% (1755)	92.67%(1814)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1260	1197
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
436	414

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 return to school without documentation needed to excuse the absence.	Inform parents and students of the school attendance policies regarding excused and unexcused absences via ConnectED, Freshman Orientation, Open House, Parent Conferences, mailing and other parental involvement avenues.	Administration	Documentation of excused absences will be kept on file at the school.	Attendance records
	Accurate and timely reporting of daily homeroom attendance	Provide Electronic Gradebook Trainings and refresher courses	Administration, Gradebook Managers	Electronic Gradebook attendance will be monitored daily to	Electronic Gradebook Attendance

2	by the teachers.	to teachers.		ensure that teachers are inputting attendance in a timely fashion.	Record
3	Truancy	Identify students with frequent absences and refer them to a guidance counselor, TRUST counselor or school social worker to diagnose the problem and recommend solutions to address and/or alleviate the circumstances that are concerning truancy.	Administration	Follow-up sessions, parent conferences and home visits.	Attendance record

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						

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

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:	In the 2010-2011 school year, there were a total of 1552 in-school suspensions. There were a total of 593 out-of-school Suspensions. The 2011-2012 goal is to significantly decrease the number of both in-school and out-of-school suspensions by implementing several new strategies that will provide some alternatives to the traditional in-school and out-of-school suspensions. Enter narrative for the goal in this box.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1486	1337
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
761	685
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
603	543
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
374	337

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Maintain consistent communication with parents regarding repeat behavior issues. Using the guidance counselors, TRUST counselors, Community Involvement Specialists (CIS) and school social worker to make parent contact and conduct regular home visits to identify any issues that may promote behavioral problems.	Administration	Administration will review parent contact and home visit logs regularly.	Parent contact and home visit logs.
2	Lack of documentation identifying students who have consistent behavior problems.	Data Input Specialist (Discipline) and SPED Program Specialist will meet regularly to identify at-risk students and create FAB and BIP	Administration SPED Program Specialist	Documentation will be maintained in student filed.	FAB BIP

		for student who have accumulate 10 or more days of suspensions.			
3	Alternatives to suspensions	Create an alternative plan within school to address behavioral issue. Alternatives could include but are not limited to: morning detentions, Saturday detentions/Parent Conferences, counseling sessions	Administration Dean of Students	Monthly review of in-school and out-of school suspensions.	Suspension rate

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						

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The percentage of students who dropped out of school during the 2010-2011 school year is less than 2%. Our goal for the 2011-2012 school year is to decrease the dropout rate by 0.5 percentage points and to increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.86% (36)	1.36%(27)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
64.75 (259)	66.75 (267)

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	On time promotion	Guidance counselors will pull a credit history for all retained students and identify what courses need to be completed in order to promote students to the appropriate grade level according to the Pupil Progression Plan. Counselors will also recommend night school or virtual school courses that students can take during the school year to work toward promotion.	Principal Assistant Principal Student Services Chair	Regular meetins with administratin to discuss and review measures being taken to promote students.	Graduation

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						

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Miami Central Senior High School will involve the parents in an organized, ongoing and timely manner by providing vital school information via a flexible number of meetings and workshops, such as: Title I – 9th Grade Orientation, Title I – Open House (presented opportunity for volunteer PAC/DAC representatives), Café Parent Talk, Parent Portal Workshops, Magnet Parent Night, PTSA/EESAC, FCAT Nights, and working collaboratively with the school Counselors and the school's C.I.S. person. The school has provided the Parent Resource Center with a parent computer.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
55%		65%			
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	Parent work schedules	Survey parents on the most convenient days and times for school-related meetings and activities. Using survey results, attempt to schedule meetings and events at times when a	Administration Community Involvement Specialists	Sign-in logs will be reviewed and compared to previous year to determine an increase in parental involvement.	Sign-in logs

		large number of parents/guardians are available.			
2	Effective communication regarding school-related meetings and activities.	Utilize various methods of communication to reach parents. Also, ensure that communications are sent in all three languages - English, Spanish, and Haitian-Creole.	Administration Community Involvement Specialists	Sign-in logs will be reviewed and compared to previous year to determine an increase in parental involvement.	Sign-in logs
3	Parents are unaware of the resources available to them at the school.	Utilize the Community Involvement Specialists (CIS) who will serve as the liaison between parents, community stakeholders and the school. CIS will also encourage parents to utilize the school-site Parent Resource Center and attend weekly Parent Workshops for parenting skills and other related topics.	Administration Community Involvement Specialists	Sign-in logs will be reviewed and compared to previous year to determine an increase in parental involvement.	Sign-in logs

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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:				
1. STEM				
STEM Goal #1:				
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						

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
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						

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

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 MIAMI CENTRAL SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	16%	47%	73%	18%	154	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	34%	59%			93	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	58% (YES)			106	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					353	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI CENTRAL SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	16%	56%	88%	20%	180	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	40%	74%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	74% (YES)			123	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					417	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested