FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RICHMOND PERRINE OPTIMIST

District Name: Dade

Principal: Claire Warren

SAC Chair: Leonardo Cancio

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Ms. Tabitha Young	Degrees: BS, Elem Ed: Barry Univ MS, Urban Ed; Florida International Univ. Certification: Elem Ed ESOL Endorsement Ed Leadership	2	6	'12 '11 '10 '09 '08 School Grade NG NG NG NG P AYP NG N N N Y High Standards Rdg. NA NA NA NA 34 High Standards Math NA NA NA NA 24 Lrng Gains-Rdg. NA NA NA NA 66 Lrng Gains-Math NA NA NA NA 64 Gains-Rdg-25% NA NA NA NA 73 Gains-Math-25% NA NA NA NA 70
Principal	Claire C. Warren	Degrees: BS, Industrial Arts; Florida State Univ. MS, Industrial Arts; Florida International Univ. EdS, Computer Science; Barry Univ.	1	19	'12 '11 '10 '09 '08 School Grade NG NG NG NG NG AYP NG NA N N N High Standards RdgNA NA NA NA NA High Standards MathNA NA NA NA NA Lrng Gains-RdgNA NA NA NA NA

					Lrng Gains-MathNA NA NA NA NA Gains Rdg-25% NA NA NA NA NA Gains math-25%NA NA NA NA NA
		Certification: Technology Ed Voc Ed Dir School Principal Ed Leadership			

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)
Math/ Science	Mike Brennan	Degrees: Notre Dame University of Miami Certification: Physics Chemistry, Biology 6-12 Administration 7- 12	6	4	12 11 10 09 08 School Grade NG NA NA I P AYP NG NA NA NA NO High Standards Rdg. NA NA NA NA 7% High Standards Math NA NA NA NA 12% Lrng Gains-Rdg. NA NA NA NA 39% Lrng Gains-Math NA NA NA NA 46% Gains-Rdg-25% NA NA NA NA NA Gains-Math-25% NA NA NA NA NA
Reading	Nadeshka Alonso	Certified in Reading and Emotional Behavioral Disorders; ESOL	11	2	12 11 10 09 08 School Grade NG NA NA I P AYP NG NA NA NA NO High Standards Rdg. NA NA NA NA 7% High Standards Math NA NA NA NA 12% Lrng Gains-Rdg. NA NA NA NA 39% Lrng Gains-Math NA NA NA NA 46% Gains-Rdg-25% NA NA NA NA NA Gains-Math-25% NA NA NA NA NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Conduct regular meetings for new teachers with Principal/Department Chairpersons.	Principal, Assistant Principal, Department Chairpersons	Ongoing	
2	2. Partner new teachers with veteran staff/nationally board certified teachers.	Principal, Assistant Principal	Ongoing	
3	3. Provide professional development opportunities for teachers to increase teacher effectiveness.	Principal, Assistant Principal, Professional Development Liaison	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	Check for missing coursework Take subject area exam Enter HOUSSE website

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
5	0.0%(0)	60.0%(3)	40.0%(2)	0.0%(0)	0.0%(0)	100.0%(5)	20.0%(1)	20.0%(1)	0.0%(0)

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
N/A			

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 after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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 our sites), the school improvement process, 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 the school social worker, 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 S3C sites and at District meetings) to complete. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. EAOP receives Title I funds Part D, Neglected and Delinquent, and Part A, Free and Reduced Lunch. These funds are used to purchase ancillary materials and provide for tutoring not available through the MDCPS funding. All parents of students assigned (adjudicated or incarcerated within a governmental agency or voluntary placement in community based organizations) to the Educational Alternative Outreach Program are provided significant resources pertaining to the overall academic, emotional and social progress of their child. In addition, parents are encouraged through various parental involvement activities to be contributing members of their child's education and treatment team.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The 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; and
• 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers (K-12)
• reading and supplementary instructional materials (K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

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 they relate 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)

This 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 Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible EAOP students in the evening based on the senior high 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 students will become academy program completers, as applicable by site, and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school provides 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 Industry certifications.
Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
Principal
Assistant Principal
Site Director
Site Assistant Director
Psychologist
Reading Coach
Math/ Science Coach
SPED Program Specialist
Language Arts Teacher
Social Worker
Student Services Department Chair

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?

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 team meetings on District early release days. 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.
8. 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?

The Educational Alternative Outreach Program's Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students as well as training on the School Improvement Plan for all staff.

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
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
• Referrals to special education personnel
• EOC Assessments
• Baseline and interim assessments
Behavioral
• Student Case Management System
• Suspension/expulsions
• Attendance
• Student services
• Return from suspension counseling
• Referrals to Special Education personnel

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. Training for all administrators in the MTSS problem solving, data analysis process;
2. Training for all staff;
3. Providing support for school staff to understand basic MTSS principles and procedures; and
4. Providing a network of ongoing support for MTSS organized through feeder patterns.

Describe the plan to support MTSS.

Ensure the leadership team solicits requests from faculty on a regular basis addressing the specific needs of students at EAOP centers, share regular team meeting minutes with faculty, and incorporate MTSS as an agenda item at each faculty meeting.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Claire Warren, Principal
> Tabitha Young, Assistant Principal
> Lance Williams, Site Director
> Dexter Grant, Site Assistant Director
> Nadeshka Alonso, Reading Coach
> Mike Brennan, Math/Science Coach
> Vivienne Lopez-Perez, SPED Program Specialist
> Thonda Ollis-Bellamy, Reading/Language Arts teacher
> Jeffrey Rudd, Content area teacher
> Esther del Rio, SPED teacher

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

> The school's Literacy Leadership Team meets on district early-release days. The reading coach will provide information to the team in order to assist them in making programmatic and instructional decisions. The team will work together to ensure fidelity of the implementation of the K-12 CRRP. A school wide focus on literacy as well as a focus on reading achievement will be the goal of the LLT while working closely with the reading coach. The LLT at EAOP will:
> 1. Monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year.
> 2. Conduct Data Analysis Chats after each FAIR assessment period and baseline and interim assessments;
> 3. Analyze the progress monitoring data;
> 4. Provide direction to administration for monitoring the teacher's use of data driven instruction during classroom visitations.
> 5. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
> 6. Hold regular team meetings to build the culture of reading throughout the school.

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

> Facilitate conceptual knowledge of the Next Generation Sunshine State Standards and new Common Core State Standards (CCSS) in Language Arts and Reading.
> Provide opportunities for teachers to become leaders in reading through participation in the LLT.
> Use data regularly to monitor progress, guide instruction, and interpret interventions.
> Use data to recognize teacher proficiency and celebrate student success.
> Promote a positive culture of reading throughout the school through the involvement of students, staff, faculty, and parents.
> Provide systematic, research-based instructional routines to elicit student learning.
> Emphasize through professional development the new CCSS.
> Provide effective writing teaching strategies with emphasis on the writer's craft and use of high quality exemplar texts.
> Provide instruction on the key elements of writing: fluency, organization, voice, word choice, and conventions.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

> N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

> Internal workshops and Collegial Learning Communities have been implemented to provide uniform use of reading strategies across the curriculum. A calendar for reading endorsement training sessions is made available to all teachers, and CRISS workshops are being scheduled for any teacher not yet trained. The reading coach visits centers and provides model lessons for teaching reading across the curriculum.

*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?

> EAOP offers Personal, Career, and School Development courses at all centers. Other vocational courses are offered on a shared time basis for four S3C Centers. Many supplementary materials, including online resources, have been provided to all locations.

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?

> Each 8th grade student completes an ePersonal Education Plan (ePEP) outlining the course breadth and expectations during high school years. Additionally, guidance counselors meet with students on a regular basis to discuss academic and vocational choices as they move through the student progression plan sequence. Many students complete Individual Academic Plans, which incorporate reading goals, writing goals, math goals, and career goals.

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

> Information is provided to students regarding all available educational options, both private and public. Students are not limited to information related to public education only. Additionally, information on financial assistance and community support groups is also provided. This is made possible by guidance counselors as a result of frequent visits and tours to educational, vocational, and work programs throughout the county.
>
> The guidance counselors provide SAT and ACT fee waivers. They also coordinate GED testing, including a payment voucher program for currently enrolled students.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 3 % of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points from 3% to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1)	8% (3)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.	1a.1. Provide instruction in which students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary. Students will use context clues and relate new vocabulary to familiar words.	1a.1. MTSS Team Members	1a.1. Ongoing classroom assessments focusing on word meaning in context. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1a.1. Formative: Interim assessments Summative: 2013 FCAT 2.0 Assessment
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 2, Reading Application. Students demonstrate difficulty in determining main idea in grade level text and how relevant details provide a basis for understanding main idea.	1a.2. Provide instruction utilizing graphic organizers and summarization activities to improve understanding of main idea of grade level text.	1a.2. MTSS Team Members	1a.2. Ongoing classroom assessments focusing on determining main idea in grade level text. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1a.2. Formative: Interim assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	There were not enough students to meet the minimum threshold to establish state reported scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	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	NA	NA	NA	NA	NA

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:	There were not enough students to meet the minimum threshold to establish state reported scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA	

	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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

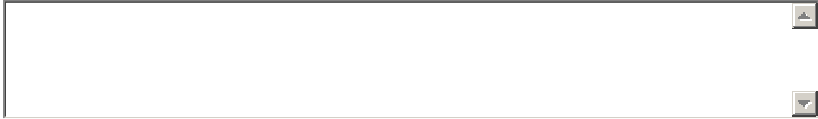|				
	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subgroup scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subgroup scores
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subgroup scores.

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

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subgroup scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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
FAIR Assessment Training	6-12	Reading Coach	Reading Coach	September 2012	Implementation of FAIR assessment	Department Chair, Reading Coach Assistant Principal, Principal
Common Core State Standards (CCSS)	6-12	Reading Coach, Assistant Principal	Reading/Language Arts teachers	October 2012 Ongoing	Implementation of rotations in classroom instruction	Department Chair, Reading Coach, Assistant Principal, Principal
Reading Across the Curriculum	6-12	Reading Coach	Content Area Teachers	December 2012	Implementation of rotations in classroom instruction	Department Chair, Reading Coach, Assistant Principal, Principal
CRISS	6-12	District Staff	Core Teachers	November 2012	Implementation of strategies during classroom instruction	Department Chair, Reading Coach, Assistant Principal, Principal

Secondary Intensive Reading (Jamestown)	6-12	District Staff	Reading Teachers	October 2012	Implementation of strategies during classroom instruction	Department Chair, Reading Coach, Assistant Principal, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide instruction in which students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary. Students will use context clues and relate new vocabulary to familiar words.	Purchase class sets of novels and high interest reading materials	Title I Part D	$100.00
			Subtotal: $100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide instruction utilizing graphic organizers and summarization activities to improve understanding of main idea of grade level text.	Promethean Boards, related materials	Title I Part D	$5,000.00
			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize concept maps and graphic organizers to help build a stronger understanding of descriptive language and how it informs an understanding of a text.	CRISS Trainer	Title I Part D	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 5% of students achieved levels proficiency in listening and 5% in speaking. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points in both listening and speaking from 5% to 10%.
2012 Current Percent of Students Proficient in listening/speaking:	
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
1	1.1. The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in Oral skills (listening and speaking) on the 2013 CELLA is understanding oral vocabulary.	1.1. Monitor and adapt speech to ELL students: restate complex sentences as a sequence of simple sentences.	1.1. Literacy Leadership Team ESOL Dept. Chair	1.1. Ongoing classroom assessments focusing on vocabulary	1.1. Formative: Interim assessments Summative: 2013 CELLA
2	1.2. The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in Oral skills (speaking) on the 2013 CELLA is understanding oral vocabulary.	1.2. Provide meaningful language practice through structuring conversations around books and subjects that build vocabulary.	1.2. Literacy Leadership Team ESOL Dept. Chair	1.2. Ongoing classroom assessments focusing on vocabulary	1.2. Formative: Interim assessments Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA indicate that 0% of students achieved levels proficiency in reading. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points in reading from 0% to 5%.
2012 Current Percent of Students Proficient in reading:	
0%	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in Reading on the 2013 CELLA is reading comprehension.	2.1. Activate prior knowledge through use of visual displays (i.e., graphs, charts, photos) before presenting a reading passage.	2.1. Literacy Leadership Team ESOL Dept. Chair	2.1. Ongoing classroom assessments focusing on reading comprehension	2.1. Formative: Interim assessments Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 0% of students achieved levels proficiency in writing. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points in writing from 0% to 5%.
2012 Current Percent of Students Proficient in writing:	

0%

	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	3.1. The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency Writing on the 2013 CELLA are sentence structure and composition.	3.1. Utilize process writing and direct students to write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	3.1. Literacy Leadership Team ESOL Dept. Chair	3.1. Ongoing classroom assessments focusing on sentence structure and drafting and composition.	3.1. Formative: Interim assessments Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide meaningful language practice through structuring conversations around books and subjects that build vocabulary.	Heritage Language/English Dictionary	School funds	$200.00
			Subtotal: $200.00
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
Activate prior knowledge through use of visual displays (i.e., graphs, charts, photos) before presenting a reading passage.	Visual Aids	School Funds	$600.00
			Subtotal: $600.00
			Grand Total: $800.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test in grades 6-8 indicate that 0% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in grades 6-8 by 5 percentage points from 0% to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (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
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.	1a.1. Provide manipulatives and measuring tools and training in their use to all centers, specifically addressing measuring tools as a means of representing abstract concepts.	1a.1. MTSS Team	1a.1. Ongoing classroom assessments focusing on basic mathematics skills	1a.1. Formative: Interim assessments Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	The results of the 2011-2012 FCAT Mathematics Test in grades 6-8 indicate that less than 0% of students achieved levels 4-5 proficiency.

Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase student proficiency in levels 4-5 in grades 6-8 by 5 percentage points from 0% to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	5%(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
1	2a.1. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.	2a.1. Provide all students with more practice in solving real-world problems involving geometric thinking.	2a.1. MTSS Team	2a.1. Ongoing classroom assessments focusing on geometric thinking.	2a.1. Formative: Interim assessments Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subject group scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subject group scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subject group scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported subject group scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:

NA

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

| | 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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported learning gains..
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

| | 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	NA	NA	NA	NA	NA

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:	There were not enough students to meet the minimum threshold to establish state reported scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

| | Problem-Solving Process to Increase Student Achievement | | | | |

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	There were not enough students to meet the minimum threshold to establish state reported scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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 # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement		
		Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2011-2012 Geometry EOC Test indicates that 10% of students achieved middle tier proficiency. Our goal for the 2012-2013 school year is to increase middle tier student proficiency by 5 percentage points from 10% to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (2)	15% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area which showed minimal growth as noted on the 2012 administration of the Geometry EOC Test was Three-Dimensional Geometry.	2a.1. Provide inductive reasoning strategies that include discovery learning activities.	2a.1. MTSS Team	2a.1. Ongoing classroom assessments focusing on dimensional geometry.	2a.1. Formative: Interim assessments Summative: 2013 Geometry EOC 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2011-2012 Geometry EOC Test indicates that 5% of students achieved upper tier proficiency. Our goal for the 2012-2013 school year is to increase upper tier student proficiency by 5 percentage points from 5% to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (1)	10% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. The area which showed minimal growth as noted on the 2012	2.1. Provide students with practice in solving real-world problems	2.1. MTSS Team	2.1. Ongoing classroom assessments focusing on trigonometric ratios.	2.1. Formative: Interim assessments

1	administration of the Geometry EOC Test was Trigonometry and Discrete Mathematics.	using trigonometric ratios (sine, cosine, and tangent).			Summative: 2013 Geometry EOC assessment

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 :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:
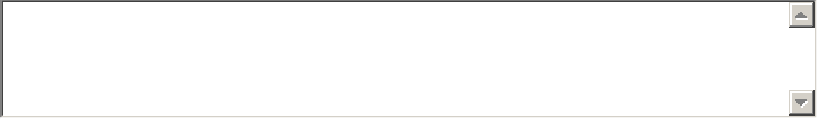
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	This category is not applicable to our school. There were not enough students to meet the minimum threshold to establish state reported sub-groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Math	Common Core Standards Team Members	Math Teachers	October 2012 and on-going	Lesson Study	Mathematics Teachers, administrators and curriculum support personnel

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
Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Promethean Board	Title I Part D	$5,000.00
			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT Science Test indicate that 0% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points from 0% to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	5%(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
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science.	1a.1. Provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-	1a.1. MTSS Team	1a.1. On-going classroom assessments focusing on scientific thinking.	1a.1. Formative: Interim assessments Summative: 2013 FCAT Science Assessment

		based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical and Chemical Sciences.			
2	NA	NA	NA	NA	NA

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
<tr><td>2</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicate that 0% of students achieved levels 4-5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4-5 student proficiency by 5 percentage points from 0% to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	5%(1)

<table>
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<tr><td></td><td>2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science.</td><td>2a.1. Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; and provide opportunities</td><td>2a.1. MTSS Team</td><td>2a.1. Ongoing classroom assessments focusing on scientific thinking.</td><td>2a.1. Formative: Interim assessments Summative: 2013 FCAT Science Assessment</td></tr>
</table>

| 1 | for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems. | | | | |

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

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

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	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2011-2012 Biology EOC Test indicate that 13% of students achieved middle tier proficiency. Our goal for the 2012-2013 school year is to increase middle tier student proficiency by 5 percentage points from 13% to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2)	18% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the Biology EOC was Molecular and Cellular Biology.	1a.1. Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	1a.1. MTSS Team	1a.1. Ongoing classroom assessments focusing on scientific thinking.	1a.1. Formative: Interim assessments Summative: 2013 Biology EOC 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:

	2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2011-2012 Biology EOC Test indicate that 0% of students achieved upper tier proficiency. Our goal for the 2012-2013 school year is to increase upper tier student proficiency by 5 percentage points from 0% to 5%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0% (0)	5%(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
1	2a.1. The area of deficiency as noted on the 2012 administration of the Biology EOC was Molecular and Cellular Biology.	2a.1. Incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom.	2a.1. MTSS Team	2a.1. Completing GIZMOs activities and related curriculum-based assessments.	2a.1. Formative: Interim assessments Summative: 2013 Biology EOC Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies and Techniques to Successfully Conduct Labs	Biology	Science Coach	Science Teachers and curriculum support personnel	September 2012 and on-going	Students' lab reports Classroom walk-through	Science Coach, administrators and curriculum support personnel
Discovery Education	6-12	District Staff	Core Teachers	December 2012	Utilization of program during classroom instruction	Science Coach, administrators and curriculum support personnel

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	Prepared slides for basic cellular biology	School funds	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing test indicate that 2% of students achieved level 4 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 4 or higher by 5 percentage points from 2% to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	7% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was editing for language conventions. Students have difficulty writing grammatically correct sentences/ paragraphs.	1a.1. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.	1a.1. MTSS Team	1a.1. Ongoing classroom assessments focusing on exemplar writing.	1a.1. Formative: Interim assessments Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA

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

	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	NA	NA	NA	NA	NA

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
Focus, Organization, Support, and Conventions in Expository and Persuasive Writing	Grades 8 & 10 Writing	Reading Coach	All teachers	September 2012, and ongoing.	Dated samples of student work will be maintained in each class. These will be used to monitor progress and will be available for review by administrators.	Administrators, Reading Coach
Performance Task Scoring	Grades 8 & 10 Writing	Reading Coach	All teachers	September2012, and ongoing.	Dated samples of student work will be maintained in each class. These will be used to monitor progress and will be available for review by administrators.	Administrators, Reading Coach

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

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Baseline Assessment in Civics indicate that 0% of students were proficient in Civics. Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Civics on the spring interim assessment from 0% to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	5% (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
1	1.1. The area of deficiency on the 2012 administration of the Civics Baseline Test was Organization and Function of Government.	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	1.1. MTSS Team members	1.1. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1.1. Summative: 2013 Performance on spring interim assessment in Civics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for Social Sciences	7/Civics	Common Core Standards Team	Social science teachers	Secondary Early Release Days	Lesson studies and dated samples of student work will be maintained in each class. These will be used to monitor progress and will be available for review by administrators.	Assistant principal

Civics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00

Other

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

End of Civics Goals

U.S. History End-of-Cource (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.	The results of the 2012 Baseline Assessment in US History indicate that 0% of students were proficient in US History.
U.S. History Goal #1:	Our goal for the 2012-2013 school year is to increase the percentage of students proficient in US History on the US History EOC assessment from 0% to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)	5% (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
1	1.1. The area of deficiency on the 2012 administration of the US History Baseline Test was the US and the Defense of the International Peace, 1940 to present.	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	1.1. MTSS Team members	1.1. Disaggregate data according to student deficiencies and reteach or enrich, as needed.	1.1 Summative: 2013 US History EOC 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for Social Sciences	11/US History	Common Core Standards Team	Social science teachers	Secondary Early Release Days	Lesson studies and dated samples of student work will be maintained in each class. These will be used to monitor progress and will be available for review by administrators.	Assistant principal

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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:	The 2012 attendance data provided by the Office of School Improvement indicates that the overall percentage rate was 87.91 (1360) for students enrolled in EAOP. Our goal is to increase attendance by three (3) percentage points to 90.91% and 92.74% respectively. In addition, our goal is to reduce the number of students with excessive absences (10 or more) by five (5) percentage points and excessive tardiness (10 or more) by five (5) percentage points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
87.91% (1360)	90.91% (1406)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
645	613
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
v	v
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students come to RPO with personal issues/problems such as chronic truancy, substance abuse, gang involvement, lack of parental involvement, and other issues that negatively impact school attendance.	1.1. Utilize school social worker and TRUST counselor to ensure parents/caretakers are aware of and support attendance goals and provide counseling to students and families to identify and address underlying issues impacting student attendance.	1.1. MTSS Team members	1.1. Review daily attendance bulletins to identify students needing referrals for counseling, home visits, and or truancy packages. Review attendance data in COGNOS.	1.1. Daily Attendance Bulletins Weekly/Monthly Attendance Enrollment Summary COGNOS

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
Social Worker/TRUST Counselor workshops	All	District Staff	Social Worker/TRUST Counselor	September 2012-May 2013	Review Control D report for delivery of services.	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize school social worker and TRUST counselor to ensure parents/caretakers are aware of and support attendance goals and provide counseling to students and families to identify and address underlying issues impacting student attendance.	In-county travel reimbursements	School Funds	$400.00
			Subtotal: $400.00
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: $400.00			

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:	The 2011 suspension data reveal that the number of in-school suspensions was 196 (113 students) for EAOP sites. The number of outdoor suspensions was 477 (245 students). The goal is to reduce all suspensions by 10 percentage points.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
196	176
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
113	102
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
47	184
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
245	221

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Many students in Outreach have a history of violent, anti-social behaviors which endanger other students, staff, and themselves and continue to exhibit these behaviors in EAOP settings such as RPO.	1.1. Provide for a smaller teacher/student ratio, as well as counseling, both individual and group, targeting anti-bullying, social/personal skills, and other identified needs.	1.1. MTSS Team members	1.1. Ongoing monitoring of suspension data	1.1. Number of suspensions in COGNOS

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: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The drop-out rate for 2012 was 7.75% (120) at the Outreach sites. The graduation rate was 0% for the Outreach sites. Our goal for the 2012-13 school year is to decrease the drop-out rate to 7.36%. Our goal is to increase graduation to 2%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
7.75% (120)	7.36% (114)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

0%(0)	2% (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
1	1.1. Students traditionally come to EAOP centers such as RPO with chronic attendance/truancy issues, prior grade retention(s), and low academic performance. Students need opportunities to strengthen foundational skills and recover failed courses.	1.1. Reduce the number of dropouts by providing credit recovery options for failed courses required for graduation.	1.1. MTSS Team members	1.1. Monitor course completions in e2020.	1.1. District interim reports Credit Analyses E2020 reports Reading Plus
2	1.2. Students traditionally come to EAOP centers such as RPO with prior grade retention(s) and low academic performance. Students need opportunities to strengthen foundational skills and recover failed courses.	1.2. Increase graduation rate by providing credit recovery options and programs to enhance foundational skills required for graduation.	1.2 MTSS Team members	1.2. Review data reports from credit recovery programs and Reading Plus, as well as District interim data reports to monitor student progress. Course completions in E2020.	1.2. District interim reports Credit Analyses Reading Plus E2020 reports

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2010-2011 school year, parent participation in program sponsored open houses was 25%. Our goal for the 2011-2012 school year is to have at least 50% of parents attend program sponsored open house.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25%	50%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are typically working long hours and have transportation issues in coming to centers for open house.	1.1. Offer open house during evening hours and arrange for ride sharing coordinated by students and CBO staff. Utilize resources available through Connect-Ed to coordinate transportation and parent involvement efforts.	1.1. CBO Directors, Assistant Principal	1.1. Program agendas, sign-in sheets, visitor logs	1.1. Increase in parent attendance
2	1.2. Parents have linguistic challenges in dealing with center staff.	1.2. Provide relevant information to parents in a linguistically appropriate format. Utilize resources available through Connect-Ed to coordinate transportation and parent involvement efforts.	1.2. CBO Directors, Assistant Principal or designee	1.2. Program agendas, sign-in sheets, visitor logs	1.2. Increase in parent attendance

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:	NA
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	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, students in the Secondary Student Success (S3C) Program at Lindsey Hopkins Technical Center, Hialeah-Miami Lakes Senior High School and Robert Morgan Educational Center attended dual enrollment vocational courses. During the 2012-2013 school year, our goal is to increase

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				student participation in the dual enrollment vocational courses by 10%.	
Problem-Solving Process to Increase Student Achievement					
1	1.1. Students must enter 9th grade in order to be eligible to participate in dual enrollment. The majority of the students in the S3C program is in middle school.	1.1. Monitor and provide assistance to students to facilitate the completion of required middle school courses.	1.1. MTSS Team members	1.1. Monitor E2020 reports and conduct weekly data chats	1.1. E2020 Progress Reports

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
E2020	6-12	District Staff	S3C Program teachers	August 2012	E2020 reports	S3C Program Lead Teacher, Assistant Principal

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
Waivers for course materials	Materials used in dual enrollment courses	EAOP	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

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
Reading	Provide instruction in which students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary. Students will use context clues and relate new vocabulary to familiar words.	Purchase class sets of novels and high interest reading materials	Title I Part D	$100.00
CELLA	Provide meaningful language practice through structuring conversations around books and subjects that build vocabulary.	Heritage Language/English Dictionary	School funds	$200.00
Science	Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	Prepared slides for basic cellular biology	School funds	$3,000.00
Attendance	Utilize school social worker and TRUST counselor to ensure parents/caretakers are aware of and support attendance goals and provide counseling to students and families to identify and address underlying issues impacting student attendance.	In-county travel reimbursements	School Funds	$400.00
				Subtotal: $3,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide instruction utilizing graphic organizers and summarization activities to improve understanding of main idea of grade level text.	Promethean Boards, related materials	Title I Part D	$5,000.00
Mathematics	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Promethean Board	Title I Part D	$5,000.00
				Subtotal: $10,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize concept maps and graphic organizers to help build a stronger understanding of descriptive language and how it informs an understanding of a text.	CRISS Trainer	Title I Part D	$500.00
				Subtotal: $500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Activate prior knowledge through use of visual displays (i.e., graphs, charts, photos) before presenting a reading passage.	Visual Aids	School Funds	$600.00
CTE	Waivers for course materials	Materials used in dual enrollment courses	EAOP	$3,000.00
				Subtotal: $3,600.00
				Grand Total: $17,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̇n Priority	j̇n Focus	j̇n Prevent	j̇n NA

Are you a reward school: j̇n Yes j̇n No

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

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives and awards	$4,000.00

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

The primary function of the EESAC is to provide input into the development, implementation, and monitoring of the School Improvement Plan. Before the beginning of each school year, EESAC members and staff review data from the previous year and recommendations are made. The EESAC is involved in the writing of the SIP and monitors progress towards targeted goals and objectives at each meeting. The EESAC reviews and makes recommendations related to all school level budgets, as well as approves expenditures from EESAC funds. EESAC members are involved in seeking resources for completion of all proposed SIP objectives and school enhancement initiatives. The EESAC also provides input into areas of concern such as Title I, school safety, and discipline, student support services, and resource allocation.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found