FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOMERSET ACADEMY HIGH SCHOOL (SOUTH CAMPUS)

District Name: Dade

Principal: Kerri Ann O'Sullivan

SAC Chair: Karina Palomares

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kerri Ann O'Sullivan	BA- Education with a Major in Exceptional Student Education Masters- Special Education Certification Leadership K-12	1	12	'12 '11 '10 '09 '08 School Grade A B D F F AMO N N N N N High Standards Reading 62 82 40 25 24 High Standards Math 55 73 38 20 21 Learning Gains - Reading 76 70 4 10 11 Learning Gains – Math 74 51 4 10 15 Gains – Reading – 25% 73 66 14 5 4 Gains – Math – 25% 83 49 13 5 4
Assis Principal	Robert Serna	BA- Elementary Education, Barry University; Masters degree, Educational Leadership, Nova Southeastern University	5	7	'12 '11 '10 '09 '08 School Grade A B A A B AMO N N N N N High Standards Reading 62 76 73 71 65 High Standards Math 55 62 69 71 62 Learning Gains - Reading 76 65 70 77 76 Learning Gains – Math 74 56 67 76 62 Gains – Reading – 25% 73 65 69 75 72 Gains – Math – 25% 83 56 64 77 72
		BA- Elementary Education,			

		Florida international University; Masters degree, Administration and Supervision, Nova Southeastern University; National Board Certified in Early Childhood			'12 '11 '10 '09 '08 School Grade A B A A B AMO N N N N N High Standards Reading 62 76 73 71 65 High Standards Math 55 62 69 71 62 Learning Gains - Reading 73 65 70 77 76 Learning Gains – Math 74 56 67 76 62 Gains – Reading – 25% 73 65 69 75 72 Gains – Math – 25% 83 56 65 77 72
Assis Principal	Maria Mongeotti		6	9	

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer M. DeSousa	BA – English Education, Florida International University; Master of Science-Educational leadership, Nova Southeastern University; Certification-English (6-12), Educational Leadership (K-12), Reading Endorsement (K-12), State of Florida	2	7	'12 '11 '10 '09 '08 School Grade A B A A A AMO N N N N N High Standards Reading 62 37 55 86 82 High Standards Math 55 93 84 84 83 Learning Gains - Reading 73 51 61 76 78 Learning Gains – Math 74 91 84 77 82 Gains – Reading – 25% 73 61 55 87 73

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. Beginning/New teacher workshops and conference	Principal and Assistant Principals	August 2012	
2	2. Professional development opportunities will be conducted on campus for teachers based on the instructional needs of the school as well as teacher interests	Principal and Assistant Principals	On-going	
3	3. Solicit referrals from employees and other Somerset Inc. schools.	Principal and Assistant Principals	On-going	
4	4. Mentoring Program with veteran staff.	Principal and Assistant Principals	On-going	

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
	Somerset Academy Silver

0-None		Palms makes every effort to recruit and retain highly qualified teachers in all academic areas of expertise.

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
1	0.0%(0)	100.0%(1)	0.0%(0)	0.0%(0)	0.0%(0)	100.0%(1)	0.0%(0)	0.0%(0)	100.0%(1)

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
No data submitted			

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

Somerset Academy Charter High South provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

Title I, Part C- Migrant

N/A

Title I, Part D

Somerset Academy Charter High South with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

Title II

N/A

Title III

Somerset Academy Charter High South will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and through pull out intervention sessions.

Title X- Homeless

Somerset Academy Charter High South Community Involvement Specialist (CIS) will work with the assigned District Homeless

Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

Somerset Academy Charter High South provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.

Violence Prevention Programs

Somerset Academy Charter High South incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips and community services and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs

1) Somerset Academy Charter High South 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

N/A

Career and Technical Education

N/A

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.
• Administrators: will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding MTSS.
• Reading Coach: Provides support in guiding classroom instruction, assists with analyzing data, identifies appropriate evidence-based intervention strategies.
• Select General Education Teachers: (Primary and Intermediate) will provide feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.
• SPED Teachers: Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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?

MTSS team members will meet bi-weekly with all teachers grades 9-12 in order to communicate and collaborate on strategies

to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

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 teachers selected for the MTSS team will gather and analyze a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete RTI team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2012-2013 School Improvement Plan draft.

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.

Beginning of year: Baseline Assessment, prior year FCAT scores, and Progress Monitoring and Reporting Network.
Midyear: Progress Monitoring: PMRN, District Interim Assessments.
End of the year: FCAT, District Interim Assessments, and CELLA

Describe the plan to train staff on MTSS.

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, and CELLA. Based on the ongoing needs of the staff, further professional development will be provided.

Describe the plan to support MTSS.

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
• Administration: Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal) - Ensure that the school-based team is implementing RTI, ensures implementation of intervention support and documentation is kept, provides adequate professional development through the use of Professional Development Plans (PDP) to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
• Reading Coach: Mrs. Jennifer M. DeSousa – monitor and communicate data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs.
• Select General Education Teachers: Lakisha Berry (9th-12th grade Intensive Reading teacher), Christina Carbonell (10th - 12th grade Language Arts teacher) - Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
• Special Education (SPED) teachers: Lorrain Amat (SPED) - Participates in student data collection, integrates core instructional activities/materials, collaborates with general education teachers while providing additional support through regular consultations and ensure that student accommodations are being met as per their Individualized Educational Plan (IEP).

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

The LLT will meet bi-weekly during common planning and department meetings to address the following:
- reading skills identified on the Instructional Focus Calendar
- debrief on the integration of reading on lesson plans
- identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met.

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

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge". The goal is increase reading comprehension in all subject areas. Ultimately, the LLT will ensure that all students are making adequate progress in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*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.

Members of the Literacy Leadership Team will assist classroom teachers to ensure that the Comprehensive Research Based Reading Plan is implemented with fidelity school wide with the use of the Instructional Focus Calendar. Daily walkthroughs will be done by the Reading Coach and administration in order to ensure that differentiated instruction, reading strategies in all content area classes, that the district pacing guides are being followed. Lesson plans are reviewed weekly by department heads and bi-weekly data chats are held to develop effective strategies. Department Chairpersons will also discuss Reading in their content areas during their department meetings.

*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?

During the 2012-2013 school year, Somerset Academy Charter High will gather data from student EPEP'S and other surveys in order to build academies which will motivate students to prepare themselves for their future careers.

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?

Somerset Academy Charter High students begin a career portfolio through their Language Arts classes in 9th grade. Students are required to research careers of interest including requirements for each career such as education, experience, as well as the different colleges or universities that offer those programs. While working on their portfolio's, students are required to write several resumes, gather letters of recommendation from teachers and administrators, complete volunteer hours in the field of interest, and undergo several interviews conducted by administrators and other community leaders. Upon completion of their portfolio project during their 12th grade year students are well prepared to make educated decisions regarding their futures.

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

Somerset Academy Charter High is preparing its students for postsecondary transition by offering the mandated courses to comply with the State's graduation requirements. We also increased our encourage out students to take AP or Honors classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. Guidance counselors also work with students to help them develop In grades 9th and 10th the counselors continue to assist students in updating their EPEP's. This will include sharing information and

requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

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:	Based on the Baseline Assessment, our goal for the 2012-2013 school year is to have 50% of students score 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50%(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
1	1.1The area of deficiency as noted on the 2012-2013 teacher generated pre-test was Reading Applications. Lack of differentiated instruction and application of reading strategies in other subject areas.	1a.1. Students will utilize appropriate grade level text that include identifiable author's purpose/perspective and be familiar with text structures, such as cause/effect, compare/contrast, and chronological order. Reciprocal reading strategies will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas.	1a.1. Department Chair Reading Coach Administration	1a.1. Results of the bi-weekly data assessment data reports will be reviewed to ensure progress is being made and to adjust instruction as needed.	1a.1. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Summative: Results from the 2013 FCAT 2.0
2	1.2. The area of deficiency as noted on the 2012-2013 teacher generated pre-test was Reading Applications. Lack of instruction using text features and lack of practice on synthesizing, analyzing, evaluating information, determining the validity and reliability of information (all within/across texts)	1.2. Students will use appropriate grade level text to apply the following strategies: • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students will use real-world text, including	1.2. Department Chair Reading Coach Administration	1.2. Ongoing classroom assessments Classroom walkthroughs Grade level data chats Adjust Instruction as needed	1.2. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Achieve 3000 Summative: Results from the 2013 FCAT 2.0

		primary and secondary sources, to synthesize, analyze, and evaluate information.			

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on the Baseline Assessment, our goal for the 2012-2013 school year is to have 50% of students score 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50%(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
1	2.1. The area of deficiency as noted on the 201-2013 teacher generated pre-test was Reading Applications. Lack of differentiated instruction and application of reading strategies in other subject areas.	2.1. Students will utilize appropriate grade level text and challenge text that include identifiable author's purpose/perspective and be familiar with text structures, such as cause/effect, compare/contrast, and chronological order. Reciprocal reading strategies using grade-level and above grade-level text will be implemented before,	2.1. Administration Literacy Leadership Team Reading Coach	2.1. Ongoing classroom assessments Classroom walkthroughs Grade level data chats Adjust Instruction as needed	2.1. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Achieve 3000 Summative: Results from the 2013 FCAT 2.0

		during, and after reading in reading and language arts as well as throughout the content areas.			
2	2.2. The area of deficiency as noted on the 201-2013 teacher generated pre-test was Informational Text and Research Processes.

Lack of instruction using text features and lack of practice on synthesizing, analyzing, evaluating information, determining the validity and reliability of information (all within/across texts) | 2.2. Students will use appropriate grade level text and challenge text to apply the following strategies:
• opinion proofs;
• question-and-answer relationships;
• note-taking skills;
• summarization skills;
• questioning the author; Teachers should emphasize instruction that helps students build stronger arguments to support their answers.

Students will use real-world text, including primary and secondary sources, to synthesize, analyze, and evaluate information. | 2.2. Administration Literacy Leadership Team Reading Coach | 2.2. Ongoing classroom assessments Classroom walkthroughs Grade level data chats Adjust Instruction as needed | 2.2. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Achieve 3000

Summative: Results from the 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 reading.

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:	Based on the Baseline Assessment, our goal for the 2012-2013 school year is to have 60% of students make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	60%(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	3.1. Reporting Category 4 – Informational Text/Research Process Lack of adequate time utilizing the media center for research-based reading programs, such as Achieve 3000	3.1. Required media center time must be documented in plan books and time logged in media center. Media Specialist will coordinate schedule for implementing research-based reading programs that help students increase their reading levels, such as Achieve 3000. Intervention three times a week for one hour.	3.1. Administration Literacy Leadership Team Reading Coach Media Specialist	3.1. Media Center Log Ongoing classroom assessments Web-based program assessments Grade level data chats Adjust instruction as needed	3a.1. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Achieve 3000 Summative: Results from the 2013 FCAT 2.0

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on the Baseline Assessment, our goal for the 2012-2013 school year is to have 60% of the lowest 25% make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	60% (3)

	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		4.1. The area of deficiency as noted on the 2011-2012 teacher generated pre-test was Reporting Category 2 – Reading Application. Lack of fidelity with the implementation of research-based reading remediation programs, such as Voyager Passport and Passport Reading Journeys.	4.1. Students will use appropriate research-based, reading remediation programs, such as Achieve 3000, Voyager Passport and Passport Reading Journeys, to target specific reading deficiencies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language .Intervention will be taking place three times a week for one hour.	4.1. Administration Literacy Leadership Team Reading Coach	4.1. Ongoing classroom assessments Classroom walkthroughs Grade level data chats Adjust Instruction as needed	4.1. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports (such as VPort and SOLO Reports) Summative: Results from the 2013 FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching Strategies	All teachers	Reading Coach	All teachers	October 25, 2012 December 13, 2012 January 17, 2013 February 14, 2013	Lesson Plans and Classroom Walk Throughs	Department Chairs, Reading Coach, and Administration.
Data Chats	All teachers	Instructional Coaches	All teachers	Department Meetings	Lesson Plans and Data Chat forms	Department Chairs, Instructional Coaches, and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To help students develop higher-order reading application skills	SpringBoard	Operating	$300.00
			Subtotal: $300.00
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: $300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	To increase the percent of students scoring proficient in listening and Speaking to 50%(2).

2012 Current Percent of Students Proficient in listening/speaking:

25%(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. Following a review from CELLA Data, it has been concluded that listening is in need of improvement. Lack of fidelity with the implementation of Language Experience Approach.	1.1. The strategies that will be used to address the listening barrier will be: (1)the use Substitution, Expansion, Paraphrase, Repetition. (2) Teacher Led Groups	1.1. ESOL Chair Person	1.1. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	1.1. Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment
2	1.2. Following a review from CELLA Data, it has been concluded that Speaking is in need of improvement. Lack of fidelity with the implementation of Language Experience Approach.	1.2. The strategies that will be used to address the speaking barrier will be: (1) Think Aloud reading process (2) Teachers will also provide Meaningful Language Practice	1.2. ESOL Chair Person	1.2. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	1.2. Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

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

2. Students scoring proficient in reading. CELLA Goal #2:	To increase the percent of students scoring proficient in Reading to 50%(2).

2012 Current Percent of Students Proficient in reading:

25%(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	2.1. Following a review from CELLA Data, it has been concluded that Reading is in need of improvement. Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.	2.1. The strategies that will be used to address the Writing barrier will be: (1) Activating and/or Building Prior Knowledge (2) Teachers will also create Cooperative Learning	2.1. ESOL Chair Person	2.1. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	2.1. Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:	To increase the percent of students scoring proficient in Writing to 50%(2).

2012 Current Percent of Students Proficient in writing:

25%(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	3.1. Following a review from CELLA Data, it has been concluded that Writing is in need of improvement. Lack of application of effective Writing Modeling Strategies.	3.1 The strategies that will be used to address the Writing barrier will be: (1) Graphic Organizers (2) Reading Response Journal/Log	3.1. Administration/ ESOL Chair Person / Department Chair / General Ed. Teacher	3.1. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	3.1. Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

No Data Submitted

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ALEKs	12 grade	College Board	Math Department	August 30, 2012	Monitor lesson plans.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase college readiness.	ALEKS	Operational	$300.00
			Subtotal: $300.00
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

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

Biology End-of-Course (EOC) Goals

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:	We have four twelfth Graders in this school who are enrolled in Anatomy and Physiology. Our 2012-2013 Math goal is to increase our proficiency levels of any high scoring students to meet above proficiency levels according to Gizmo Reports.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				Teacher Planning Days: September 26, 2012 December 13, 2012 February 1, 2013 March 22, 2013		
Virtual/Hands on Labs and Demonstrations	Physics/ Anatomy and Physiology	Science Department Head	Physics/ Anatomy and Physiology Teacher	Teacher Planning Days: September 26, 2012 December 13, 2012 February 1, 2013 March 22, 2013	Lesson Plan Documentation/Students Lab Reports	Department Head Administration
Data Chats	Physics/ Anatomy and Physiology	Science Department Head	Physics/ Anatomy and Physiology Teacher	Teacher Planning Days: September 26, 2012 December 13, 2012 February 1, 2013 March 22, 2013	Reports/Lesson Plan Documentation	Science Department Head Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Performance of Essential Labs for Physics/Anatomy and Physiology Students as per Miami-Dade County	Dissecting kits, Survey slide sets, Microscope cover glasses and slides, Microscopes, Organisms for dissection	Science Department	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Performance of virtual labs	GIZMOS	Operational	$595.20
			Subtotal: $595.20
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: $1,595.20

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:	Not Applicable- Our school consists of 4 twelfth grade students. Our goal is to continue reinforcing the writing process and writing application.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of needed improvement as noted on the teacher made Writing Assessment is Persuasive writing. Focus on developing Focus/Voice.	1a.1. Students are to develop a writing portfolio to include the Six Plus One Traits of Writing and multiple drafts as evidence of the writing process. Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice.	1a.1. Language Arts Department Chair and Administration Reading Coach Literacy Leadership Team	1a.1. Ongoing classroom assessments Classroom walkthroughs Departmentalized and Grade level data including but not limited to best practices chats Teacher to Teacher classroom observations of effective strategies. Adjust Instruction as Needed.	1a.1. Formative: Writing Pre Test & Post Test and Monthly Writing Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the curriculum	9-12/All subject areas	Reading Coach/Department Chairs	School-Wide	Throughout school year	Lesson Plans and Classroom walkthroughs	Administrators, Literacy Leadership Team, Reading Coach, Department Chairs

Writing Centers during the Literacy Block	9-12/Reading and Language Arts	Reading Coach	English Department	Throughout school year	Lesson Plans and Classroom Walkthroughs	Administrators, Literacy Leadership Team, Reading Coach, Department Chairs
Effective use of Instructional Focus Calendar for Writing	9-12/Reading and Language Arts	Reading Coach	School- Wide	Monthly English Department Meetings	Lesson Plans and Classroom walkthroughs	Administrators, Literacy Leadership Team, Reading Coach, Department Chairs
Use of the Four Square Writing Program	9-12/Reading and Language Arts	Reading Coach	English Department	Throughout school year	Lesson Plans and Classroom walkthroughs	Administrators, Literacy Leadership Team, Reading Coach, Department Chairs

Writing Budget:

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

End of Writing Goals

U.S. History End-of-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. U.S. History Goal #1:	Our goal for the 2012-2013 school year is to increase student proficiency from 0% to 50% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	50%(2)
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	1.1. Based on the Baseline Assessment the barrier is Students lack of understanding of the content-specific vocabulary taught in history.	1.1. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. 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 Department Chair, Instructional Coaches, and Administration.	1.1. Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.	1.1. Formative: teacher made tests, chapter tests, Interims Summative: 2013 District Spring 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:	Our goal for the 2012-2013 school year is to increase student proficiency from 0% to 50% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	50%(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
1	2.1. Based on the Baseline Assessment the barrier is Lack of projects-based learning	2.1. Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., "We the People..."	2.1. Social Studies Department Chair	2.1. Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.	2.1. Formative: teacher made tests, chapter tests, Interims Summative: 2013 District Spring 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
Reciprocal Teaching PD	All Social Studies Department	Jennifer DeSousa	School-Wide	Quarterly	Monitor or lesson plans/ Department Discussion	Administration; Department Heads

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our Goal for this year is to maintain attendance to 95.68% by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students and faculty welcomed and appreciated. In addition, our goal for this year is to maintain the number of students with excessive tardies from 1 to 1.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.68%(5)	95.68%(5)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1	1
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2	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
1	1.1. The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures as well as lack of incentives	1.1. Parent workshop reviewing the Code of Student Conduct and other school procedures. Establish grade level competitions for highest attendance rate. Grade level with the highest attendance rate for that quarter will be rewarded with prizes such as after school dances, pizza parties, private lunch area separated for winning grade level.	1.1. Assistant principal	1.1. Weekly updates to administrator by attendance clerk	1.1. Attendance reports
2	1.2. The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures	1.2. Our strategies for improving tardiness are to: • -Effectively monitor our tardies using our Tardy Tracking system to consistently assign consequences • -Facilitate parent workshops to continue informing families of our attendance policies • -Offer incentives to students by rewarding homeroom classes.	1.2. Attendance clerk, Registrar	1.2. Tardy Calculator reports.	1.2. Attendance 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
Training for Tardy Calculator Program	Attendance	PC Innovations	Computer Tech, Attendance Clerk, Assistant Principal	September 4, 2012	On-going	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Provide incentives for students/ grade levels with highest attendance rates.	EESAC	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Accountability-consequences	Tardy Calculator	Operational	$1,650.00
			Subtotal: $1,650.00
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: $3,150.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school years is to maintain the total number of indoor suspensions from 3 to 3.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	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
	Students and parents are not familiar with the Miami Dade County Code of Student Conduct.	1.1. Hold parent seminars reviewing the Code of Student Conduct and other school procedures.	1.1. Administrative Team	1.1. Monitor attendance log from Saturday detentions	1.1. Monthly COGNOS reports

	1	Implement a Saturday detention program and detention hall for students not compliance with the Student Code of Conduct. Completion of character development assignments in lieu of suspensions.				

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Detention Hall	Personnel	Operational	$1,500.00
			Subtotal: $1,500.00
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: $1,500.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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.*	Our goal for the 2012-2013 school year is to maintain the dropout rate at 0% and keep students on track for graduation requirements.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0%	0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

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 and students are not aware of the state graduation requirements.	1.1. Provide parent meetings to inform both parents and students of the requirements for graduation as well as resources available to ensure students receive the proper support.	1.1. Administration and counselor.	1.1. Parent survey and counselor log.	1.1. Dropout and Graduation rate
2	1.2. Students need jobs to help maintain their family.	1.2. Provide recovery courses through CTE.	1.2. Administration and counselor.	1.2. Number of students enrolled in courses.	1.2. Dropout and Graduation rate

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	Grades 9-12	Guidance Counselor	School-wide	October 4, 2012	Monitor parent sign-in roster and contact parents that were not in attendance.	Guidance counselor

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Title I school see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title 1 School see PIP	Title I school see PIP
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Portal-Website	9-12	CIS	Parents	1st Wednesday of every month	Parent Feedback	CIS/Administration
FCAT Strategies	9-12	Department Heads	Parents	Quarterly	Parent Feedback	CIS/Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To increase parental involvement	FCAT incentives	EESAC	$700.00
To increase parental involvement	FCAT Family Night	EESAC	$350.00
			Subtotal: $1,050.00
			Grand Total: $1,050.00

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:	Our STEM goal for the 2012-2013 school year is to create an initiative program towards educating students into careers in Science, Technology, Engineering and Mathematics by providing higher level courses.

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. Lack of STEM being integrated in higher level courses and standards being taught with rigor. Students will engage in the Miami Dade Science Fair.	1.1. STEM initiative will be supported at our school by fostering scientific thinking in all courses throughout the year, and culminating in the students participating	1.1. Science Department AP Coordinator and Administration	1.1. Monitor number of students enrolled in the courses as well as the amount of STEM courses offered.	1.1. Miami-Dade Science Fair Rubric and AP Science Exam Reports from Springboard,

		in the Miami-Dade science fair. Implementation of Springboard, Gizmos and ALEKS through the Math and Science Classes.				Gizmos and ALEKS

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	
	Our goal for the 2012-2013 is to increase student

CTE Goal #1:		enrollment in CTE courses.

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. Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	1.1. Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies.	1.1. CTE Teachers and Administration	1.1. Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	1.1. Baseline, practice or readiness tests.

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

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

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

CTE Budget:

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

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	To help students develop higher-order reading application skills	SpringBoard	Operating	$300.00
Mathematics	To increase college readiness.	ALEKS	Operational	$300.00
Science	Performance of Essential Labs for Physics/Anatomy and Physiology Students as per Miami-Dade County	Dissecting kits, Survey slide sets, Microscope cover glasses and slides, Microscopes, Organisms for dissection	Science Department	$1,000.00
Attendance	Attendance Incentives	Provide incentives for students/ grade levels with highest attendance rates.	EESAC	$1,500.00
Suspension	Saturday Detention Hall	Personnel	Operational	$1,500.00
				Subtotal: $4,600.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Performance of virtual labs	GIZMOS	Operational	$595.20
Attendance	Accountability-consequences	Tardy Calculator	Operational	$1,650.00
				Subtotal: $2,245.20

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	To increase parental involvement	FCAT incentives	EESAC	$700.00
Parent Involvement	To increase parental involvement	FCAT Family Night	EESAC	$350.00
				Subtotal: $1,050.00
				Grand Total: $7,895.20

Differentiated Accountability

School-level Differentiated Accountability Compliance

ᶦⁿ Priority	ᶦⁿ Focus	ᶦⁿ Prevent	ᶦⁿ NA

Are you a reward school: ᶦⁿ Yes ᶦⁿ No

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

No Attachment (Uploaded on 10/11/2012)

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
FCAT Incentives	$700.00
Attendance Incentives	$350.00
FCAT Family Night	$350.00

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

Somerset Academy Silver Palms EESAC will develop, approve and monitor implementation of the School Improvement Plan.
Reach out to the community to obtain more partnerships.
Organized FCAT Family Night event.
Sponsor drive to increase Parent Involvement.
Assist school to create and analyze school climate surveys for parents and students.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found

Dade School District
SOMERSET ACADEMY HIGH SCHOOL (SOUTH CAMPUS)
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	77%	85%	34%	234	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	89%			145	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	89% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested