

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EVERGLADES PREPARATORY ACADEMY HIGH SCHOOL

District Name: Dade

Principal: Dr. Margaret Fahringer

SAC Chair: Estelle Strader, Margaret Fahringer (Principal)

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

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

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

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	Dr. Margaret Fahringer	Doctor of Education in Exceptional Student Education; Master of Science in Diagnostic Teaching; Bachelor of Science in Mentally Handicapped Certification: Mentally Handicapped, Emotionally Handicapped, Specific Learning Disabilities, Educational Leadership K-12, META endorsed	1	11	12 11 10 09 08 School Grades A A A A B High Stds Reading 79 76 72 75 54 High Stds in Math 77 78 73 66 53 Lrng Gains Read 68 74 68 71 62 Lrng Gains Math 71 66 71 58 71 Gains R 25% 68 66 55 55 68 Gains M 25% 64 70 70 70 75
		Master of			12 11 10 09 08

Assis Principal	Aimee Seara	Science in Educational Leadership; Bachelor of Science in Elementary Education; ESOL K-12	1	1	School Grades A A A A B High Stds Reading 56 76 72 75 54 High Stds in Math 70 78 73 66 53 Lrng Gains Read 77 74 68 71 62 Lrng Gains Math 70 66 71 58 71 Gains R 25% 84 66 55 55 68 Gains M 25% 79 70 70 70 75
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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	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	6	3	12 11 10 09 08 School Grades A A A A A High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 68 68 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73
Reading	Pamela Picasso	Bachelor in Science in Political Science Master in Science in Reading Education	4		12 11 10 09 School Grades A A A A High Stds Reading 79 76 70 67 High Stds in Math 77 72 66 64 Lrng Gains Read 68 73 68 67 Lrng Gains Math 71 66 69 69 Gains R 25 68 67 71 61 Gains M 25 64 63 73 73 2008-maternity leave

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. Provide salaries commensurate with district pay scale. 2. Employer will pay 90% of employee health costs 3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable. 4. Soliciting referrals from current employees 5. Partnering new teachers with veteran staff for mentoring	Governing Board Governing Board Principal Principal Assistant Principal	On-going On-going On-going as needed N/A 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
5[17%]	Provide a mentor teacher in the subject area taught. Was placed on an out of field waiver. Will take and pass subject

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
11	9.1%(1)	54.5%(6)	27.3%(3)	9.1%(1)	18.2%(2)	54.5%(6)	0.0%(0)	0.0%(0)	9.1%(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
Kabrina Saldana	Laura Ashley	Certified in the same subject area, has over three years teaching experience and strong content knowledge.	Formulate professional development plan, meet regularly to discuss effective teaching strategies and lesson planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team is composed of: Principal, Reading Coach, Math Coach, Assistant Principal, ESOL Coordinator, Guidance Counselor, and the SPED teacher

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular bi-weekly team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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/PMRN
 - Interim and Baseline assessments
 - EDUSOFT Managed data
 - CELLA assessments
- In-house Reading, Writing, Math and Science assessments
- FCAT scores
 - Student grades

Behavior

- Student Case Management System
- In-house behavior database using our school-wide discipline plan
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Margaret Fahringer (Principal), Aimee Seara (Assistant Principal), Pamela Picasso (Reading Coach), Vania Capote (School Counselor), Cristina Socas (SPED teacher), Dalisay Figuracion (Middle School Reading Lead Teacher), and Jennifer Savino (High School Language Arts Lead Teacher).

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

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

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

The major initiatives will be to maintain FCAT levels between 3 to 5 and increase the scores for the students' that have previously scored 1's and 2's.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Throughout the middle and high School, all teachers will implement FCAT and CRISS reading strategies as well as follow the Integrated Thematic Unit Calendar. The implementation of CRISS Strategies will be monitored through student work and evaluation of lessons by the leadership team. This calendar is cross-curricular and all teachers are expected to follow it regardless of subject area taught.

*High Schools Only

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

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

The Language Arts department provides electives that integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, TV production and journalism courses apply the content learned in their language arts classes. Everglades Preparatory Academy also offers a research course as an elective which focuses on the scientific method of solving problems. Students in the course perform research in many areas to include both the social and applied sciences; their findings are submitted for judging in the Science Fair Competition. Aside from the Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering,

Communication, Mathematics Enhancement Program (STEM).

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and IFC, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. Everglades Preparatory Academy will maintain its partnership with community organizations, universities, and parents, through the Parent Teacher Association'.

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?

Everglades Preparatory Academy's current design as an academy school takes into account the individual interests of students, this serves as the foundation for the framework of the three academies. The core classes are now also organized by academy which further personalizing the learning experience through project-based learning activities which are cross curricular. As part of the academy course of study, career portfolios are developed by each student based on their major area of interest, fully 100% of the students will begin their career portfolio during the first full year of program implementation. Everglades Preparatory Academy has also partnered with College Summit to develop peer leaders among the student body who will receive training in the steps required for a post-secondary transition into college, these students return to the school and work with seniors who might not otherwise consider college as part of their life after high school.

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](#)

Not applicable since we do not have a high school feedback report.

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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 25% of the students achieved Level 3 Proficiency. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 5% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (47)	30% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was Category 4, Informational Text and Research Processes. These students need enrichment to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Use project based learning in order to move students from guided learning to more independent learning. Use real-world documents such as, how-to articles, brochures, fliers and websites to locate, interpret and organize information. using Brain Pop, and Reading Plus.	Literacy Leadership Team MTSS/RtI Leadership Team	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed. Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM	Formative: Baseline and Interim Assessments Mini Assessments Summative: Results from 2013 FCAT 2.0 Reading 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:	
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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 28% of the students achieved Level 4-5 Proficiency. Our goal for 2012-2013 school year is to increase Level 4-5 student proficiency by 2% percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (52)	30% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text and Research Process. These students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students should explore shades of meaning to better identify nuances. Students should practice with methods of development and understanding the term supporting details in performance tasks. Use reciprocal teaching, opinion proofs and analyzing question-and-answer relationships for enrichment.	Literacy Leadership Team MTSS/RtI Leadership Team	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed. Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)	Formative: Baseline and Interim Assessments Mini Assessments Summative: Results of the 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 68% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (127)	73% (137)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in which students demonstrated deficiencies was Literary Analysis for Fiction and Non Fiction. Students lack the ability to effectively organize information to ensure comprehension.	Reinforce the explicit teaching of reading benchmarks using graphic organizers and concept mapping along with note taking strategies. Interventions will be throughout the school day and once a week for an hour after school. Exemplar texts and cold reads will be used to target benchmark.	Literacy Leadership team ESOL Coordinator MTSS/RTI Leadership Team.	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed using the Florida Continuous Improvement Model (FCIM).	Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. Summative: Results of the 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 70% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (131)	75% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 1, Vocabulary. Students demonstrate difficulty using context clues.	Teachers will explicitly teach vocabulary as part of the daily lesson. Monitor the effective use of data and conduct data chats between formative and informative assessments. Students will also receive after school tutoring for an hour once a week. Teachers will emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph or sentence in question. Students will use context clues to distinguish the correct meaning words that have multiple meanings.	Literacy Leadership team MTSS/RTI Leadership Team	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	71	74	77	

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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 76% -White, 38%-Black, 58%- Hispanic, 79%-Asian, and 64% American Indian students achieved Level 3 or higher proficiency. The goal is to increase the Whites to 79%, Blacks to 48%, Hispanics to 64%, Asians to 81%, and American Indians to 67%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 76% Black: 38% Hispanic: 58% Asian: 79% American Indian: 64%	White: 79% Black: 48% Hispanic: 64% Asian: 81% American Indian: 67%
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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	White: 76% Black: 38% Hispanic: 58% Asian: 79% American Indian: 64% Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words	Hispanic students will also receive in school pull out reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues. Hispanic students will receive additional afterschool instructional support to address the needs previously identified.	Literacy Leadership Team ESOL Coordinator MTSS/RtI Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed(LLT)	Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 39% of the students achieved Level 3 or higher Proficiency. Our goal for 2012-2013 school year is to increase Level 3 or higher of student proficiency by 9% to 48%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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39% (73)	48% (90)
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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 lack vocabulary and the	English Language Learners will receive in	Literacy Leadership Team	During department meetings, results of	Formative: CELLA, In-house

1	ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	school pullout intervention and receive additional afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	ESOL Coordinator MTSS/RtI Leadership Team	biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	benchmark assessments, Baseline Assessment and Interim Assessment. Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 26% of the students achieved Level 3 or higher. Our goal for 2012-2013 school year is to increase Level 3 or higher to student proficiency by 6% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (52)	38% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	SWD will receive push-in Intervention once a week and receive additional afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	Literacy Leadership Team ESOL Coordinator MTSS/RtI Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 47% of the students achieved Level 3 or higher. Our goal for 2012-2013 school year is to increase Level 3 or higher student proficiency by 4% to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (92)	56% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	Literacy Leadership Team MTSS/RtI Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed(LLT)	Formative: Baseline and Interim Assessments Student work samples using rubrics, mini assessments Summative: 2013 FCAT 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
Training on the implementation of reading Strategies for fluency, phonics, and comprehension	9-10	Reading coach	School-wide Teachers	August 15-19, 2012	Formal classroom observations Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-Based budget	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LCD Projectors	To give examples of strategies to be implemented	School-Based budget	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on the implementation of reading Strategies for fluency, phonics, and comprehension.	Copies of Reading Strategies and Updated Task Cards	School-based budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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:		As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 CELLA Test for Listening/Speaking indicates that 45% of the students were proficient. Our goal for the 2012-2013 school year is reduce non-proficient by 10%.			
2012 Current Percent of Students Proficient in listening/speaking:					
45% (84)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack in this area because they have limited practice time at home.	Using simple direct language and cooperative learning groups to provide meaningful language experiences. Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. Teacher will model think alouds will also implement total physical response.	Leadership Team Literary Leadership Team Assistant Principal	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Student work samples using rubrics, and bi-monthly mini assessments Summative: 2013 CELLA Results

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:		As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 CELLA Test for Reading indicates that 28% of the students were proficient. Our goal for the 2012-2013 school year is to increase student proficiency by 3% to 31%.			
2012 Current Percent of Students Proficient in reading:					
28% (52)					
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of sufficient vocabulary hinders their ability to become proficient readers.	For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Teachers must activate prior knowledge and use KWL charts. Also use verbal cues, illustrations and diagrams to determine meanings of words. Teachers should use the frayer model and graphic organizers to identify word/phrase relationships and their meanings.	Leadership Team Literary Leadership Team ESOL Coordinator	Weekly ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Student work samples using rubrics, mini assessments Summative: 2013 CELLA Results

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

3. Students scoring proficient in writing.

CELLA Goal #3:

As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 CELLA Test for Writing indicates that 27% of the students were proficient. Our goal for the 2012-2013 school year is to increase student proficiency by 3% to 30%.

2012 Current Percent of Students Proficient in writing:

27% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary to be proficient writers.	Craft Pus Writing program is being implemented to help with writing strategies. Will also have students keep reading response journals which is a form of written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an	Leadership Team Literary Leadership Team ESOL Specialist	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Student work samples using rubrics, mini assessments Summative: 2013 CELLA Results

	evaluator, in a written conversation. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.		
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase writing skills	Craft Plus Writing Program	School-based	\$1,100.00
			Subtotal: \$1,100.00
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
Training in the use of Craft Plus	Craft Plus Writing Program	School-based	\$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: \$1,600.00

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal #				
		5A :				
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.	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 76% Whites, 42% Blacks, 60% Hispanic, 84%Asian, and 61% American Indian students scored Levels 3 or above.
Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency to Whites 77%, Blacks 48%, Hispanics 63%,Asians 85% and American Indians to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% Black: 42% Hispanic: 60% Asian: 84% American Indian: 61%	White: 77% Black: 48% Hispanic: 63% Asian: 85% American Indian: 66%

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	White: 76% Black: 42% Hispanic: 60% Asian: 84% American Indian: 61% According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the

students was Reporting Category 2- Polynomials	at monthly meetings and adjustments to strategies made as needed.	2013 Algebra EOC assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 49% of students scored in Levels 3 or more. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5% to 54%
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (92)	54% (101)

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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials	Use manipulatives (Algebra Tiles or Integer Chips) to represent negative and positive integers and to develop meanings for integers and related vocabulary and represent and compare quantities with them.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra EOC assessment Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 31% of students scored in Levels 3 or more. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3 or more) by 9% to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (58)	40% (75)

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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials	Use Hands-on activities to explore area and volume using non-traditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 52% of students scored in Levels 3 or more. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3 or more) by 4% to 56%
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (97)	56% (105)

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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Hands-on activities to explore area and volume using non-traditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra EOC assessment

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 36% of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) by 3% to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (67)	39% (73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials	Develop departmental guidelines for all student learning notebooks designed to increase student achievement. To write, interpret, and use mathematical expressions and equations, use inductive reasoning strategies that include discovery learning activities. Develop students understanding of linear equations. Solve mathematical problems graphically. Provide students with opportunities to complete more rigorous mathematical problems	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra 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 Algebra. Algebra Goal #2:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 21% of students scored in the upper third (Levels 4-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) by 1% points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (39)	22% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 Algebra EOC assessment, the	Provide students with more practice using quadratic equations to	Leadership Team Math Coach	During department meetings, results of biweekly assessments	Formative: Baseline and Interim

1	area of greatest difficulty for students was Reporting Category 2- Polynomials	solve real-world problems Develop departmental guidelines for student learning notebooks designed to increase student achievement in Algebra.		will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra EOC assessment
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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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Geometry EOC assessment indicate that 28% (7815) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (52)	32% (60)

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	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Trigonometry & Discrete Mathematics	Provide inductive reasoning strategies that include discovery learning activities to provide opportunities for students to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 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.	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Geometry EOC assessment indicate that 27% of students scored in the upper third (Levels 4-5).
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Geometry Goal #2:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) to 28%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27% (50)		29% (54)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Trigonometry & Discrete Mathematics	Provide students a variety of activities that will foster the development of logical reasoning. Such as project based activities and independent activities.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Geometry EOC assessment

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
Geometry Geometry Item specifications CSA Approach Integrating Technology	9-10 9-10 9-10 9-10	Math Coach Math Coach Math Coach Math Coach	School-wide School-wide School-wide Geometry teachers	August-December (monthly) August Preplanning Monthly Monthly	Review achievement scores after all assessments Review of lesson plans Data chats with teachers Review of lesson plans and classroom walkthroughs	Assistant Principal Assistant Principal Principal Math coach or department chair Assistant Principal Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Honor students learning styles	Mathletics	School-based	\$4,000.00
Develop meaning through mathematical problem solving in real world context	Real world problem solving, workbooks	School-based	\$700.00
			Subtotal: \$4,700.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Assist teachers with effective strategies for integrating technology in lesson designs	Class sets of graphing calculators w/projector cables; LCD projectors and laptops	School-based	\$8,000.00
			Subtotal: \$8,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide training in assisting students to persevere in solving problems	CSA Approach materials	School-based	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Develop meaning through mathematical problem solving in real world context	Common core readiness workbooks (to begin blending after FCAT)	School-based	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$15,200.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC Test indicate that 30% students achieved Middle Third level. Our goal for the 2012-2013 school year is to increase middle third level students to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (56)	32% (60)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Biology EOC Assessment was Molecular and Cellular Biology. Students require additional exposure to real-world applications.	Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning in Life Sciences. (Biology, Anatomy and Physiology, Environmental Science, etc.) Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan. Instruction in all high school courses adheres to the depth and rigor	MTSS/RtI Leadership team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments Mini Assessments Summative: 2013 Biology EOC Assessment

	of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC Test indicate that 29% achieved upper third level. Our goal for the 2012-2013 school year is to increase upper third level students to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (54)	30% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Biology EOC Assessment was Molecular and Cellular Biology. Students require additional exposure to real-world applications.	Provide all students the opportunity to compare, contrast, interpret, analyze, and explain Life Science concepts including environmental and ecological concepts during field experiences, laboratory activities, and classroom discussions. 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.	MTSS/RtI Leadership team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments Mini 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
Integrating Jason Project	Science 9-10	Science Department Head	School-wide	Sept. 18, 2011	Informal Classroom Observation Lesson Plans Lab Lessons/Activities	Department Head Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of hands-on, real-world Science lessons	Teacher resources and websites	School-based budget	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Virtual Labs – LCD projectors	Gizmos and virtual manipulatives	School-based	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,200.00

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.		The results of the 2012 FCAT Writing Test indicate that 80% of the students achieved proficiency. Our goal for the 2012-2013 school year is to maintain 82% proficiency.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
80% (150)		82% (153)			
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	Test results show that students lack the knowledge of how to incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.	Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. Incorporate use of lessons on the use of literary devices, figurative and descriptive language to	MTSS/RtI Leadership team Language Arts Department Head	Weekly administrative walkthrough evaluations (formal & informal). Administer and score monthly writing prompts to monitor student progress and adjust instruction as indicated. (FCIM)	Formative: District Writing Pre-tests Mini Assessments Summative: 2013 FCAT 2.0 Assessment

convey style and tone,
and sensory details.

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
Implementing Craft Plus	Language Arts	Reading Coach and Department Head	School-wide	Sept.29, 2012	Informal Classroom Observation Lesson Plans	Reading Coach Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Curriculum materials	Writing Curriculum materials	School-based budget	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LCD projector	Use of interactive boards for peer editing activities and writing lessons	School-based budget	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

The 6 Traits of Writing	How to implement 6 traits of writing	School-based budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,250.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On EOC item specifications	10 -11 grade	Social Studies Department chairperson	10th grade Civics and Language Arts teachers	October 2012	Informal Classroom Observation Lesson Plans	Assistant Principal Social Studies Department Chairperson

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
On US History Item specifications	Work shop materials	School-based	\$750.00
			Subtotal: \$750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$750.00

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 Average Daily Attendance Rate for 2011-2012 was 93.69%. Our goal for the 2012-2013 school year is to increase the attendance rate to 94.69%. In addition, our goal is to decrease the number of excessive absences (10 or more) to 88.69% and excessive tardies (10 or more) by 5% less.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

93.69 % (175)	94.69% (177)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	85
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1	65

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bus transportation limits pick-up and drop-off to within a 2 to 4 mile limit creating a burden on parents that cannot easily pick-up and drop-off their children.	Identify students who may be developing a pattern of non-attendance to MTSS/RTI Team for intervention services Continue to work with community to establish new arrival and dismissal procedures that facilitate the flow of traffic reducing the number of tardies. Use sign-in /check-out system to monitor tardies and recognize students with perfect attendance each quarter. Issuance of parent letter that will inform parents of their child's attendance records and the district's attendance policies.	Leadership Team	Observation and monitoring of traffic and attendance records.	Attendance records Parent Survey
2	Parents lack of understanding the relevance of arriving on time to foster student achievement.	Issuance of parent letter that will inform parents of their child's attendance records and the district's attendance policies. Continuation of recognition programs such as Student of the Month, Do the Right Thing and lessons on Character Education to take a proactive approach.	Leadership Team	Observation and monitoring of attendance records.	Attendance records Parent Survey

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 Night	9-10	Administration	School-wide	TBD	Attendance reports monitoring	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ID badges	Used to track attendance	School-based budget	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement = Success	Parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents	EESAC Funds	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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:	The number of in-school suspensions in the 2011-2012 school year was 41430. Our goal for the 2012-2013 school year is to decrease the total number of in school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	10

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	40

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	Parents are unfamiliar with the Student Code of Conduct.	Parent Workshops to increase parental involvement. Continuation of recognition programs such as Student of the Month, Do The Right Thing, Lessons on Character Education in an effort to take a proactive approach to discipline using videos. School-wide implementation of discipline plan.	Leadership Team	Review of suspension report	Review of COGNOS suspension report

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
Classroom Management	9-10	Administration	School-wide	August 2012	Informal Observations Formal Observations	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	School-based budget	\$1,000.00
			Subtotal: \$1,000.00
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
Classroom Management	Classroom Management	School-based budget	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,150.00

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:		As a new school our goal is to reach 73.3% graduation rate.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
N/A		N/A			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
71.3%(133)		73.3%(137)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As for the drop out rate, it would be due to lackof motivation and/or attendance issues.	Since there is a higher graduation rate linked to enrollment in academies school students through assemblies and presentations.	Administration, Counselors	Logs of assemblies and CAP advisor logs	2013 Graduation Rate

(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
Keeping Students in School	9-10	CAPAdvisor, Counselors	School-wide	September 27th, 2012	Attendance logs	Administration, CAP Advisor, Counselors

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	As a new school we would like to establish a baseline of 70%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	70%
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	Parents are unfamiliar with the availability of opportunities for parental involvement.	Use the Black Board Connect call out system to invite parents to school sponsored activities. Give incentives for parents to attend such activities. Work closely with our PTSO to further enhance communication and participation of parents in school activities. Parents received orientation packet to familiarize them with the school website. Provide parents with options on volunteering as part of school contract.	Leadership Team	Monthly review of volunteer Spreadsheet and sign in sheets for events. Send updates on completed parent volunteer hours.	Volunteer Spreadsheet and data from Raptor

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
FCAT Information Night	6-10, all subjects	Curriculum Coaches	Teachers, Leadership team, PTSO	December 2012 and 2013	Parent Exit Survey	Leadership Team

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Nights	Purchase of incentives for parents in attendance	EESAC Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Assessment Programs	Student Portal MDCPS and pay for handout information	EESAC Funds	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training of PTSO so that parents can hear from other parents	Handouts	EESAC Funds	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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:			As a new school our goal is to have 40% participation in the Math and Science Academies.		
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	Female students are not well represented in the advanced science and math classes.	Establish Science Club and make special effort to recruit female students. Have them do a STEM project as a culminating activity at the end of the school year.	Leadership Team Science Department Chairperson	Monitor membership of students in Science Club and also track progress of students in advanced science classes.	Grades of advanced math and science students. Scores on assessments Activities of Science Club.

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
Increasing achievement through STEM activities	9-10	Assistant Principal	PLC School-wide	January 2012	Classroom walkthrough/lesson plan review	Assistant Principal

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
Increasing achievement through STEM activities	Workshop materials	School-based	\$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: \$500.00

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:			As a new school we will begin offering CTE courses for 2013-2014.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The identification of Dade partners who will be able to accommodate students for externships and/or on-the job training has been a challenge.	Enroll students into career-themed courses for 2012-2013 that will lead to industry certification. Provide CTE students the opportunity to participate in school-based articulation with the high school in order to prepare students to enroll in CTE courses.	Leadership Team Guidance counselor	Quarterly monitoring of students enrolled in career themed courses and their progress.	2013 CTE students' participation in internships, externships, and on the job training.

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
CTE Certification	9-10	Assistant Principal	School-wide	February 2012	Applications from teachers for CTE certification	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
CTE Certification	Review materials for certification exams	School-based	\$6,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

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	Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-Based budget	\$2,000.00
CELLA	Increase writing skills	Craft Plus Writing Program	School-based	\$1,100.00
Mathematics	Honor students learning styles	Mathletics	School-based	\$4,000.00
Mathematics	Develop meaning through mathematical problem solving in real world context	Real world problem solving, workbooks	School-based	\$700.00
Science	Implementation of hands-on, real-world Science lessons	Teacher resources and websites	School-based budget	\$2,000.00
Writing	Writing Curriculum materials	Writing Curriculum materials	School-based budget	\$200.00
Suspension	School-wide implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	School-based budget	\$1,000.00
Parent Involvement	Parent Nights	Purchase of incentives for parents in attendance	EESAC Funds	\$500.00
				Subtotal: \$11,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LCD Projectors	To give examples of strategies to be implemented	School-Based budget	\$2,000.00
Mathematics	Assist teachers with effective strategies for integrating technology in lesson designs	Class sets of graphing calculators w/projector cables; LCD projectors and laptops	School-based	\$8,000.00
Science	Implementation of Virtual Labs – LCD projectors	Gizmos and virtual manipulatives	School-based	\$1,000.00
Writing	LCD projector	Use of interactive boards for peer editing activities and writing lessons	School-based budget	\$2,000.00
Attendance	ID badges	Used to track attendance	School-based budget	\$300.00
Parent Involvement	Online Assessment Programs	Student Portal MDCPS and pay for handout information	EESAC Funds	\$100.00
				Subtotal: \$13,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training on the implementation of reading Strategies for fluency, phonics, and comprehension.	Copies of Reading Strategies and Updated Task Cards	School-based budget	\$200.00
CELLA	Training in the use of Craft Plus	Craft Plus Writing Program	School-based	\$500.00
Mathematics	Provide training in assisting students to persevere in solving problems	CSA Approach materials	School-based	\$1,000.00
Science	Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$200.00
Writing	The 6 Traits of Writing	How to implement 6 traits of writing	School-based budget	\$50.00
U.S. History	On US History Item specifications	Work shop materials	School-based	\$750.00

Attendance	Parental Involvement = Success	Parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents	EESAC Funds	\$300.00
Suspension	Classroom Management	Classroom Management	School-based budget	\$150.00
Parent Involvement	Training of PTSO so that parents can hear from other parents	Handouts	EESAC Funds	\$100.00
STEM	Increasing achievement through STEM activities	Workshop materials	School-based	\$500.00
CTE	CTE Certification	Review materials for certification exams	School-based	\$6,000.00
				Subtotal: \$9,750.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Develop meaning through mathematical problem solving in real world context	Common core readiness workbooks (to begin blending after FCAT)	School-based	\$1,500.00
				Subtotal: \$1,500.00
				Grand Total: \$36,150.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Monthly parent workshops/meetings.
 Quarterly family nights
 Review of data and School Improvement Plans

AYP DATA

[Adequate Yearly Progress \(AYP\) Trend Data 2011-2012](#)
[Adequate Yearly Progress \(AYP\) Trend Data 2010-2011](#)
[Adequate Yearly Progress \(AYP\) Trend Data 2009-2010](#)

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found