

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: JOHN A. FERGUSON SENIOR HIGH

District Name: Dade

Principal: Jane Garraux

SAC Chair: Lisa DeVries

Superintendent: Alberto Carvalho

Date of School Board Approval: pending

Last Modified on: 09-24-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
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](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Jane Garraux	PHYS ED, P E K-8, ED LEADERSHIP	3	19	'10 '09 '08 '07 '06 School Grade B A B A A AYP N N N N P High Standards Rdg. 58 54 52 77 81 High Standards Math 86 84 81 75 74 Lrng Gains-Rdg. 57 57 55 60 74 Lrng Gains-Math 80 76 78 74 75 Gains-Rdg-25% 48 52 48 61 77 Gains-Math-25% 73 68 72 68
Assis Principal	Kathryn Guerra	English, ESOL, Ed Leadership	3	5	School Years '10 '09 '08 '07 '06 School Grade B A B A A School AYP N N N N P High Standards Rdg. 58 54 52 71 74 High Standards Math 86 84 81 74 73 Lrng Gains-Rdg. 57 57 55 61 75 Lrng Gains-Math 80 76 78 71 76 Gains-Rdg-25% 48 52 48 64 79 Gains-Math-25% 73 68 72 69
Assis Principal	Stanley Thompkins	Bus Ed, MG Math, Ed Leadership	4	5	School Years '10 '09 '08 '07 '06 School Grade B A B C B School AYP N N N N P High Standards Rdg. 58 54 52 49 49 High Standards Math 86 84 81 77 74 Lrng Gains-Rdg. 57 57 55 52 59 Lrng Gains-Math 80 76 78 73 74

					Gains-Rdg-25% 48 52 48 45 60 Gains-Math-25% 73 68 72 59
Assis Principal	Felix Zabala	English, ESOL, Ed Leadership	2	13	School Years '10 '09 '08 '07 '06 School Grade B A B C C School AYP N N N N N High Standards Rdg. 58 54 52 38 34 High Standards Math 86 84 81 64 59 Lrng Gains-Rdg. 57 57 55 49 49 Lrng Gains-Math 80 76 78 74 66 Gains-Rdg-25% 48 52 48 54 48 Gains-Math-25% 73 68 72 70
Assis Principal	Armandina Acosta-Leon	Elem Ed, Primary Ed, Guidance Counselor, Ed Leadership	7	4	'10 '09 '08 '07 '06 School Grade B A B C B AYP N N N N P High Standards Rdg. 58 54 52 49 49 High Standards Math 86 84 81 77 74 Lrng Gains-Rdg. 57 57 55 52 59 Lrng Gains-Math 80 76 78 73 74 Gains-Rdg-25% 48 52 48 45 60 Gains-Math-25% 73 68 72 59

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Yvonne L. Martinez	Elem Ed, Reading, ESOL	2	3	Years '10 '09 School Grade B A AYP N N High Standards Rdg. 58 54 High Standards Math 86 84 Lrng Gains-Rdg. 57 57 Lrng Gains-Math 80 76 Gains-Rdg-25% 48 52 Gains-Math-25% 73 68

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Extra Period Supplement	Principal	06/2011	
2	2. Department Chair/Asst. Department Chair	Principal	06/2011	
3	3. Teacher Mentor	Asst. Principal	06/2011	
4	4. Academy Lead Teacher	Principal	06/2011	
5	5. Committee Leader	Asst. Principal	06/2011	
6	6. Critical Friends Coach	Principal	06/2011	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Irene Cristobal	Bus. Ed, Exceptional Student Education	Reading (SPED), English (SPED)	Has completed four of the required courses for attainment of the Reading Endorsement. Has registered for the English

			6-12 subject area exam.
Roger Coriat	History	Social Studies Sr High	Has passed the English 6-12 subject area exam, will add to certificate.
Alexandra Norris	Spanish, Italian	Foreign Language Sr High	Will be taking the German subject area exam prior to October 2012. Has been taking German courses in order to prepare for subject area exam.
Leonardo Perez	Exceptional Student Education MG Math	ESE-Severely Emot Dist	Has earned 16 master plan points in Math 6-12, will take subject area exam prior to January 2012
Mildreidys Vasquez	Varying Ex, Math	ESE-Varying Exceptional	Completing course Math 6-12 course work. Will be taking subject area exam Math 6-12.
William Hardison	English	Reading	Has completed 2 of the required 5 courses towards the Reading Endorsement.
Teri Peyno	Exceptional Student Education	Reading (SPED)	Has completed 2 of the required 5 courses toward the Reading Endorsement.
Raul Ruz	English	Reading	Will be completing the required courses for the Reading Endorsement.
Vanessa Alvarez	Exceptional Student Education	ESE-Varying Exceptional Math	Has completed several Math 6-12 courses, will be taking subject area exam June 2010.
Larry Jinright	Social Science, Elem Ed, Exceptional Student Education	ESE-Varying Exceptional Science	Will be taking Earth Space Science subject area exam prior to October 2011.
Gladys Lopez	Exceptional Student Education	ESE-Varying Exceptional	Will be taking Science 6-12 subject area exam prior to June 2011.
Maria Blanco	Exceptional Student Education	ESE-Varying Exceptional	Has completed 2 of the 5 required courses towards the Reading Endorsement.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
209	0.5%(1)	29.2%(61)	42.6%(89)	27.8%(58)	47.4%(99)	62.7%(131)	3.8%(8)	10.5%(22)	14.8%(31)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Jennifer Goldsmith	Daniel Ledesma	Language Arts Department	Peer observation and feedback Lesson Planning Data Analysis

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Assistant Principal
Guidance Counselor
School Psychologist
Social Worker
Reading Coach
Teachers

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

At Ferguson Senior the RtI Leadership Team meets every Wednesday from 1:00-2:30 p.m. The following will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
How 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 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 RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

RtI 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 a student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic
? FAIR assessment
? Interim assessments
? State/Local Math and Science assessments
? FCAT
? Student grades
? School site specific assessments

Behavior
?Student Case Management System
?Detentions
?Suspensions/Expulsions
?Referrals by student behavior, staff behavior, and administrative context
?Office referrals per day per month
?Team climate surveys
?Attendance
?Referrals to special education programs

Describe the plan to train staff on RtI.

The district professional development and support will include:

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jane Garraux, Principal
Mindy Acosta-Leon, Assistant Principal
Jennifer Goldsmith, ESOL Chairperson
Lisa Brito, Reading Chairperson
Lissette Alvarez, Media Chairperson
Luis Diaz, Math Chairperson
Vivian Acevedo, UTD Steward/Social Studies Chairperson
Sandra Rainelli, Language Arts Chairperson
Lisa DeVries, EESAC Chairperson
Edda Rivera, Science Chairperson
Andriana Chaine, SPED Chairperson
Yvonne Martinez, Reading Coach

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

The Literacy Leadership Team meets once every grading period. During these meeting recommendations are made on how to promote reading and literacy school wide. Since chairpersons from all departments are members of the Reading Leadership Team, these school leaders are in charge of communicating with their departments and promoting the ideas set forth by the team.

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

The following recommendations have been made by the Reading Leadership Team for the 2010-2011 school year:

Motivation Reading Posters
Create themed literacy posters to display in school hallways based on different genres.

Miami Book Fair International (MDC Wolfson Campus)
Write an event review article

Book Drive

Students will be encouraged to bring in used books as a donation to one of their teacher's classroom libraries.

Book Talk

Book talks will be encouraged at club meetings.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the SES Notification to Parents](#)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

In order to create a focus on literacy across the curriculum, teachers will participate in various professional development workshops that will encourage reading strategies in all subject areas. The Literacy Leadership team will create a Reading Resource Guide filled with research-based strategies that will enhance and support reading throughout the content areas. These manuals will be given to all teachers. Follow-up activities such as Daily Skills reminders will be sent daily via email with ideas that that will allow teachers to infuse the strategies in the reading resource guide to their curriculum. Additionally, the reading coach(s) will follow-up with teachers and schedule modeling sessions to further integrate reading strategies throughout the academic/content areas. As for the responsibility of teachers, student data chats will be conducted with all students based on information retrieved from SPI database and Edusoft, following all interim and FAIR assessments. Interventions will be developed and implemented by reading teachers based on students' individual needs along with continuous progress monitoring (OPM). Furthermore, FCAT and SPI data will be utilized to create after school tutorial sessions to further enhance the reading process of level 1, 2, and fragile 3 intensive reading students. Reading teachers will have the ability to conference with reading coach(s) and obtain new developments and strategies available for student enrichment. Teachers will plan and develop curriculum that focuses on research-based, explicit instruction. The data collection, OPM, professional development, and individual student interventions will be monitored by the, Reading Coach(s), Assistant Principal of Curriculum (APC), and Principal. Lastly, in an effort to promote school-wide reading goals, teachers will create classroom libraries that can include content area text and/or books relating to instructional themes. Students will be encouraged to participate in several reading activities throughout the school year that will include book/literacy clubs, book fairs, reading contests, and regular visits to the media center to promote life-long reading skills.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., 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?

John A. Ferguson offers students elective courses and courses in their Major Area of Interest. Many of these courses focus on job skills and include the opportunity for student internships. Integration of the core academic classes into the career path academies allows instructors to ensure that the content relates to real world experiences.

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?

John A. Ferguson offers students elective courses and courses in their Major Area of Interest. Many of these courses focus on

job skills and include the opportunity for student internships. Students choose a Major Area of Interest upon entering the ninth grade. Once the Major Area of Interest is declared, the academy-based courses are prescribed. Additional elective courses can be selected based on student interest. As part of the curriculum for the ninth grade transition class, students receive instruction in academic and career planning. During the subject selection process, counselors meet with students by academy and offer guidance. The course selection sheet is sent home for parent's signature.

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 [School Feedback Report](#)

Students at Ferguson are expected to have successful post-secondary experiences as much of their time at Ferguson is spent preparing them for this time in their life. The academy model allows for students to receive both skills and opportunities that better prepare them upon graduation. Students begin their academy in the 9th grade, each year taking at least one class related to their academy. In addition to their elective(s), students at Ferguson have their core courses English, Mathematics, Science and Social Studies integrated into their academies. This allows teachers to plan curriculum that is more relevant to the specific interest and goals of the students.

In 11th and 12th grade students are encouraged to complete academy related internships where they can put their knowledge into practice. Some of these internships have turned into jobs for them. The lead teachers are active in maintaining community contacts that welcome our students for academy related jobs. Academy teachers are informed of various job opportunities through the lead teachers and students who show interest are usually given summer placements in both jobs and internships. Students in the Hospitality and Tourism academy are often placed in both paid and unpaid internships in corporations such as Carnival Cruise lines. The culinary students prepare food for breakfast and luncheons to guests in the building as well as serve them. They also operate an in house restaurant, The Falcon Flame, which opens on a quarterly basis. Biomedical students are placed at job sites such as nursing facilities and local hospitals. The International business and finance students are placed in accounting firms and insurance companies. During tax season our senior accounting students prepare taxes for members of the community. The students in the IT academy are often called to create websites for other schools in the district as well as helping our computer technicians and teachers on site. Our Design and Architecture students in the TV production strand work in the video taping and editing of our graduation ceremony and do it for other schools as well. Lastly, all academy students are encouraged to purchase uniforms and or work related apparel. On certain days or for certain events the students are asked to come to school in these clothes. All these experiences facilitate the transition into career pathways for our students.

Once students complete the four years of the academy and some additional criteria students are considered academy completers and receive an Academy certificate. The academy certificate may equate to college credit being granted for the academy courses taken here at Ferguson. In most cases students must complete the academy to receive credit for each course however in some instances in order to accommodate transfer students etc., credit is given for the classes the student completed even if they were unable to complete the academy. This school year we had 94% of our senior class graduate from Ferguson with 93% of our seniors receiving an academy certificate. This data suggests that a large number of our graduates are successful in completing the academy and can reap the benefits of college credits with our articulation agreements.

At the moment our main articulation agreement is with Miami Dade College. Each academy has classes that articulate with this institution. From the International Business and Finance academy the International Business strand, Accounting strand, Entrepreneurship Business Supervision strand, and Customer Assistance strand all fully articulate giving the student the opportunity to earn 12 college credits for completing the academy. In the Hospitality and Tourism Academy the Early Childhood Education strand fully articulates and half of the Hospitality strand articulates. The Biomedical Academy has the First Responder and Nursing Assistant strand fully articulate, while the Health Unit Coordinator and Pharmacy Technician strand partially articulate. In the Information Technology Academy the Computer Programming strand, Web Design strand, and Networking strand fully articulate. Our Digital Design strand partially articulates with MDC and fully articulates with the Art Institute of Ft. Lauderdale and Florida National College. Lastly, in the Design and Architecture Academy the Drafting strand fully articulates with MDC and the TV production strand fully articulates with the Art Institute of Ft. Lauderdale. Many of our art and music strands such as Photography, Drawing and Painting and Comprehensive Theater have courses that articulate with certain art institutes across the nation.

Many of our academies also lead to industry certifications. For example in the Information Technology Academy students in the networking strand can take the state exam for Cisco systems and graduate high school with a state certification in this area of technology. Students with this certification will have the opportunity to secure a well paying job and continue to grow in their area of expertise at a much younger age than their colleagues. Students in the Early Childhood strand of Hospitality and Tourism can also take a state exam before they graduate. If they pass this exam they will be certified to work in a day care, and be one step closer to many other certifications that exist in that field. In the biomedical academy students take state exams in the areas of First Responder, pharmacy technician, and nursing assistant. Upon passing these exams students can accept jobs in these fields right out of high school and or continue their education and take more certification exams to further their career in these areas.

Our CAP program aides students by preparing them for acceptance into the college of their choice. Students have the opportunity to meet with various college representatives and may attend all the college presentations that are provided throughout the year. Students are also informed early in the year about financial aid information as well scholarship opportunities. The school website is updated monthly with this type of information. Students are prepared as early as junior year about the requirements for state schools so that students can make sure they are on track for acceptance and admission. Our academy model and academy completion criteria are matched with the Bright Futures eligibility. Our lead teachers ensure that the academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal Vocational Scholars award. This means that 93% of our seniors meet most of the criteria for the Florida Medallion Scholars Award as well as the Florida Gold Seal Vocational Scholars award.

In addition to the exposure our students receive to career pathways and industry certifications, students are also exposed to college level course work. Students of all grade levels have the opportunity to take at least one advanced level class each year. At this time about 30% of our students are enrolled in advanced placement classes. If the students pass the advanced placement exam at the end of the year the student earns college credit for the course. This not only allows students to expedite their college career but it also gives them exposure to college curriculum and course work. Students may also take additional advanced placement courses online through Florida Virtual School or through the dual enrollment program at Miami-Dade College or Florida International University. Although dual enrollment is on the students' own time students have the opportunity to take college courses at these institutions free of charge while at the same time earning high school credit. The dual enrollment program gives students a first hand experience of a college campus while at the same time allowing them to begin their college career. This also aides in the transition process for the student after graduation.

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:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Our goal for the 2010-2011 school year is to increase the percentage of FCAT Level 3 students achieving at or above 26% proficiency to achieving a level of performance of 29% or above proficiency.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
26% (549)	29% (598)

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	<p>1.1. The area of deficiency as noted on the 2010 and 2009 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary (Words and Phrases) with 9th grade students showing a slight decrease by 3%. Students are in need of strengthening their vocabulary skills to become proficient readers.</p> <p>2010 Grade 9: 75%</p> <p>2009 Grade 9: 78%</p> <p>1.2. The area that demonstrated declines when comparing the 2010 and 2009 administration of the FCAT Reading Test was Reporting Category 2: Reading Application with 9th grade students revealing decreases by 8% in the areas of main idea/purpose and comparisons and 10th grade students having a slight decrease of 1% in main idea/purpose. Students are lacking</p>	<p>1.1. Teachers should emphasize strategies for deriving word meanings and word relationships from context. Students would benefit from a variety of activities that allow them to practice using context clues to distinguish the correct meaning of words that have multiple meanings. Examples include: vocabulary word maps, personal dictionaries, word walls, reading from a variety of texts, and instruction in different levels of content specific words.</p> <p>1.2. Teachers should help students practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Graphic organizers will be infused to assist students in summarizing main points. Students must understand how patterns support main idea and character development by</p>	<p>1.1. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p> <p>1.2. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>1.1. Ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of word relationships and multiple meanings of words.</p> <p>1.2. Ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of word relationships and multiple meanings of words.</p>	<p>1.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Summative: 2011 FCAT Reading Test</p> <p>1.2. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Summative: 2011 FCAT Reading Test</p>

<p>the necessary skills in identifying details from passages and in analyzing perspective in a variety of texts.</p> <p>2010 Grade 9: Main Idea/Purpose- 71% Comparisons- 67%</p> <p>Grade 10: Main Idea/Purpose- 70%</p> <p>2009 Grade 9: Main Idea/Purpose- 79% Comparisons- 75%</p> <p>Grade 10: Main Idea/Purpose- 71%</p>	<p>analyzing choice of words, style, and technique to understand how these elements influence the meaning of text.</p> <p>Examples include: Summarization activities, graphic organizers, anchoring strategies, compare/contrast, and questioning the author.</p>			
--	---	--	--	--

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:

<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</p> <p>Reading Goal #2:</p>	<p>Our goal for the 2010-2011 school year is to maintain achievement for FCAT Levels 4 and 5 students above 26% proficiency and provide enrichment opportunities to increase the percentage of students scoring at or above 29% proficiency.</p>
<p>2010 Current Level of Performance: *</p>	<p>2011 Expected Level of Performance: *</p>
<p>26% (549)</p>	<p>29% (598)</p>

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
	<p>2.1.</p> <p>The area which showed substantial levels of proficiency within both 9th and 10th grade students and would require students to maintain level or improve performance as noted on the 2010 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Reference and Research with 9th grade students showing an increase of 8% and 10th grade students showing a significant increase of 15% when compared to the 2009 administration of the FCAT Reading Test.</p>	<p>2.1.</p> <p>Teachers should emphasize instruction that assists students in building stronger arguments to support their answers. Students should explore and practice locating details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>Likewise students should continue to practice vocabulary skills by deriving word meanings and word relationships from context and continue to practice making inferences, drawing conclusions, and</p>	<p>2.1.</p> <p>Assistant Principal of Curriculum, and Reading Coach.</p>	<p>2.1.</p> <p>Ongoing classroom observations and assessments that focus on student's ability to determine the validity and reliability of information within and across texts. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills assessed.</p>	<p>2.1.</p> <p>Formative: Student work/ teacher feedback. Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments.</p> <p>Summative: 2011 FCAT Reading Test</p>

1	<p>Additionally, 10th grade students revealed an increase in Reporting Category 1: Vocabulary with 8% and an increase in the comparisons portion of Reporting Category 2 with 9% when compared to the 2009 administration of the FCAT Reading Test. There are minimal supplemental classroom resources that support enrichment in these areas.</p> <p>2010 Grade 9: Reference/Research 64%</p> <p>Grade 10: Words/Phrases 75% Comparisons 78% Reference/Research 73%</p> <p>2009 Grade 9: Reference/Research 56%</p> <p>Grade 10: Words/Phrases 67% Comparisons 69% Reference/Research 58%</p>	<p>identifying implied main idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories.</p> <p>Examples include: Reciprocal teaching, question-answer-relationships, note-taking skills, summarization skills, and questioning the author.</p>			
---	--	--	--	--	--

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. Percentage of students making Learning Gains in reading Reading Goal #3:	Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase the current student performance level of 57% of students making learning gains to 67% of students making learning gains.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
57% (1147)	67% (1348)

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
	3.1. The percent of students making learning gains remained the same at 57% when comparing the 2010 and 2009 administration of the FCAT Reading Test. There was an increase of 2 percentage points	3.1. The increase of technology-based software that focuses on reading interventions will assist in developing proficiency in students' level of expected performance.	3.1. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.	3.1. Ongoing classroom observations; teacher/student feedback. Review of software program reports.	3.1. Formative: Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading

1	<p>when comparing the 2008 and 2009 administration of the FCAT Reading Test.</p> <p>2010: 57% 2009: 57% 2008: 55%</p> <p>Limited availability of accessible computers has hindered past software usage.</p>	<p>The creation of a computer lab for the reading department can support software usage by allowing teachers to create a rotation for students to attend the lab at designated times during the school day.</p>			<p>Plus.</p> <p>Summative: 2011 FCAT Reading Test</p>
---	---	---	--	--	---

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. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the current percentage of 48% of students making learning gains in the lowest 25% category to 58% of students making learning gains.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
48% (241)	58% (292)

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	<p>4.1.</p> <p>As noted on the 2010, 2009, and 2008 FCAT Reading Tests, the number of students in the lowest 25% making learning gains has decreased by 2% when comparing the 2010 and 2009 FCAT Reading Test, but there was a past increase of 4% when comparing the 2009 and 2008 FCAT Reading Tests.</p> <p>2010: 48% 2009: 52% 2008: 48%</p> <p>Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.</p>	<p>4.1.</p> <p>Targeting areas of deficiency through the student target model program and creating tutoring sessions that provide explicit instruction in each of the Reporting Categories. Sessions should consist of push-in, pull-out, and after-school tutoring.</p> <p>A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.</p>	<p>4.1.</p> <p>RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>4.1.</p> <p>Ongoing classroom observations; teacher/student feedback. Make intervention adjustments as needed to instruction.</p>	<p>4.1.</p> <p>Formative: Quarterly and Mini-Assessments.</p> <p>Summative: 2011 FCAT Reading Test</p>

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the current percentage of 64% of student level performance in the White subgroup to 68%. Likewise, 53% of students in the Hispanic subgroup will attempt to show an increase to 58% in making learning gains.
---	--

Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
White: 64% (112) Hispanic: 53% (914)	White: 68% (119) Hispanic: 58% (1000)

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	<p>5A.1. White: As noted on the administration of the 2010 FCAT Reading Test, the White subgroup did not make AYP.</p> <p>Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.</p> <p>Hispanic: As noted on the administration of the 2010 FCAT Reading Test, the Hispanic subgroup did not make AYP.</p> <p>Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.</p>	<p>5A.1. Place students in appropriate interventions and provide FCAT Daily Skills activities that focus on each of the Reporting Categories.</p> <p>A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.</p>	<p>5A.1. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>5A.1. Ongoing classroom observations. Weekly reviews of data reports to ensure that progress is being made and to make intervention adjustments as needed to instruction.</p>	<p>5A.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus, Quarterly and Mini-Assessments. Teacher/student feedback.</p> <p>Summative: 2011 FCAT Reading Test</p>

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 not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the current percentage of 22% of student level performance in the English Language Learner (ELL) subgroup to 30%.
---	--

Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
22% (34)	30% (47)

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	<p>5B.1.</p> <p>As noted on the administration of the 2010 FCAT Reading Test, the English Language Learner (ELL) subgroup did not make AYP.</p> <p>Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.</p>	<p>5B.1</p> <p>Place students in appropriate interventions and provide FCAT Daily Skills activities that focus on each of the Reporting Categories.</p> <p>A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.</p>	<p>5B.1.</p> <p>RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>5B.1.</p> <p>Ongoing classroom observations. Weekly reviews of data reports to ensure that progress is being made and to make intervention adjustments as needed to instruction.</p>	<p>5B.1.</p> <p>Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus, Quarterly and Mini-Assessments.</p> <p>Summative: 2011 FCAT Reading Test</p>

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:

<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5C:</p>	<p>Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the current percentage of 22% of student level performance in the Students with Disabilities (SWD) subgroup to 30%.</p>
--	---

Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

22% (39)

30% (53)

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	<p>5C.1.</p> <p>As noted on the administration of the 2010 FCAT Reading Test, the Students with Disabilities (SWD) subgroup did not make AYP.</p> <p>Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.</p>	<p>5C.1.</p> <p>Place students in appropriate interventions and provide FCAT Daily Skills activities that focus on each of the Reporting Categories.</p> <p>A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.</p>	<p>5C.1.</p> <p>RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>5C.1.</p> <p>Ongoing classroom observations. Weekly reviews of data reports to ensure that progress is being made and to make intervention adjustments as needed to instruction.</p>	<p>5C.1.</p> <p>Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus, Quarterly and Mini-Assessments.</p> <p>Summative: 2011 FCAT Reading Test</p>

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the current percentage of 49% of student level performance in the Economically Disadvantaged subgroup to 54%.
---	--

Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
49% (503)	54% (554)

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	5D.1. As noted on the administration of the 2010 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AYP. Insufficient student attendance to afterschool tutoring sessions could pose a potential obstacle in students making learning gains.	5D.1. Place students in appropriate interventions and provide FCAT Daily Skills activities that focus on each of the Reporting Categories. A way to promote attendance to tutoring sessions would be through, Connect ED communications, Open House, Teacher incentives for students, Parental support, and communications in students' home language.	5D.1. Rtl Leadership Team, Assistant Principal of Curriculum, and Reading Coach.	5D.1. Ongoing classroom observations. Weekly reviews of data reports to ensure that progress is being made and to make intervention adjustments as needed to instruction.	5D.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus, Quarterly and Mini-Assessments. Summative: 2011 FCAT Reading Test

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 and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR Testing	9-12	Reading Coaches/ Reading Dept. Chair	Reading Teachers	Teacher Planning Days	Student Fair testing logs	Assistant Principal for Curriculum
Data Analysis	9-12	Reading Coaches/ Department Chairs	School-wide	Teacher Planning Days	SPI Data Worksheets/ Preparation of Focus calendars	Assistant Principal for Curriculum

Use of Bell-Ringers/ School-wide Reading Packet	9-12	Assistant Principal/ Reading Coaches	School-wide	Faculty Meeting/ Early Release	Student Work Samples/ Walk-Through observations	Administrative Team
--	------	---	-------------	-----------------------------------	--	---------------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intervention Strategies for students scoring 3 and below.	After-school tutoring/Saturday School	EESAC	\$3,750.00
			Subtotal: \$3,750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None	None	None	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None	None	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
None	None	None	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,750.00

End of Reading Goals

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Our goal for the 2010-2011 school year is to increase the percentage of students achieving proficiency to 34%. An increase of one percentage point from the 2010 FCAT administration which showed 33% of the students achieving proficiency.
---	--

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
33% (690)	34% (711)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2010 administration of the FCAT Mathematics Test was the strand Data Analysis due to a lack of emphasis and incorporation of the strand into weekly practice. Data Analysis decreased by 12 percentage points in the 2010 administration of the Mathematics FCAT. 2010 Grade 9: 63% 2009 Grade 9: 75%	1.1. Increase the use of "Bell Ringers" which specifically target the Data Analysis strand.	1.1 Principal, Assistant Principal, Department Chairperson, RtI	1.1. Informal and formal assessments created by the teacher to help monitor progress in the strand. These students will be participating in Interim Assessments where the teacher will be able to analyze the reports by strand and gage progress in Data Analysis.	1.1. Reports generated by Interim Assessment; Summative results from 2011 FCAT Mathematics 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 achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Our goal for the 2010-2011 school year is to increase the percentage of students achieving above proficiency to 49%. An increase of one percentage point from the 2010 FCAT administration which showed 48% of the students achieving above proficiency.
--	--

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
48% (992)	49% (1013)

Problem-Solving Process to Increase Student Achievement

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

1	2.1. High level mathematics students drop levels in their FCAT scores due to a lack of basic mathematical concepts such as Geometry or Data Analysis in the curriculum of these higher level math classes.	2.1. Higher level courses will include in their curriculum a review of basic Mathematical concepts in the format presented on the FCAT.	2.1 Principal, Assistant Principal, Department Chairperson	2.1. Teacher will provide informal and formal assessments to all students. Students will also participate in Interim Assessments which provides the teacher with a detailed report of progress by stands.	2.1 Formal and informal assessments, Interim Assessment; Summative results form 2011 FCAT Mathematics 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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Our goal for the 2010-2011 school year is to increase the percentage of students making learning gains to 90%. An increase of ten percentage point from the 2010 FCAT administration which showed 80% of the students making learning gains.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
80% (1598)	90% (1798)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students do not attend tutoring sessions offered to them due to lack of motivation and parents not being informed.	3.1. Afterschool tutorial program will be available to all students. Instruction will be tailored to meet the needs of those that attend. Parents will be informed by Connect Ed. about the availability of free tutoring for their child. Incentives will be offered to students in order to encourage attendance to the tutoring sessions.	3.1. Principal, Assistant Principal, Department Chairperson, Rtl	3.1. Teacher will provide informal and formal assessments to all students. Students will also participate in Interim Assessments which provides the teacher with a detailed report of progress by stands.	3.1. Formal and informal assessments, Interim Assessment; Summative results form 2011 FCAT Mathematics 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:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	Our goal for the 2010-2011 school year is to increase the percentage of students in the lowest 25% making learning gains to 83%. An increase of ten percentage point from the 2010 FCAT administration which showed 73% of the students in the lowest 25% making learning gains.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
73% (365)	83% (415)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students do not attend tutoring sessions offered to them due to lack of motivation and parents not being informed.	4.1. Afterschool tutorial program will be available to all students. Instruction will be tailored to meet the needs of those that attend. Parents will be informed by Connect Ed. about the availability of free tutoring for their child. Incentives will be offered to students in order to encourage attendance to the tutoring sessions.	4.1. Principal, Assistant Principal, Department Chairperson, RtI.	4.1. Teacher will provide informal and formal assessments to all students. Students will also participate in Interim Assessments which provides the teacher with a detailed report of progress by stands	4.1. Formal and informal assessments, Interim Assessment; Summative results form 2011 FCAT Mathematics Assessment

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	N/A
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Our goal for the 2010-2011 school year is to provide appropriate interventions, remediation to increase the percent of students in the English language Learner subgroup making learning gains by four percentage points to 62% compared to the current 58%.
Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
58% (88)	62% (94)

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	5B.1. On the 2010 FCAT mathematics administration, the subgroup English Language Learners did not meet AYP due to a language barrier and lack of students to attending tutoring sessions.	5B.1. Provide an afterschool tutorial program which is tailored to the needs of ELL students, the teacher will review past FCAT scores to identify weaknesses. Parents will be informed by Connect Ed. about the availability of free tutoring for their child. Incentives will be offered to students in order to encourage attendance to the tutoring sessions.	5B.1. Principal, Assistant Principal, Department Chairperson, RtI	5B.1. Teacher will provide informal and formal assessments to ELL students attending tutoring sessions to monitor progress. ELL students will also participate in Interim Assessments which provides the teacher with a detailed report of progress by stands.	5B.1. Mini-assessments based on student informal and tutorial assessments; Summative results form 2011 FCAT Mathematics 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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Our goal for the 2010-2011 school year is to provide appropriate interventions and remediation to increase the percent of students in the Student with Disabilities subgroup making learning gains
---	--

Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

46% (78)

51% (86)

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	5C.1. On the 2010 FCAT mathematics administration, the subgroup Students With Disabilities has increased on an average of ten percentage points when compared to the 2009 FCAT mathematics administration, helping us meet AYP through Safe Harbor. More progress would be possible if students in this subgroup would consistently attend tutoring.	5C.1. Provide an afterschool tutorial program which is tailored to the needs of SWD students. The teacher will review past FCAT scores to identify weaknesses. Incentives will be provided in order to encourage students to attend tutoring sessions.	5C.1. SPED Department Chair, RtI	5C.1. Teacher will provide informal and formal assessments to SWD students attending tutoring sessions to monitor progress. SWD students will also participate in Interim Assessments which provides the teacher with a detailed report of progress by stands.	5C.1. Mini-assessments based on student informal and tutorial assessments; Summative results form 2011 FCAT Mathematics Mini-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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	N/A
---	-----

Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Current Data Analysis and Creation of Intervention Plans	Mathematics	Math Department Chair and Assistant Principal	Mathematics Department	8/19/10 Department Meeting	Interim Assessments throughout the year and analysis of new data	Department Chair and Assistant Principal
Current Data Analysis and Future Creation of Intervention Plans	Mathematics	Region Data Analysis Specialist, Math Department Chair, and Assistant Principal	Mathematics Department	November 2010	Interim Assessments throughout the year and analysis of new data	Department Chair and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Intervention Strategies for students scoring 3 and below.	After-School Tutoring/Saturday School	EESAC	\$3,750.00
			Subtotal: \$3,750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,750.00

End of Mathematics Goals

Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	Given instruction on the Sunshine State Standards and the New Generation Standards, thirty two percent (three hundred twenty eight) of students in grade 11 will achieve mastery by scoring at level 3 on the 2011 FCAT Science test administration.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
29% (295)	32% (328)

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	<p>1.1. Lack of a centralized resource where all strands assessed on the Science FCAT can be practiced and worked on a daily basis with students taking the FCAT in the 2011 school year.</p> <p>1.2. The lack of student incentive/motivation to do well on the Science FCAT because it is not a graduation requirement.</p> <p>1.3. Strands assessed in FCAT have been addressed in earlier grades causing a gap in student performance.</p>	<p>1.1 On a daily basis, teachers will utilize FCAT style questions (bell ringers) with students from a prepared FCAT binder that has been grouped by strands to increase proficiency.</p> <p>1.2. The science department will collectively decide on a fair and effective incentive to help motivate students to truly perform at their level</p> <p>1.3. Students will complete the FCAT Explorer program.</p>	<p>1.1. Science Department Head Assistant Principal</p> <p>RtI</p> <p>1.2. Science Department Teachers Assistant Principal</p> <p>Principal</p> <p>1.3. Science Teachers</p>	<p>1.1 Teacher prepared assessment.</p> <p>1.2 Student survey to evaluate a good student incentive</p> <p>1.3. Performance Reports</p>	<p>1.1. Classroom Assessments 2011 Science FCAT</p> <p>1.2. Classroom Assessments 2011 Science FCAT</p> <p>1.3. Classroom Assessments 2011 Science FCAT</p>

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 achieving above proficiency (FCAT Levels 4 and 5) in science	Given instruction on the Sunshine State Standards and the New Generation Standards, eight percent (seventy eight) of students in grade 11 will achieve mastery by
--	---

Science Goal #2:		scoring at level 4 & 5 on the 2011 FCAT Science test administration compared to 2010 where only four percent (45) achieved at this level.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
4% (45)		8% (78)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. A centralized resource containing enrichment activities enhancing strands assessed on the Science FCAT can be practiced and worked on a daily basis with students taking the FCAT in the 2011 school year. 2.2. The lack of student incentive/motivation to do well on the Science FCAT because it is not a graduation requirement.	2.1. On a daily basis, teachers will utilize FCAT style questions (bell ringers) with students from a prepared FCAT binder that has been grouped by strands to maintain proficiency. 2.2. The science department will collectively decide on a fair and effective incentive to help motivate students to truly perform at their level	2.1. Science Department Assistant Principal 2.2. Science Department Teachers Assistant Principal Principal	2.1. Teacher prepared assessment tool 2.2 Student survey to evaluate a good student incentive	2.1. Classroom Assessments 2011 Science FCAT 2.2. Classroom Assessments \2011 Science FCAT

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Explorer Training	Grades 9-12 Science	FCAT Explorer Trainer	Science Department teachers	Early Release Day during 1st nine weeks	Implementation	APC
FCAT Dailies Training	Grades 9-12 Science	FCAT Dailies Trainer	Science Department teachers	First teacher planning day	Implementation	APC/Administration
Early Release Day Immersion	Grades 9-12 Science	TBA	Science Department teachers	Early Release Day / TBA	Implementation	APC/Administration

Science Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Laboratory Instrumentation	Probes, GPS, electronic balances	Lab fees assessed to students	\$7,500.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Laboratory materials and equipment	Lab equipment	Lab fees assessed to students	\$8,000.00
			Subtotal: \$8,000.00
Grand Total: \$15,500.00			

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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	Our goal for the 2010-2011 school year is to increase and/or maintain the percentage of students achieving at or above proficiency on the 2011 FCAT writing exam at 98% (1058).
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
98% (1058)	98% (1058)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Historically, based on trends noted by teachers in classroom writing assessment, the area of deficiency for student writers is voice and elaboration. This is an anticipated barrier to maintaining AYP on the 2011 FCAT writing exam.	1.1. Students will review writing samples with low and high scores on elaboration. They will then receive instruction and practice using magnified moments in their writing samples to foster voice and elaboration.	1.1. Language Arts department chair/Writing Liaison/RTI Team	1.1. Administer and score mid-year writing prompts to monitor students' progress and adjust focus as needed. Also, instructional focus calendars will include all components of the writing process and will be updated quarterly based on student progress.	1.1. Students' scores on the mid-year writing prompts; results of the 2011 FCAT Writing 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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	N/A
--	-----

Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing

N/A

Writing Goal #2B:

Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing

N/A

Writing Goal #2C:

Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance: *

2011 Expected Level of Performance: *

N/A

N/A

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	N/A	N/A	N/A	N/A	N/A

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	N/A
--	-----

Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our attendance percentage showed a small increase of 0.03% from 2009; however, the number of students who have excessive absences is an area that requires additional strategies. Our goal this year is to decrease the number of excessive absences through truancy intervention by both teachers and administrators.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
94.54% (3907)	95.04 (3928)
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
1399	1329
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
2900	2755

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. During the 2010 the number of students with excessive absences increased from 4 in the first nine weeks to 577 in the fourth nine weeks.	1.1. Identify and refer students who may be developing a pattern of non attendance to the Attendance Review Committee for intervention services	1.1. Assistant Principal for Attendance	1.1. Ongoing conversations with faculty, and updates on the status of students who have the potential to become truant. Discussion of truancy issues with the administrative team at weekly meetings.	1.1. Attendance Review Committee meeting logs and attendance reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9 -12	Assistant Principal, School Social Worker	All teachers, counselors, and attendance office personnel.	August 20, 2010 – Opening of schools meetings	Truancy intervention plan. Assistant Principal and counselor will monitor implementation.	Assistant Principal, Counselor, School Social Worker

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our suspension rate for minor infractions of the Student Code of Conduct showed an increase of 15% from 2009. Our goal for the 2010 – 2011 school year is to decrease the total number of in-school suspensions for minor violations of the Student Code of Conduct by 10%.
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
3108	2797

2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
1155	1040
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
661	595
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
328	295

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	<p>1.1. Parents are unfamiliar with the student Code of Conduct and are unaware of the reasons for their child's suspension for minor violations.</p> <p>1.2. The number of students who were suspended for Level One violations increased during the 2009-2010 school year.</p>	<p>1.1. Develop a progressive school-wide discipline plan in conjunction with the Student Code of Conduct, and disseminate the plan to teachers, parents, and students through various meetings in order to facilitate their understanding of the disciplinary process.</p> <p>1.2. Utilize after school detentions as an alternative for suspension for minor violations of the Student Code of Conduct.</p>	<p>1.1. Administrative Team</p> <p>1.2. Administrative Team, Detention Coordinator</p>	<p>1.1. Monitor COGNOS Reports on student suspensions.</p> <p>1.2. COGNOS Reports for suspensions</p>	<p>1.1. Teacher parent communication logs, Parent meeting agendas and logs, Student Orientation agendas</p> <p>1.2. Detention Rosters, COGNOS Reports</p>

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective classroom discipline	9-12	Administrative team	School-wide	Teacher Planning Days	COGNOS Reports on suspension rates/ Detention logs	Administrative team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school detention hall	Detention coordinator	School Funds	\$2,411.28
			Subtotal: \$2,411.28
			Grand Total: \$2,411.28

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		Our goal for the 2010-2011 school year is to decrease the number of students who drop out of school by targeting areas such as attendance/truancy, self management, family engagement, social behaviors, and school climate then implementing evidence based strategies that support student success.			
Dropout Prevention Goal #1:					
*Please refer to the percentage of students who dropped out during the 2009-2010 school year.					
2010 Current Dropout Rate: *		2011 Expected Dropout Rate: *			
2.27 (94)		1.77 (73)			
2010 Current Graduation Rate: *		2011 Expected Graduation Rate: *			
80.92 (806)		82.92 (826)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students exhibit	1.1. Utilize the ninth grade	1.1. Leadership	1.1. Ongoing checks for	1.1. Summative data

1	warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.	Leadership classes to assist students in developing positive and effective practices to become thriving and successful students.	teachers Administrative team	fidelity of implementation. Monitoring of adult practices and student progress.	collected at completion of Leadership course.
	1.2. Students who become disenfranchised are overlooked and drop out because they feel that no one is watching out for them	1.2. Develop a mentorship program where students exhibiting high yield indicators such as low academic achievement, poor attendance, improper behavior, and lack of family engagement are identified and matched with a counselor or teacher who will encourage them to remain in school.	1.2. Administrative team, Counselors, Faculty, School Social worker	1.2. Utilize baseline data instrument to analyze ongoing measures of success.	1.2. Summative data at the end of the mentorship project.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dropout Intervention planning	Grade 9	Assistant Principal/ Counselor	Leadership teachers	Professional development days	Data collection, Interest inventories	Administrative Team

Dropout Prevention Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00

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>	Our goal for the 2010-2011 school year is to increase the percentage of parents participating in school wide activities to 45% (1890). Forty-three percent (1793) of Ferguson parents were involved in parental activities during the 2009-2010 school year.
2010 Current Level of Parent Involvement: *	2011 Expected Level of Parent Involvement: *
43% (1793)	45% (1890)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of participation in school wide activities by parents. 1.2. Lack of Parental PTSA Enrollment & PTSA Membership 1.3. Lack of attendance during open house	1.1. Connect-Ed messages will be made to parents. Teachers will maintain their individual parent communication log. 1.2. Conduct membership drive contest involving students, parents, and teachers. 1.3. Utilize Connect-Ed messages to advise parents of open house date/activities	1.1. School Administration 1.2. Activities Director, teachers, PTSA Board 1.3. School Administration	1.1. Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities. 1.2. Membership forms. 1.3. Sign-in sheets will be reviewed to determine the number of parents that visited each classroom.	1.1. Sign-in sheets 1.2. PTSA sign-in sheets 1.3. Sign-in sheets

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Public Relations Training	9-12	Selected school staff	School-wide	Early Release	Review parent telephone logs	School Administration
Customer Service	9-12	Selected school staff	School-wide	Prior to the opening of schools	Survey	School Administration
Student/Parent Portal Training	9-12	Selected school staff	School-wide	Ongoing	Collect participation data	School Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
None			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Intervention Strategies for students scoring 3 and below.	After-school tutoring/Saturday School	EESAC	\$3,750.00
Mathematics	Provide Intervention Strategies for students scoring 3 and below.	After-School Tutoring/Saturday School	EESAC	\$3,750.00
Science	None			\$0.00
Writing	None			\$0.00
Attendance	None			\$0.00
Suspension	None			\$0.00
Dropout Prevention	None			\$0.00
Parental Involvement	None			\$0.00
				Subtotal: \$7,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	None	None	None	\$0.00
Mathematics	None			\$0.00
Science	Laboratory Instrumentation	Probes, GPS, electronic balances	Lab fees assessed to students	\$7,500.00
Writing	None			\$0.00
Attendance	None			\$0.00
Suspension	None			\$0.00
Dropout Prevention	None			\$0.00
Parental Involvement	None			\$0.00
				Subtotal: \$7,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	None	None	None	\$0.00
Mathematics	None			\$0.00
Science	None			\$0.00
Writing	None			\$0.00
Attendance	None			\$0.00
Suspension	None			\$0.00
Dropout Prevention	None			\$0.00
Parental Involvement	None			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	None	None	None	\$0.00
Mathematics	None			\$0.00
Science	Laboratory materials and equipment	Lab equipment	Lab fees assessed to students	\$8,000.00
Writing	None			\$0.00
Attendance	None			\$0.00
Suspension	After school detention hall	Detention coordinator	School Funds	\$2,411.28
Dropout Prevention	None			\$0.00
Parental Involvement	None			\$0.00
				Subtotal: \$10,411.28
				Grand Total: \$25,411.28

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene Correct II Prevent II Correct I Prevent I NA

No Attached School's Differentiated Accountability Checklist of Compliance

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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Agenda Books for each student	\$7,667.60
After School Tutoring for Reading and Mathematics	\$7,500.00

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

Determination for expenditures of EESAC funds. Approval of the school Improvement Plan. Address community and school related issued as necessary.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Dade School District JOHN A. FERGUSON SENIOR HIGH 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	84%	87%	44%	269	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	76%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	68% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					532	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District JOHN A. FERGUSON SENIOR HIGH 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	81%	87%	41%	261	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	78%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	72% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					524	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District JOHN A. FERGUSON SENIOR HIGH 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	77%	87%	42%	255	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	73%			125	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	59% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					494	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested