

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: JOHN A. FERGUSON SENIOR HIGH

District Name: Dade

Principal: Lisa Robertson

SAC Chair: Lisa DeVries

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 9/30/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(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	Lisa R. Robertson	E Child Ed, Elem Ed, Spec Learn Disab, Ed Leadership	1	17	'11 '10 '09 '08 '07 School Grade A A A A AYP N N N N N High Standards Rdg. 21 84 80 79 76
Assis Principal	Kathryn Guerra	English, ESOL, Ed Leadership	3.7	5	'11 '10 '09 '08 '07 School Grade B A B A AYP N N N N N High Standards Rdg. 61 58 54 52 71 High Standards Math 85 86 84 81 74 Lrng Gains-Rdg. 57 57 57 55 61 Lrng Gains-Math 78 80 76 78 71 Gains-Rdg-25% 53 48 52 48 64 Gains-Math-25% 68 73 68 72 69
Assis Principal	Stanley Thompkins	Bus Ed, MG Math, Ed Leadership	4.9	5	'11 '10 '09 '08 '07 School Grade B A B C AYP N N N N N High Standards Rdg. 61 58 54 52 49 High Standards Math 85 86 84 81 77 Lrng Gains-Rdg. 57 57 57 55 52 Lrng Gains-Math 78 80 76 78 73 Gains-Rdg-25% 53 48 52 48 45 Gains-Math-25% 68 73 68 72 59
					'11 '10 '09 '08 '07 School Grade B A B C AYP N N N N N

Assis Principal	Felix Zabala	English, ESOL, Ed Leadership	2.9	13	High Standards Rdg. 61 58 54 52 38 High Standards Math 85 86 84 81 64 Lrng Gains-Rdg. 57 57 57 55 49 Lrng Gains-Math 78 80 76 78 74 Gains-Rdg-25% 53 48 52 48 54 Gains-Math-25% 68 73 68 72 70
Assis Principal	Armandina Acosta-Leon	Elem Ed, Primary Ed, Guidance Counselor, Ed Leadership	7.1	4	'11 '10 '09 '08 '07 School Grade B A B C AYP N N N N N High Standards Rdg. 61 58 54 52 49 High Standards Math 85 86 84 81 77 Lrng Gains-Rdg. 57 57 57 55 52 Lrng Gains-Math 78 80 76 78 73 Gains-Rdg-25% 53 48 52 48 45 Gains-Math-25% 68 73 68 72 59
Assis Principal	Donna M. Lewis	Biology, Chemistry, Psychology, Elementary Ed., Ed. Leadership	1	4.5	'11 '10 '09 '08 '07 School Grade A A A A AYP N N Y Y Y High Standards Rdg. 90 92 83 85 87 High Standards Math 89 92 82 81 80 Lrng Gains-Rdg. 64 74 72 73 71 Lrng Gains-Math 52 68 67 69 69 Gains-Rdg-25% 57 71 69 66 62 Gains-Math-25% 67 60 68 70 73

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)
No data submitted					

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	06/2012	
2	2. Department Chair/Asst. Department Chair	Principal	06/2012	
3	3. Teacher Mentor	Asst. Principal	06/2012	
4	4. Academy Lead Teacher	Principal	06/2012	
5	5. Committee Leader	Asst. Principal	06/2012	
6	6. Critical Friends Coach	Principal	06/2012	

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	ESE-Varying Exceptional English 3, English 4, English 9-12, Intensive Reading	Teacher will take the subject area exam for English 6-12 prior to March 2012, and will be completing Beginning Reading Competency 6 September 2011.

Leonardo Perez	Exceptional Student Education MG Math	ESE-Emotionally Handicap Algebra 1, Access Algebra Access Informal Geometry	Has earned 16 MPP in Math will take subject area exam prior to Jan 2012.
William Hardison	English 6-12	Language Arts Reading SR	Teacher is working on reading endorsement requirements.
Teri Peyno	ESOL Exceptional Student Education K-12	Intensive Reading English 1 English 2	Teacher has completed 3 Reading endorsement courses and is registered for remaining 2 courses. Will take subject area exam in English June 2011.
Vanessa Alvarez	ESE ESOL	SPED-Varying Exceptionalities	Teacher will be taking subject area exam prior to January 2012.
Daniel Barnard	Physical Education K-12	English 1	Teacher has registered to take the subject area exam October 2011.
Cristiane Martins	Exceptional Student Education	Geometry, Algebra 2, Intensive Mathematics	Will take Subject Area exam prior to January 2012.
Nelson Pardo	Physical Education K-12	Physical Science	Teacher will be taking the subject area exam prior to January 2012.

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
206	0.5%(1)	21.4%(44)	46.1%(95)	32.0%(66)	47.6%(98)	63.1%(130)	3.9%(8)	9.7%(20)	16.0%(33)

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
Shawn Beightol	Tricia Vold	Master Science Teacher	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.

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?

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, and 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.

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
Edusoft
CELLA

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

Reports from Plasco System

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).

Lisa R. Robertson, Principal
Mindy Acosta-Leon, Assistant Principal
Donna Lewis, Assistant Principal
Jennifer Goldsmith, ESOL Chairperson
Lisa Brito, Reading Chairperson
Lissette Alvarez, Media Chairperson
Roselyn Rodriguez, Math Chairperson
Vivian Acevedo, Social Studies Chairperson
Sandra Rainelli, Language Arts Chairperson
Lisa DeVries, EESAC Chairperson
Edda Rivera, Science Chairperson
Ellisica Cannon, SPED Chairperson
Mayra Mateos, 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 2011-2012 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 Attachment

Public School Choice with Transportation (CWT) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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 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 since their time at Ferguson is spent in preparation for them to continue their academic career. 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 videotaping and editing of our graduation ceremony and extend this service to 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 strand partially articulates. 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 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 College Advisement 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 though 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 firsthand 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:	The results of the 2011 FCAT Reading Test indicate that 30% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 3 percentage points to 33%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
30%(635)	33%(700)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2011 FCAT Reading Test indicate that 30% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 3 percentage points to 33%.	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.	1.1. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.	1.1. Ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of word relationships and multiple meanings of words. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	1.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus. Summative: 2012 FCAT Reading Test
2		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	1.2. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.	1.2. Ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of word relationships and multiple meanings of words.	1.2. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus. Summative: 2012 FCAT Reading Test

	analyzing choice of words, style, and technique to understand how these elements influence the meaning of text. Examples include: Summarization activities, graphic organizers, anchoring strategies, compare/contrast, and questioning the author.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Our goal for the 2011-2012 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 27%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
26%(549)	27%(577)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less in the other reporting categories. Likewise, There was a deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011 Winter benchmark, there was a 1% decrease	2.1. 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. 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 identifying implied main idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories. Examples include: Reciprocal teaching, question-answer-relationships, note-	2.1. Assistant Principal of Curriculum, and Reading Coach.	2.1. 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. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	2.1. Formative: Student work/ teacher feedback. Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus Summative: 2012 FCAT Reading Test

	<p>taking skills, summarization skills, and questioning the author.</p> <p>Enrichment activities will be incorporated during class time to include but not limited to, HOQ, Cornell Note Taking, and Project Based Assessments in order to prevent regression.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Our goal for the 2011-2012 schools year is to increase the percentage of students making learning gains by 10 percentage points to 67%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
57%(1161)	67%(1365)

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>3.1.</p> <p>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less the other reporting categories.</p> <p>Likewise, There was a deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011 Winter benchmark, there was a 1% decrease</p>	<p>3.1.</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 identifying implied main idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories.</p>	<p>3.1.</p> <p>RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>3.1.</p> <p>Ongoing classroom observations; teacher/student feedback. Review of software program reports such as: Edusoft Class List Report(Interim Assessment Data)</p> <p>Jamestown Reading Navigator Student Progress Report</p> <p>Reading Plus Student Progress Report</p> <p>FAIR Class Status Report</p>	<p>3.1.</p> <p>Formative: Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus.</p> <p>Summative: 2012 FCAT Reading Test</p>

	<p>Examples include: Reciprocal teaching, question-answer-relationships, note-taking skills, summarization skills, and questioning the author.</p> <p>Students will have independent data chats tailored with their data to complete a goal setting activity based on their areas strength and areas to improve.</p> <p>Instructional staff will receive a School-wide Literacy Plan in order to augment academic focus for overall learning gains.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	<p>The results of the 2011 FCAT Reading Test indicate that 53% in the Lowest 25% subgroup made learning gains.</p> <p>Our goal for the 2011-2012 school year is to increase the percentage of students in the lowest 25% making learning gains by 10 percentage points to 63%.</p>
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
53%(270)	63%(321)

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>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less the other reporting categories.</p> <p>Likewise, There was a deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011 Winter benchmark,</p>	<p>4.1.</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 identifying implied main</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. Reading Plus.</p> <p>Summative: 2012 FCAT Reading Test</p>

there was a 1% decrease.	idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories. Examples include: Reciprocal teaching, question-answer-relationships, note-taking skills, summarization skills, and questioning the author. Students in the lowest 25% will be identified and participate in a pull-out tutoring sessions with the reading coach.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	The results of the 2011 FCAT Reading Test indicate that 69% in the White subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the White subgroup making learning gains by 3 percentage points to 72%. The results of the 2011 FCAT Reading Test indicate that 55% in the Hispanic subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the White subgroup making learning gains by 5 percentage points to 60%.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 69%(117) Hispanic: 55%(966)	White: 72%(122) Hispanic: 60%(1054)

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	5A.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less the other reporting categories. Likewise, There was a	5A.1. 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. Likewise students should continue to	5A.1. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.	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.	5A.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus, Quarterly and Mini-Assessments. Teacher/student

deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011 Winter benchmark, there was a 1% decrease.	practice vocabulary skills by deriving word meanings and word relationships from context and continue to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories.		feedback. Summative: 2012 FCAT Reading Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	The results of the 2011 FCAT Reading Test indicate that 28% in the ELL subgroup made learning gains. Our goal for the 2011-2012 school year is to increase the percentage of students in the ELL subgroup making learning gains by 7 percentage points to 35%.
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Reading Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
28%(40)	35%(50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less the other reporting categories. Likewise, There was a deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011 Winter benchmark, there was a 1% decrease.	5B.1 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. 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 identifying implied main idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories.	5B.1. RtI Leadership Team, Assistant Principal of Curriculum, and Reading Coach.	5B.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.	5B.1. Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Florida Assessment for Reading Instruction (FAIR), Reading Plus, Quarterly and Mini-Assessments. Summative: 2012 FCAT Reading Test

	<p>Examples include: Reciprocal teaching, question-answer-relationships, note-taking skills, summarization skills, and questioning the author.</p> <p>ELL students will participate in Pull-out tutoring sessions with HLAP paraprofessional.</p> <p>After school tutoring sessions will be available to all ELL students conducted by ELL teachers.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading	The results of the 2011 FCAT Reading Test indicate that 24% in the SWD subgroup made learning gains.
Reading Goal #5C:	Our goal for the 2011-2012 school year is to increase the percentage of students in the SWD subgroup making learning gains by 8 percentage points to 32%.
Reading Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
24%(48)	32%(64)

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>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less the other reporting categories.</p> <p>Likewise, There was a deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011 Winter benchmark, there was a 1% decrease</p>	<p>5C.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 identifying implied main idea and author's</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: 2012 FCAT Reading Test</p>

	<p>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> <p>SPED teachers will assist according to IEP requirements.</p> <p>After school tutoring program is provided to all SWD students by SPED trained teachers.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	The results of the 2011 FCAT Reading Test indicate that 51% in the ED subgroup made learning gains.
Reading Goal #5D:	Our goal for the 2011-2012 school year is to increase the percentage of students in the SWD subgroup making learning gains by 5 percentage points to 56%.

Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
51%(613)	56%(673)

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>5D.1.</p> <p>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was the Vocabulary Reporting Category in both 9th and 10th grades. When comparing the data, the average score for 9th grade was 78% and about 2-4 points less the other reporting categories.</p> <p>Likewise, There was a deficiency in 9th grade in the Reading Applications reporting category. When comparing the 2011 FCAT Reading Test Scores to the 2011</p>	<p>5D.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</p>	<p>5D.1.</p> <p>Rtl Leadership Team, Assistant Principal of Curriculum, and Reading Coach.</p>	<p>5D.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>5D.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: 2012 FCAT Reading Test</p>

Winter benchmark, there was a 1% decrease.	conclusions, and identifying implied main idea and author's purpose so that they may enhance their levels of performance in these Reporting Categories. Examples include: Reciprocal teaching, question-answer-relationships, note-taking skills, summarization skills, and questioning the author. After school tutoring sessions will be available for all ED students.			
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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 Coach/ Reading Dept. Chair	Reading Teachers	Teacher Planning Days	Student Fair testing logs	Assistant Principal for Curriculum
Data Analysis	9-12	Reading Coach/ 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 Coach	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:	The 2011 administration of the Algebra EOC indicated that 59 percent of the students were in the middle and upper 3rd. Our goal for the 2011-2012 school year is to increase the percent of students in the middle and upper 3rd by 4 percentage points to 63 percent. The Geometry District Baseline Assessment indicated that 1 percent of the students were in the middle and upper 3rd. Our goal for the 2011-2012 school year is to increase the percent of students in the middle and upper 3rd by 10percentage points to 10%percent.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Algebra 59%(431) Geometry 0%(1)	Algebra 63%(461) Geometry 10%(115)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Algebra Students who participated in the 2011 administration of the Algebra EOC showed a deficiency in the Discrete Mathematics Body of Knowledge.	1.1. Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of "bell ringers" and incorporation of Discrete Math within other areas and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement and cross products.	1.1. Assistant Principal of Curriculum and Math Department Chair.	1.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include the Discrete Mathematics Body of Knowledge.	1.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2012 Algebra EOC.
2	1.2. Geometry The Geometry Baseline Assessment indicates a deficiency in the strands of the Geometry Body of Knowledge.	1.2. The use of the "Discovering" or inductive reasoning methods to solve postulate, theorems, and definitions. A hands-on approach and use of manipulatives will be enforced in all Geometry classes. All students will have access to the Geometer's Sketchpad to help "Discover" and prove conjectures as well as Gizmos.	Assistant Principal of Curriculum and Math Department Chair.	1.2. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by standards and student. Review of student success rate on teacher created informal and formal assessments based on the Geometry Body of Knowledge.	1.2. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2012 Geometry EOC

3	1.3. Student's lack and ability to apply learned mathematical skills to real world problems.	1.3. Create problem solving activities for students requiring the student to solve non-routine and open-ended real world problems during extended hour tutoring sessions which will be available to the entire student body.	1.3. Assistant Principal of Curriculum and Math Department Chair.	1.3. Review of student success rate on teacher created informal and formal assessments which include the Discrete Mathematics, Algebra, and Geometry Bodies of Knowledge.	1.3. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2012 Algebra EOC
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	The 2011 administration of the Algebra EOC indicated that 59 percent of the students where in the middle and upper 3rd. Our goal for the 2011-2012 school year is to increase the percent of students in the middle and upper 3rd by 4 percentage points to 63 percent. The Geometry District Baseline Assessment indicated that 1 percent of the students were in the middle and upper 3rd. Our goal for the 2011-2012 school year is to increase the percent of students in the middle and upper 3rd by 10percentage points to 10%percent.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Algebra 59%(431) Geometry 0%(1)	Algebra 63%(461) Geometry 10%(115)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students who participated in the 2011 administration of the Algebra EOC showed a deficiency in the Discrete Mathematics Body of Knowledge.	2.1. Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of "bell ringers" and incorporation of the strand within other standards and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement, and cross products.	2.1. Assistant Principal of Curriculum and Math Department Chair.	2.1. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by standards and student. Review of student success rate on teacher created informal and formal assessments which include the Discrete Mathematics Body of Knowledge.	2.1. Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2012 Algebra EOC
	2.2. The Geometry Baseline Assessment indicates a deficiency in the strands of the Geometry Body of	2.2. The use of the "Discovering" or inductive reasoning methods to solve postulate, theorems,	2.2. Assistant Principal of Curriculum and Math Department Chair.	2.2. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand	2.2. Formative Assessments will include but not be limited to Interim

2	Knowledge.	and definitions. A hands-on approach and use of manipulatives will be enforced in all Geometry classes. All students will have access to the Geometer's Sketchpad to help "Discover" and prove conjectures as well as Gizmos.		and student. Review of student success rate on teacher created informal and formal assessments which include the Geometry Strands.	Assessments, Formal and Informal Assessments. Summative Assessment: 2012 Geometry EOC
3	2.3 Student's lack and ability to apply learned mathematical skills to real world problems.	2.3 Create problem solving activities for students requiring the student to solve non-routine and open-ended real world problems during extended hour tutoring sessions which will be available to the entire student body. Enrichment opportunities will be provided during class time where students will create their own real-work problems, and peers will generate solutions.	2.3 Assistant Principal of Curriculum and Math Department Chair.	2.3 Review of student success rate on teacher created informal and formal assessments which include the Discrete Mathematics, Algebra and Geometry Bodies of Knowledge.	2.3 Formative Assessments will include but not be limited to Interim Assessments, Formal and Informal Assessments. Summative Assessment: 2012 Algebra EOC

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:	N/A
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	N/A
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the 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)	
2011 Current Level of Performance: *	2012 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:	N/A
Mathematics Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	N/A
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	N/A
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 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	Mathematics Department Chair and Assistant Principal	Mathematics Department	8/19/11 Department Meeting	Interim Assessments throughout the year and analysis of new data	Department Chair and Assistant Principal
Interim Data Analysis and creating of Debriefing Protocols	Mathematics	Mathematics Department Chair and Assistant Principal	Mathematics Department	1/2012	Item analysis of data from the year long interim assessments. Teacher generated internal assessments and item analysis.	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 Next Generation Standards, students enrolled in Biology 1 during 2011-2012 will achieve proficiency in the Biology EOC in the areas of The Nature of Science and The Human Systems. The Biology District Baseline Assessment indicated the proficiency as 0% percent. Our goal for the 2011-2012 school year is to increase proficiency by 10 percentage points to 10% percent proficient.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
0%(3)	10%(105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Weakness in critical thinking skills when analyzing scientific information need to be addressed in all science classes.	1.1. During the 2011-2012 school year science teachers will incorporate the use of: daily bell ringers, Gizmos, and/or CRISS strategies. Hot Labs and essential labs will be incorporated in the teachers' lesson plans.	Administration Science Department	1.1. Students enrolled in Biology 1 will be evaluated by the Biology post-test and the Interim Assessments. Other students in the science department will be using formal and informal assessments.	1.1. Formative: Interims, Classroom Assessments. Summative: Biology EOC
2	1.2. Weakness in scientific vocabulary and application.	1.2. Teacher use of word walls and the incorporation of KWL in their lessons.	Administration Science Department	1.2. Analysis of the data obtained from the interim assessments for the students enrolled in Biology 1. Analysis of student performance in class, for other students in the science department, as well as teacher observation.	1.2. Formative: Interims, Classroom Assessments. Summative: Biology EOC
3	1.3. Lack of foundation in scientific knowledge.	1.3. During the 2011-2012 school year teachers will incorporate the use of: daily warm-ups, Gizmos, CRISS strategies. Hot Lab will be incorporated in their lesson plans.	Administration Science Department	1.3. Analysis of the data obtained from the Biology post-test and interim assessments for students enrolled in Biology 1. Analysis of student performance in class, for other students in the science department, as well as teacher observation.	1.3. Formative: Interims, Classroom Assessments. Summative: Biology EOC

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 Science Goal #2:	<p>Given instruction on the Next Generation Standards, students enrolled in Biology1 during 2011-2012 will achieve proficiency in the Biology EOC in the areas of Molecular and Cellular Biology and the Nature of Science.</p> <p>The Biology District Baseline Assessment indicated the average percent correct was 35 percent. Our goal for the 2011-2012 school year is to increase the average percent correct by 5 percentage points to 40%percent. Given instruction on the Next Generation Standards, students enrolled in Biology1 during 2011-2012 will achieve proficiency in the Biology EOC in the areas of Molecular and Cellular Biology and the Nature of Science.</p> <p>The Biology District Baseline Assessment indicated the average percent correct was 35 percent. Our goal for the 2011-2012 school year is to increase the average percent correct by 5 percentage points to 40%percent.</p>
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

35%(380)			40%(435)		
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. Students fail to apply knowledge learned in previous science classes.	2.1. Incorporation of inquiry based labs and research papers.	2.1. Administration Science Department	2.1. Analysis of the data obtained from the interim assessments for the students enrolled in Biology 1. Analysis of student performance in class, for other students in the science department, as well as teacher observation.	2.1. Biology EOC and Classroom Assessments.
2					
3	2.2. Students' inability to understand higher lever reading passages.	2.2 Incorporation of PQRS strategies and Cornell Notes.	2.2. Administration Science Department	2.2. Analysis of the data obtained from the interim assessments for the students enrolled in Biology 1. Analysis of student performance in class, for other students in the science department, as well as teacher observation.	2.2. Biology EOC and Classroom Assessments.
4	2.3 Students' inability to understand and design experiments.	2.3 Incorporation of inquiry based labs and differentiating instruction	2.3 Administration Science Department	2.3 Analysis of the data obtained from the interim assessments for the students enrolled in Biology 1. Analysis of student performance in class, for other students in the science department, as well as teacher observation.	2.3 Biology EOC and Classroom Assessments.

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
Biology EOC Training	Students enrolled in Biology 1 classes.	Trainer	Science Department Teachers who teach Biology 1	Date Pending District Personnel	Evident in Lesson Plans, Administrative Classroom Observation, and Review of Essential Lab Log	Administration

Data Analysis	Students enrolled in Biology 1 classes.	School Administration	Science Department teachers	9/22/11	Evident in Lesson Plans and Administrative Classroom Observation.	Administration
Early Release Day Immersion	Grades 9–12	Science Department Head	Science Department teachers	9/22/11	Evident in Lesson Plans, Administrative Classroom Observation, and Review of Essential Lab Log	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	\$18,000.00
			Subtotal: \$18,000.00
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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing		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).			
Writing Goal #1:					
2011 Current Level of Performance: *		2012 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. Historically, based on	1.1. Students will review	1.1. Language Arts	1.1. Administer and score	1.1. Students' scores

1	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.	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.	department chair/Writing Liaison/RTI Team	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.	on the mid-year writing prompts; results of the 2011 FCAT Writing Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

2011 Current Level of Performance: *	2012 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	The results of the 2011 FCAT Writing test indicate that 76% of students in the ELL subgroup scored a level 3 or higher. Our goal for the 2011-2012 school year is to increase the percentage of students scoring a level 3 or higher from 76% to 77%.
Writing Goal #2B:	

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

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
76% (65)	77% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2B.1. Historically, based on trends noted by teachers in classroom writing assessment, the area of deficiency for ELL student writers is	3B.1. ELL students will work closely with ESOL teachers to ensure comprehension of the writing process and accompanying rubric.	2B.1. Language Arts department chair/Writing Liaison/RTI Team/ESOL Department Chair.	2B.1. Administer and score mid-year writing prompts to monitor students' progress and adjust focus as needed. Also, instructional focus	2B.1. Students' scores on the mid-year writing prompts; results of the 2012 FCAT Writing

1	the language barrier. This is an anticipated barrier to maintaining AYP on the 2012 FCAT writing exam.	ELL students can benefit from graphic organizers and pre-writing strategies to help them gather their thoughts in English prior to writing the essay.		calendars will include all components of the writing process and will be updated quarterly based on student progress. On-going writing activities and peer editing.	Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	The results of the 2011 FCAT Writing test indicate that 88% of students in the SWD subgroup scored a level 3 or higher. Our goal for the 2011-2012 school year is to increase the percentage of students scoring a level 3 or higher from 88% to 89%.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

88%(84)

89%(85)

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	2C.1. Historically, based on trends noted by teachers in classroom writing assessment, the area of deficiency for SWD writers is voice and elaboration. This is an anticipated barrier to maintaining AYP on the 2012 FCAT writing exam.	2C.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.	2C.1. Language Arts Department Chair/Writing Liaison/RTI Team/SPED Department Chair.	2C.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. On-going writing activities and peer editing.	2C.1. Students' scores on the mid-year writing prompts; results of the 2012 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 #2D:	
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N/A

Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *

2012 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
Reading Plus- Train teachers on this program in order to enhance students' reading skills which will in turn enhance their writing.	9th and 10th Grade teachers	Department Chair and Assistant Department Chair	All 9th and 10th grade Language Arts teachers	Teacher Planning Day- 8/18/11	9th and 10th grade teachers will be responsible for assigning reading plus activities to their students as homework assignments. Follow ups can be conducted by ensuring students complete the tasks online using the program.	Department Head/Assistant Department Head
Writing Unit Plan- In House PD	9th and 10th Grade teachers	Department Chair and Assistant Department Chair	All 9th and 10th grade Language Arts teachers	Teacher Planning Day- 8/18/11 and ongoing throughout the year	9th and 10th grade teachers are presented with a yearlong writing unit broken down by quarters. Each quarter is dedicated to a facet of writing and includes follow up activities and assessments for students to ensure student mastery of the writing process	Department Head/Assistant Department Head

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 in 2011; 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.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
94.17%(4131)	94.67%(4153)
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
1675	1591
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
2047	1945

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 2011 school year, the number of students with 15 or more absences increased from 8 in the first nine weeks to 595 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 Identify and refer students who may be developing a pattern of tardies to the Attendance Review Committee for intervention services Monitor PLASCO attendance system, Saturday School Attendance for repeat offenders to refer to social worker.	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 22, 2011 – 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
PLASCO System Attendance Recognition	Computer Based Attendance Tracking Incentives	School PTSA	\$19,000.00
			Subtotal: \$19,000.00
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: \$19,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of suspensions for minor infractions of the Student Code of Conduct showed a decrease from 1155 in the 2009 – 2010 school year to 1037 in the 2010 – 2011school year. Our goal for the 2011- 2012 school year is to continue to decrease the total number of in-school suspensions for minor violations of the Student Code of Conduct.

2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
260	2358
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
1037	933
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
677	609
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
347	312

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are unfamiliar with the student Code of Conduct and are unaware of the reasons for their child's suspension for minor violations.	1.1. Develop a progressive school-wide discipline plan in conjunction with the Student Code of Conduct and RtI, and disseminate the plan to teachers, parents, and students through various meetings in order to facilitate their understanding of the disciplinary process.	1.1. Administrative Team 1.2. Administrative Team, Detention Coordinator	1.1. Monitor COGNOS Reports on student suspensions. 1.2. COGNOS Reports for suspensions	1.1. Teacher parent communication logs, Parent meeting agendas and logs, Student Orientation agendas 1.2. Detention Rosters, COGNOS 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
No Data Submitted						

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention		Our goal for the 2011-2012 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.					
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *			
.78%(34)		.28%(12)			
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *			
84.62%(875)		84.62%(875)			
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:		Our goal for the 2011-2012 school year is to increase the percentage of parents participating in school wide activities to 45% (1890). Forty-four percent (1793) of Ferguson parents were involved in parental activities during the 2010-2011 school year.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
43%(1866)		45%(1909)			
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	PLASCO System Attendance Recognition	Computer Based Attendance Tracking Incentives	School PTSA	\$19,000.00
Suspension	None			\$0.00
Dropout Prevention	None			\$0.00
Parent Involvement	None			\$0.00
				Subtotal: \$26,500.00
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	\$18,000.00
Writing	None			\$0.00
Attendance	None			\$0.00
Suspension	None			\$0.00
Dropout Prevention	None			\$0.00
Parent Involvement	None			\$0.00
				Subtotal: \$18,000.00
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
Parent 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
Writing	None			\$0.00
Attendance	None			\$0.00
Dropout Prevention	None			\$0.00
Parent Involvement	None			\$0.00
				Subtotal: \$0.00
				Grand Total: \$44,500.00

School-level Differentiated Accountability Compliance

Intervene Correct II Prevent II Correct I Prevent I NA

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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
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

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

Dade School District JOHN A. FERGUSON SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	85%	85%	54%	285	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	78%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	68% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					551	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Dade School District JOHN A. FERGUSON SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	86%	90%	36%	270	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	80%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	73% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					538	
Percent Tested = 99%						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 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 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	76%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	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.
FCAT 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