FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: KEYS GATE CHARTER HIGH SCHOOL

District Name: Dade

Principal: Ken Haiko (Director), David McKnight

SAC Chair: Veronica Rivera

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/14/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	David McKnight	BS, Georgia Southern University; MS, Nova Southeastern University; EdS, Florida Atlantic University	2	11	Principal-North Broward Academy of Excellence: 2011 School Grade A, Reading-76% proficiency, 63% learning gains, 66% of the lowest 25% making learning gains; Math-69% proficiency, 58% making learning gains, 68% of the lowest 25% making learning gains; Did not make AYP; 2010 School Grade A, Reading-79% proficiency, 69% learning gains, 60% of the lowest 25% making learning gains; Math-76% proficiency, 73% making learning gains, 77% of the lowest 25% making learning gains; Did make AYP; 2009 School Grade B, Reading-73% proficiency, 67% learning gains, 52% of the lowest 25% making learning gains; Math-65% proficiency, 65% making learning gains, 69% of the lowest 25% making learning gains; Did not make AYP; 2008 School Grade B, Reading-79% proficiency, 72% learning gains, 60% of the lowest 25% making learning gains; Math-74% proficiency, 57% making learning gains, 50% of the lowest 25%

					making learning gains; Did not make AYP; 2007 School Grade A, Reading-74% proficiency, 70% learning gains, 71% of the lowest 25% making learning gains; Math-79% proficiency, 72% making learning gains, 90% of the lowest 25% making learning gains; Did make AYP
Assis Principal	Witnery Garcia	Childhood Education, MS Educational Leadership Certification: Early Childhood Education (PreK-3), Middle Grades Math (5-9), ESOL Endorsement, Educational Leadership (All Levels)	7	1	'12 '11 10 09 08 School Grades A B A A A High Standards Rdg 43 72 78 77 75 High Standards Math 59 64 76 71 64 Learning Gains – Rdg 61 65 74 73 72 Learning Gains – Math 68 57 71 76 67 Gains-Reading-25 69 63 66 75 69 Gains-Math-25 81 59 71 74 67

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
High School	Carlee Sutton	Degrees: BS ESE Certifications: ESE, ESOL Endorsed ,Reading Endorsed	1		'12 School Grades A High Standards – Rdg 43 High Standards – Math 59 Lrng Gains – Rdg 61 Lrng Gains – Math 68 Gains-R-25 69 Gains-M-25 81

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in the No Child Left Behind Act are provided.	Principal AP CSUSA Human Resources Department	June 2013	
2	2. Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.	Principal AP CSUSA HR Dept	June 2013	
3	3. Professional Development initiatives target researched based-instructional strategies aligned to the needs the school's population.	Principal AP CSUSA Education Team	June 2012	
4	4. Implemented the Teacher Learning Community Leader Program, in which the Curriculum Resource Teacher offers school site support and professional development to the teachers.	Principal CSUSA Education Team TLC Leaders	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
22	Keys Gate provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. These teachers are provided with guidance in completing requirements to achieve proper certification

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
53	18.9%(10)	62.3%(33)	1.9%(1)	7.5%(4)	28.3%(15)	100.0%(53)	7.5%(4)	0.0%(0)	24.5%(13)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Carlee Sutton	Acrey, Natalie, Agurirre, Eilyn, Berna, Frank Burnett, Mayra Gonzalez, Jessica Louis, Andrew Mendieta, Ana Millard, Kelly Mirabal, Kevin Zayas, Gustavo	First year teachers and teachers in need of completing certification requirements	Keys Gate provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. In addition, new teachers to our school are provided support from Teacher Learning Community Leaders in areas of curriculum, instruction, and classroom management with the goals of improved student achievement.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

[   ]

Title II

[   ]

Title III

[   ]

Title X- Homeless

[   ]

Supplemental Academic Instruction (SAI)

[   ]

Violence Prevention Programs

[   ]

Nutrition Programs

[   ]

Housing Programs

[   ]

Head Start

[   ]

Adult Education

[   ]

Career and Technical Education

[   ]

Job Training

[   ]

Other

[   ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: will ensure that the RtI team is implementing RtI; provides professional development to support the appropriate implementation of RtI; monitors assessment and documentation of RtI skills; ensure ample resources are provided for the implementation of RtI and communicates with all stakeholders about the implementation of RtI.
High School Teachers: share common goal of improving instruction for all students and provides information and support to colleagues about core, supplemental and intensive instruction
ESE Teachers: provides support and collaborates with general education teachers
Student Services Specialist: provides support and expertise with teachers, staff and families in the areas of academic, emotional, behavioral and social success

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

The team will meet twice a month to discuss how the RtI process can be used to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The ongoing goals will be to increase student achievement, provide an safe and secure environment, promote a more positive school culture, enhance student social/emotional well being and minimize student failure with early intervention programs.

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

The MTSS team will monitor and adjust the school's academic goals through the use of data as needed. They will monitor the instructional and intervention programs and will provide the support and interventions to students as needed from data results.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data will be used to guide instructional programs.
Managed data will include: (Academic)FCAT, SAT, quarterly benchmark assessments, PMRN, FAIR, DAR, student grades
(Behavioral) SCMS, suspension rate, detention rate, referral rate, parent/staff surveys

Describe the plan to train staff on MTSS.

CSUSA Professional Development with RtI-principles, procedures, implementation, ongoing support throughout the year (faculty meetings, teacher planning days, planning time)

Describe the plan to support MTSS.

Implement reading and mathematics intervention classes for the lowest 25%. Provide support and resources for teachers that have students in the MTSS program.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David McKnight-Principal
Witnery Garcia-Assistant Principal
Carlee Sutton – Reading Specialist
Ifrecka Singh – Guidance Counselor
Monica Bunsen – Student Services Specialist
Patricia Morgenroth- Intervention

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

Administration meets with the mentor teachers, intervention teachers and student services specialist on a regular basis to monitor that the following is occurring:
1. Analysis of data is reported and drives reading instruction
2. Professional development for teachers is provided based on school goals
3. Measureable student goals are established
4. Research-based instructional programs, materials and strategies are being implemented
5. Instruction is differentiated based on student strengths and weaknesses
6. Intensive intervention is provided
7. Reading is being integrated in all content areas
8. Reading instruction is provided in an uninterrupted block of time daily to all students

The above is monitored using classroom walk-thrus, lesson planning reviews, data binder reviews, grade/subject level planning meetings, and professional development sessions.

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

1. Increased use of small group reading instruction
2. Increased use of research based strategies
3. Increased use of data analysis to differentiate instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

1. Mentor teachers will model effective instructional strategies for all teachers
2. Lesson plans will be reviewed to ensure reading strategies are included in all subject areas
3. Walk-thrus will be implemented on a regular basis to monitor the use of reading strategies in all subject areas
4. Evidence of use of curriculum maps will be monitored
5. Teachers of all subject areas will participate in planning meetings with reading teachers

*High Schools Only

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

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

Students have the opportunity to consistently participate in courses that relate to their future. Instructional methods are geared to providing towards provide students with an engaging learning experience.
Eligible students have the opportunity to apply for and take courses through the Cambridge Advanced Program of Studies. Currently courses available in this program are for Global Perspectives, English, Mathematics 1, Mathematics 2, Biology, and World History. There is also an Advanced Placement course available for Human Geography. In addition to the regular curriculum there are remedial courses in the form of Intensive Reading and Intensive Math to meet the needs of the struggling students and Honors courses in the areas of English, Algebra 2, and Chemistry to meet the needs of the advanced students.

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?

Students work closely with their teachers and counselor to discuss academic progress, any areas of concern and course selections. The goal is to give each student individualized attention to ensure all their academic needs are being met. Any needed changes are made at the appropriate time. Elective courses are available to students to encourage and support various career choices (research, business leadership, computers in business, journalism, and speech and debate).

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

• Require students scoring below level 3 on FCAT be enrolled in mandatory intensive reading and math classes.
• Offer exposure to regionally accredited educational institutions through college visits and college fair for post secondary education opportunities.
• Free before school tutoring and help sessions.
• Advanced Classes available
• Honor Classes available
• Cambridge Program

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading indicates that 23% (116) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 25% (124).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (116)	25% (124)

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. These students have not had the opportunity to master how to determine the essential message of grade level texts.	1.1. Encourage students to read a wide variety of texts. Use graphic organizers. Encourage justification of answers by going back into the text for support. Ask students questions that require high order thinking skills	1.1. RtI Team Literacy Leadership Team Reading Specialist	1.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate. Create instructional focus calendars to target specific deficiencies needing improvement.	1.1. Formative: Weekly Skills Assessment Testing Strand Analysis FAIR Achieve 3000 Benchmarks Summative: 2013 FCAT 2.0

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading indicates that 17% (85) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 18% (89).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (85)	18% (89)

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 is Reporting Category 4: Informational Text and Research Process. These students lack the ability to synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.	2.1. Ensure that all students read a wide variety of texts. Enrich curriculum by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Use Achieve 3000 program	2.1. MTSS/ RTI Team Literacy Leadership Team Reading Specialist	2.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	2.1. Formative: Weekly Skills Assessment Testing Strand Analysis FAIR Achieve 3000 Benchmarks Summative: 2013 FCAT 2.0

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading indicates that 61% (246) of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 66% (267).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (246)	66% (267)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency is Reporting Category 3: Literary Analysis. These students have not had the opportunity to master how to analyze the different elements of figurative language.	3.1. Encourage students to read a wide variety of texts. Emphasize recognizing implicit meanings. Use Achieve 3000 program	3.1. MTSS/ RTI Team Literacy Leadership Team Reading Specialist	3.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	3.1. Formative: Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Achieve 3000 Benchmarks Summative: 2013 FCAT 2.0

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading indicates that 69% (70) of the students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 5 percentage points to 74% (75).

2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (70)	74% (75)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. The area of deficiency is Reporting Category 3: Literary Analysis. These students have not had the opportunity to master how to analyze the different elements of figurative language	4.1. Encourage students to read a wide variety of texts. Emphasize recognizing implicit meanings. Use graphic organizers Identify signal and key words Encourage attendance for skill based tutoring throughout and after the school day Use Achieve 3000 program	4.1. MTSS/ RTI Team Literacy Leadership Team Reading Specialist	4.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	4.1. Formative: Weekly Skills Assessment Testing Strand Analysis FAIR Achieve 3000 Benchmarks Summative: 2013 FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading indicates that 38% of the students in the black subgroup did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 13 percentage point to 75% (60)
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (50)	75%(60)

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

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered how to relate vocabulary or texts to real life.	Increased use of visuals and the use of culturally sensitive texts. Implement skill-based tutoring during and after school. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading indicates that 80% of the English Language Learners did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage points to 23% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (9)	23% (11)

Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered how to relate vocabulary or texts to real life.	Increased use of visuals and the use of culturally sensitive texts. Implement skill-based tutoring during and after school. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading indicates that 84% of the Students with Disabilities did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 10 percentage points to 26% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (7)	26% (11)

Problem-Solving Process to Increase Student Achievement					

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered how to relate vocabulary or texts to real life.	Implement skill-based tutoring during and after school. Increased use of visuals and the use of culturally sensitive texts. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading indicates that 62% of the Economically Disadvantaged students did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 2 percentage points to 40% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (135)	40% (142)

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	Students have not mastered how to relate vocabulary or texts to real life.	Implement skill-based tutoring during and after school. Increased use of visuals and the use of culturally sensitive texts. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Achieve 3000	9-11	Achieve 3000 Facilitator	Intensive Reading Teachers	September 17, 2012	Walkthroughs	Reading Specialist, AP, Principal
Cambridge	9-11	Cambridge Personnel	Cambridge	September 24-25, 2012	Walkthroughs	Reading Specialist, AP, Pricipal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Reading Goals	Achieve 3000	Operating	$15,000.00
Practice context clues, meanings of words and phrases, and prefixes, suffixes, affixes, and roots	Wordly Wise	Operating	$800.00
Skill based tutoring	FCAT Coach	Operating	$200.00
			Subtotal: $16,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $16,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Listening/Speaking indicates that 40% (19) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to increase their progress by 2 percentage points to 42%.
2012 Current Percent of Students Proficient in listening/speaking:	
40% (19)	
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	Many students have parents/guardians and family that do not speak English; therefore they only practice while at school.	Focus on key vocabulary (including multiple meaning words and cognates) with the use of word banks and vocabulary notebooks. Use of a heritage language dictionary in all classes/disciplines.	ESOL Coordinator Reading Specialist Administration	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Weekly Skills Assessment Testing Strand Analysis FAIR Achieve 3000 Benchmark Summative: Cella

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading indicates that 20% (10) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to increase their progress by 2 percentage points to 22%.

2012 Current Percent of Students Proficient in reading:
20% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack phonemic awareness upon entering third grade and have difficulty grasping the English grammar and idiom usage	Assignment complexity needs to be varied in order to effectively differentiate instruction. Use multisensory approaches such as visual aids, books on tape, etc. Students will participate in role playing activities and buddy/partner readings.	ESOL Coordinator Reading Specialist Administration	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate	Formative: Weekly Skills Assessment Testing Strand Analysis FAIR Achieve 3000 Benchmark Summative: Cella

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing indicates that 16% (8) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to increase their progress by 2 percentage point to 18% .

2012 Current Percent of Students Proficient in writing:
16%(8)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with English grammar and spelling patterns.	Students will work cooperatively to complete reports and projects. Students will read for a specific purpose such as to highlight key information, create graphic organizers with the information, take notes and outline information, or summarizing the text.	ESOL Coordinator CRT Administration	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

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

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

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

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC indicates that 44% (94) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 45% (97).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (94)	45%(97)

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	These students are working towards mastery of how to solve multi-step algebraic expressions where functions are involved.	Practice solving real world problems. Provide inductive reasoning strategies to solve functions. Practice with hands-on instruction and interactive technology.	MTSS/RTI Team Leadership Team	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Benchmark Weekly Skills Assessment AR Math Testing Strand Analysis Summative: 2013 Algebra 1 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 scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 FCAT 2.0 Math indicates that 6% (13) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to achieve the same proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (13)	6%(13)

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	These students are working towards mastery of how to solve and graph nonlinear equations.	Practice solving real world problems. Provide opportunities to graph nonlinear equations in two variables with and without graphing technology	MTSS/ RTI Team Leadership Team	Monitor effectiveness using classroom walkthroughs and lesson plan reviews Review formative assessment data and adjust instruction and/or strategies as appropriate	Formative: Benchmark Weekly Skills Assessment AR Math Testing Strand Analysis Summative: 2013 Algebra 1 EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

		Problem-Solving Process to Increase Student Achievement		

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

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

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

		Problem-Solving Process to Increase Student Achievement		

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

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

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

		Problem-Solving Process to Increase Student Achievement		

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC indicates that 36% (88) of students ranked in the middle third of the t-scale. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 40% (96
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(88)	40%(96)

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	Computing formulas for lateral area, surface area, and volume of solids	Student will use geometry notebooks. Teacher will integrate technology and have students practice using the reference sheet	MTSS/ RTI Team Admin	Monitor effectiveness using classroom walkthroughs and lesson plan reviews Review formative assessment data and adjust instruction and/or strategies as appropriate	Formative: Benchmark Weekly Skills Assessment AR Math Testing Strand Analysis Summative: 2013 Geometry 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 scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC indicates that 19% (45) of students ranked in the upper middle of the t-scale. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 20% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(45)	20%(48)

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	Using methods of direct and indirect proof and determining whether a short proof is logically valid.	Practice identifying relationships and patterns Practice creating a logical argument Provide reasoning strategies that include discovery learning activites	MTSS Team Admin	Monitor effectiveness using classroom walkthroughs and lesson plan reviews Review formative assessment data and adjust instruction and/or strategies as appropriate	Formative: Weekly Skills Assessment AR Math Testing Strand Analysis Summative: 2013 Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Technology	Math 9-11	Quintana	9-11 Math Teachers	September 17, 2012	Classroom Walkthroughs	Admin

Enrichment in the Math Classroom	Math 9-11	Quintana	9-11 Math Teachers	October 26, 2012	Classroom Walkthroughs	Admin
Problem Solving Organizers	Math 9-11	Quintana	9-11 Math Teachers	October 26, 2012	Classroom Walkthroughs	Admin

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Math Goals	AR Math	Operating	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Math Goals	FCAT Tutoring	Operating	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $2,200.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	

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

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 Biology EOC indicates that 33% (84) of students ranked in the middle third of the t-scale. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 36 % (92).

2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (84)	36%(92)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students have not mastered the basics of life science needed in order to begin with the biology standards.	1.1. Students will use vocabulary note books Students will take notes in Cornell format. Science videos aligning both curriculum map and pacing guide. Provide visual representations, labs, and hands on activities	1.1. Administration	1.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate	1.1. Formative: Benchmark Weekly Skills Assessment Quizzes and or Unit Exams Testing Strand Analysis Summative: 2013 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 scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Biology EOC indicates that 23% (60) of students ranked in the upper third of the t-scale. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 25 % (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(60)	25%(63)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered the basics of life science needed in order to begin with the biology standards.	Students will use vocabulary note books Students will take notes in Cornell format. Science videos aligning both curriculum map and pacing guide. Provide visual representations, labs, and hands on activities	Administration	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate	Formative: Benchmark Weekly Skills Assessment Quizzes and or Unit Exams Testing Strand Analysis Summative: 2013 Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cornell Note-taking Science Journal Lab Reports and Aligned Science Videos	9-11	Department Chair	Science Teachers	October 26, 2012	Observations and Monthly Verifications	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective hands-on labs	Research-based strategies	Operating	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Goals	FCAT Tutoring	Operating	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing indicates that 78% (157) of students achieved a score of 3.0 and higher. Our goal for the 2012-2013 school year is to increase the number of students scoring a 3.0 and higher by 2 percentage points to 80% (161).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (157)	80% (161)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students have not had the opportunity to master the use of mature language and conventions in writing.	1.1. Use four square writing techniques. Six traits of writing. Use Acro-writes program	1.1. Leadership Team	1.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	1.1. Formative: Study Island Weekly Skills Assessment Monthly writing prompts Summative: 2012 10th grade FCAT Writes

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Four-Square Writing Technique Six Writing Traits Acrowrites Writing Program	9-10	Kelts	9-10 Grade Writing Teachers	Monthly	Classroom Visits	Admin Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing workshops and developing and maintaining a writing notebook	Writer's notebooks and workshop materials	Operating	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement writing Goals	FCAT Tutoring	Operating	$1,000.00

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Our goal for the 2012-2013 U.S. History EOC is to have 30% of students achieve level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (21)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have command over the content specific vocabulary or the history behind democracy in America.	Use vocabulary notebook. Practice reading and interpreting visual representations of text (charts, graphs, etc.). Read and interpret primary and secondary sources of information while also examining varying points of view.	Administration	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate	Formative: Baseline Assessment Weekly Skills Assessment Summative: 2013 US History 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 scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have not mastered understanding	Provide students with opportunities to discuss	Administration	Monitor effectiveness using classroom	Formative: Baseline

				walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Assessment Weekly Skills Assessment Summative: 2013 US History EOC
1	and taking a position on various issues.	the values, complexities, and dilemmas involved in social, political, and economic issues. Assist students in developing well-reasoned positions on issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities for students to participate in project-based learning activities			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Primary and Secondary Sources	9-11 Social Science	Hamilton	9-11 Social Science Teachers	October 26, 2012	Classroom Walkthroughs	Admin

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to meet or improve our expected level of attendance of 94.15%, by minimizing absences due to illnesses
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.15% (482)	94.15 (482)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
247	235
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
182	173

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. There is still a number of absences, unexcused absences and excessive tardies as a result of family vacations, no parent/medical notes, and parental lack of understanding the importance of school attendance.	1.1. Inform parents and students of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, parent and student orientation on school rules and procedures, and the use of the Student Information System. Ensure a clean school environment.	1.1. Administration	1.1. Monthly Attendance Reports Notices to Parents	1.1. SIS Tracking ISIS Reports Monthly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rules & Procedures	9-11 Grade	Admin	9-11 Grade Teachers	August 2012 Monthly	Use of SIS/ISIS Registrar, teachers, and Principal will monitor monthly Attendance Reports	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Rules and Procedures	Parent and Student Handbook	Operating	$50.00
			Subtotal: $50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $50.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal is to meet or improve the District's expected level by decreasing the total number of suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

54	49
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
47	42

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. Some parents and students are unfamiliar with the parent student handbook.	1.1. Utilize the STRIVE character education program to recognize positive student behavior and provide additional training on school behavior Guidelines Expectations for Behavior Student Orientation Wednesday detention (1 hour) and Saturday detention (2 hours).	1.1. Admin	.1. Use ISIS reports to monitor suspensions as well as reviewing the parent/teacher communication log.	1.1. ISIS Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Expectations & Discipline Procedures	9-11 Teachers	Dean	Teachers and Support Staff	August 2012	Teacher Observation	Admin Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Expectations	Parent and Student Handbook	Operating	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for this year is to meet or improve the District's expected level of graduation rate of 70.49%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.38%	0.36%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are unfamiliar with the resources available providing graduation requirements.	1.1. Provide student/parent orientation and available resources informing them of graduation requirements.	1.1. Assistant Principal Guidance Counselor	1.1. Monitor sign-in sheets Contact parents who do not attend.	1.1. Sign-in roster Parent Contact Log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9th -11th Grade	Guidance Counselor	Teachers and support staff	October 2012	Monitor sign-in sheets Contact parents who do not attend	Principal Guidance Counselor

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Graduation Requirements workshops	Refreshments, handouts	Operating	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	According to 2011-2012 participation in the parent survey and PTSO sign in sheets, there was 32% (576) parent involvement. This year we plan to increase by 10 percentage points to 42% (756).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
32% (576)	42% (756)
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	A large percentage of parents are not available to attend school functions during school hours and limited access and understanding of the Student Information System to monitor student progress.	Provide parent workshops of the use of the Student Information System and access to school computers. Notify parents of school events via the Parent Link Phone Call System, school website, notices, and the marquee	Assistant Principal PTSO Board Members CRT	PTSO Attendance Sheets EESAC Attendance Sheets Count of Parents at other school events	Parent Survey PTSO Sign In Sheets SIS Volunteer Hours

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher and Parent Workshops and Meeting	9-11	Leading Edge PTSO President	9-11 Teachers and Parents	September 25, 2012 October 23, 2012 November 27, 2012 January 22, 2013 February 26, 2013 April 23, 2013 May 28, 2013	Attendance Record Increase parent participation Parent Survey	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Record Increase parent participation Parent Survey	Parent Workshops-Hand-outs, literature, refreshments	PTO	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	In the 2012-2013 school year, students will be engaged in more hands-on, project-based activities related to science and math incorporating technology.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not accustomed to these types of activities.	Hands-on, project-based activities in the classroom. Encourage students to enroll in high level math and science courses when entering the middle school and for the transition to high school. Robotics Club	Admin	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate. Review numbers of students enrolling in higher level mathematics and science courses.	Formative: Project completion (rubric) Summative: Advanced math and science course selection numbers for 2013-2014

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating technology instruction for student use	9-11	Sutton	9-11 Teachers	September 26, 2012	Classroom Walkthroughs and observation	Admin
Project-based learning	9-11	Bivona	9-11 Teachers	October 26, 2012	Classroom Walkthroughs and observation	Admin

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Hands-on, project-based activities in the classroom using technology	Additional computers, computer carts, and smart technology	Operating	$25,000.00
			Subtotal: $25,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on, project-based activities in the classroom using technology	Project-based activity ideas	Operating	$200.00
			Subtotal: $200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $25,200.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	In the 2012-2013 school year, our goal is to increase opportunities for STEM applied learning by increasing opportunities for students to participate I CTSO career and technical skill competitions by 30%

	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	Teachers not trained as CTSO advisors to provide technical and leadership support required for CTSO student advisement.	Utilize Career Technical Student Organization Career and Development Events and related to curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.	Admin	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Teachers gain certification

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

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

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

CTE	9-11	Math and Science Deparment chairs	Math and Science Teachers	Math and Science Teachers	Classroom Walkthroughs and review of certification requirements	Admin

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Reading Goals	Achieve 3000	Operating	$15,000.00
Reading	Practice context clues, meanings of words and phrases, and prefixes, suffixes, affixes, and roots	Wordly Wise	Operating	$800.00
Reading	Skill based tutoring	FCAT Coach	Operating	$200.00
Mathematics	Implement Math Goals	AR Math	Operating	$1,200.00
Suspension	Behavior Expectations	Parent and Student Handbook	Operating	$200.00
Dropout Prevention	Graduation Requirements workshops	Refreshments, handouts	Operating	$400.00
				Subtotal: $17,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Hands-on, project-based activities in the classroom using technology	Additional computers, computer carts, and smart technology	Operating	$25,000.00
				Subtotal: $25,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Effective hands-on labs	Research-based strategies	Operating	$1,000.00
Writing	Writing workshops and developing and maintaining a writing notebook	Writer's notebooks and workshop materials	Operating	$300.00
Attendance	Rules and Procedures	Parent and Student Handbook	Operating	$50.00
STEM	Hands-on, project-based activities in the classroom using technology	Project-based activity ideas	Operating	$200.00
				Subtotal: $1,550.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Implement Math Goals	FCAT Tutoring	Operating	$1,000.00
Science	Implement Science Goals	FCAT Tutoring	Operating	$1,000.00
Writing	Implement writing Goals	FCAT Tutoring	Operating	$1,000.00
Parent Involvement	Attendance Record Increase parent participation Parent Survey	Parent Workshops-Hand-outs, literature, refreshments	PTO	$100.00
				Subtotal: $3,100.00
				Grand Total: $47,450.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ⓙ Priority	ⓙ Focus	ⓙ Prevent	ⓙ NA

Are you a reward school: ⓙ Yes ⓙ No

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

No Attachment (Uploaded on 10/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The EESAC committee decided to spend the monies on lcd projectors.	$5,500.00

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

Monthly meetings, review the School Improvement Plan, KGCS mission and vision, disperse EESAC funds, address parent and student concerns, focus on student achievement and school improvement.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found