FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CORAL REEF SENIOR HIGH SCHOOL

District Name: Dade

Principal: Adrianne Leal

SAC Chair: Alejandro Gonzalez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Adrianne Leal	BS – Hunter College, NY; MS – Nova Southeastern, Miami, FL; Certification in Health Ed, Phys Ed, PE K-8, School Principal, Ed Leadership	9.33	17	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 82 78 77 75 75 High Standards Math 92 91 92 92 Lrng Gains-Rdg. 74 72 70 64 74 Lrng Gains-Math 82 81 81 83 Gains-Rdg-25% 76 63 76 52 57 Gains-Math-25% 81 76 80 85
Assis Principal	Alvaro Mejia	BA – Political Science, FIU, Miami, FL; MS – Special Education, FIU, Miami, FL; Ed Specialist-Ed Leadership, Nova Southeastern, Miami, FL; Certification in Varying Exceptionalities, Ed Leadership	5	9	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 82 78 77 75 75 High Standards Math 92 91 92 92 Lrng Gains-Rdg. 74 72 70 64 74 Lrng Gains-Math 82 81 81 83 Gains-Rdg-25% 76 63 76 52 57 Gains-Math-25% 81 76 80 85

Assis Principal	Nicole Berge-MacInnes	BS – SPED, FIU, Miami, FL; MS – SPED, ESOL, Nova Southeastern, Miami, FL; Certification in ESOL, Special Learning Disabilities, and Ed Leadership	1.1	2.1	'12 School Grade High Standards Rdg. 82 High Standards Math Lrng Gains-Rdg. 74 Lrng Gains-Math Gains-Rdg-25% 76 Gains-Math-25% '11 School Grade A High Standards Rdg. 78 High Standards Math 77 Lrng Gains-Rdg. 69 Lrng Gains-Math 74 Gains-Rdg-25% 79 Gains-Math-25% 73 '10 '09 '08 '07 School Grade C C C C High Standards Rdg. 54 45 42 39 High Standards Math 77 69 66 62 Lrng Gains-Rdg. 60 30 53 50 Lrng Gains-Math 79 67 72 67 Gains-Rdg-25% 73 43 54 49 Gains-Math-25% 73 59 71 46
Assis Principal	Anthony D. Burns	BS – Mathematics, Florida Memorial University, Miami, FL MS – Mathematics, Nova Southeastern, Miami, FL; Ed Specialist – Ed Leadership, Nova Southeastern, Miami, FL; Certification in Mathematics, Math-Middle Grade Endorsement, Ed Leadership	2	1.6	12 '11 '10 School Grade A A High Standards Rdg. 82 78 77 High Standards Math 92 91 Lrng Gains-Rdg. 74 72 70 Lrng Gains-Math 82 81 Gains-Rdg-25% 76 63 76 Gains-Math-25% 81 76 '09 '08 '07 School Grade A B C High Standards Rdg. 54 52 4 9 High Standards Math 84 81 77 Lrng Gains-Rdg. 57 55 52 Lrng Gains-Math 76 78 73 Gains-Rdg-25% 52 48 45 Gains-Math-25% 68 72 59
Assis Principal	Sherronni M. Brady	BS – Varying Exceptionalities; M.S. – Emotionally Handicapped, Nova Southeastern, Miami, FL; Ed Specialist – Ed Leadership, Nova Southeastern, Miami, FL Certification in Varying Exceptionalities, ESOL, Ed Leadership	1	1	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 82 78 77 75 75 High Standards Math 92 91 92 92 Lrng Gains-Rdg. 74 72 70 64 74 Lrng Gains-Math 82 81 81 83 Gains-Rdg-25% 76 63 76 52 57 Gains-Math-25% 81 76 80 85

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)
NA	NA	NA			NA

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	Coral Reef has an active Beginning Teacher Program in place to provide new teachers and teachers new to the building with the assistance and support necessary for their success. This includes monthly meetings with the Asst. Principal for Curriculum, a counselor, and two veteran teachers in leadership positions. All of the support personnel are available for assistance at any time.	Assistant Principal for Curriculum	Ongoing	
2	All new teachers are provided with buddy teachers or mentors to assist them as they begin their career.	Assistant Principal for Curriculum	Ongoing	
3	Vertical and horizontal teams are functional in all core areas to provide information and curricular support for all new teachers.	Department Chairs	Ongoing	
4	Available positions are advertised by the District.	Principal	Ongoing	

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
No teachers received a less than effective rating for the 2011-2012 school year. There are six teachers with a Gifted Waiver and one teacher with an ESOL waiver.	All teachers on waivers are being provided with information on the professional development necessary to receive the appropriate endorsements or are currently taking the necessary classes. These teachers are also working closely with teachers who currently hold the appropriate endorsements.

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
147	4.1%(6)	17.0%(25)	44.2%(65)	34.7%(51)	58.5%(86)	72.8%(107)	3.4%(5)	17.7%(26)	12.9%(19)

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
	We have no first-year teachers. Those experienced teachers who are new to the building participated in a		

Daniel Mateo	welcome/introduction -to-Coral Reef meeting prior to the opening of school and have been assigned a “buddy” teacher within his/her department. Quarterly meetings as described will be held with the teachers who are new to the building and any new teachers who may be hired later in the year as the need arises.	Mr. Mateo is a trained mentor.	Ms. Berge-MacInnes (Assistant Principal for Curriculum), Ms. Laura Fink (Project Manager/Lead Teacher-Health Science Academy), Ms. Shari Gayton (Student Services Chair), and Ms. Cynthia O’Hair (Gradebook Manager/Science Dept. Chair) will hold quarterly formal meetings with new teachers and teachers new to the building.

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
Assistant Principals
Chairs for Language Arts, Mathematics, Social Studies, Student Services, SPED, and Vocational Departments as well as General Education and SPED Teachers
Reading Chair
Professional Development Liaison

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?

Principal:
provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/RtI; conducts assessment of MTSS/RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principals:
assist in the implementation of the Principal's vision to use data-based decision-making; ensure that the school-based team is implementing MTSS/RtI; conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention, support, and documentation; provide adequate professional development to support MTSS/RtI implementation; and communicate with parents regarding school-based MTSS/RtI plans and activities.

Chairs for Language Arts, Mathematics, Social Studies, Student Services, SPED, and Vocational Departments as well as General Education and SPED Teachers:
provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Reading Chair:
provides guidance on K-12 reading plan; develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Professional Development Liaison:
provides professional development and technical assistance to teachers regarding data-based instructional planning.

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?

Members of the MTTS/RtI Leadership Team met with the Curriculum Council (CC), the Literacy Leadership Team (LLT), and principal to help develop the SIP. The team provided data related to Tier 1, 2, and 3 targets. It articulated academic and social/emotional areas that needed to be addressed and assisted in establishing clear expectations for instruction. The team also facilitated the development of a continuous improvement model approach to instruction which included the alignment of demonstrated needs, response, evaluation, and subsequent modification of plans.

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.

Baseline data:
• Florida Comprehensive Assessment Test (FCAT)
• Florida Assessment for Instruction in Reading (FAIR)
• District's Fall Baseline Assessment - Reading, Mathematics, Science, and Writing
• Edusoft
• CELLA

Behavioral Monitoring:
• Functional Assessment of Behavior
• COGNOS

Progress Monitoring:
• Florida Assessment for Instruction in Reading (FAIR)
• Interim Assessments – Fall & Winter - Reading, Mathematics, Science and Writing
• Edusoft
• COGNOS

Midyear:
• Florida Assessments for Instruction in Reading (FAIR)

End of year:
• Florida Assessments for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT)

Leadership Team Data Analysis Meetings:
• FAIR (quarterly)
• Interim/District Assessments (quarterly)
• FCAT - (annually)
• CELLA - (annually)
• Functional Assessment of Behavior

Describe the plan to train staff on MTSS.

The MTTS/RtI team will evaluate additional staff PD needs through the administration of a professional development survey and address subsequent needs during bi-weekly MTSS/RtI Leadership Team meetings. Early release days will also be utilized for professional development as necessary.

Describe the plan to support MTSS.

The school will support the MTSS/RtI by providing the following:
• an effective, actively involved leadership
• alignment of policies and procedures across the school, district and state levels.
• effective utilization of the Florida Continuous Improvement Model to support and improve the MTSS/RtI process
• comprehensive, efficient, and user-friendly data systems to support decision making at all levels

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Adrianne Leal
Assistant Principal for Curriculum – Nicole Berge-MacInnes
Reading Teachers - Marinka Stuvel, Sali Coppock, Dawn Palmer, Yakeitha Lawrence, and Kelli Wise
Reading Chair – Kelli Wise
Department Chair for:
Language Arts – Michelle Verga
Student Services – Shari Gayton
Vocational – Laura Fink

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

Principal:
Provides a common vision for improved literacy; ensures that the school-based team is implementing strategies to improve literacy; ensures adequate professional development to support strategies to improve literacy; and communicates with parents regarding school-based literacy plans and activities.

Assistant Principal for Curriculum: Assists in the implementation of the Principal's vision; ensures that the school-based team is implementing literacy strategies; ensures support and documentation of efforts to improve literacy; provides adequate professional development; and communicates with parents regarding school-based literacy plans and activities.

Reading Chair: Participates in the development of the school's literacy plan; meets with the LLT to modify the school's plan to meet students' needs identified on the FAIR and the District Interim Assessments; develops curriculum for and schedules teachers for the Saturday Academy; meets with reading teachers regularly to monitor progress and address concerns; check samples of student work and assessments; ensures that the reading curriculum is aligned with language arts; provides appropriate professional development and resources; communicates with the Language Arts Dept. Chair in developing a School-wide Reading Plan and monitoring progress.

Language Arts Dept. Chair: Participates in the development of the school's literacy plan; meets with the LLT to modify the school's plan to meet students' needs identified on the FAIR and the District Interim Assessments; check samples of student work and assessments; provides appropriate professional development and resources to the department; communicates with the reading staff in developing a School-wide Reading Plan and monitoring progress; ensures that the reading curriculum is aligned with language arts.

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

- Build communication between the LL and the MTSS/RtI Teams.
- Decrease the number of Tier 3 students for the 2012-2013 school year.
- Monitor progress of students in Tier 2 and 3.
- Promote schoolwide vocabulary development and the inclusion of self-selected reading across the curriculum.

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.

Administrators and faculty members at Coral Reef have always been convinced that ALL teachers must be reading teachers. Teachers in all classes are involved in reading instruction and the development of student literacy. Since reading is an integral part of every subject in the curriculum, teachers will be provided with strategies to improve their delivery of instruction in their own classes. Each subject area incorporates its unique reading "texts," and the teachers will adapt the tested benchmark reading skills and strategies to their specific subject area. Department Chairs will monitor the progress through lesson plans, samples of student work, classroom visitations, and discussion of best practices during department meetings.

*High Schools Only

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

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

Since Coral Reef Senior High School is a full magnet school composed of six academies, each student takes at least one academy course annually which relates specifically to a career choice. Many of these courses focus on career-based skills and provide students with opportunities for internships both during the school year and in the summer. Teachers are encouraged to begin daily lessons by making connections with students' prior knowledge and with topical events or issues, answering the question, "why do I need to know this?"

In addition, social studies and language arts curricula are integrated and intertwined so they complement one another, each reinforcing the knowledge and skills of the other to help ensure students' success in postsecondary endeavors. Likewise, mathematics and science curricula are also integrated. Similar skills are taught in both subject areas simultaneously, assisting the science students to see and understand the mathematical relationships while putting the mathematics into a practical context for real-world applications.

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?

Each year, Coral Reef sponsors a college fair which is attended by representatives from approximately 150 colleges and universities from around the country. Coral Reef students of all ages are strongly encouraged to attend and begin planning their high school courses necessary to meet their postsecondary goals. Articulation occurs in the spring and is conducted through the magnet classes, where magnet counselors discuss course offerings and answer questions regarding choices for the coming year. Students are also individually counseled by academy lead teachers and counselors to ensure that students make course choices which will support their career goals.

Postsecondary Transition

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

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

According to the statistics supplied by the FLDOE and District Office in the spring of 2012, Coral Reef's NGA (National Governors Association) graduation rate was 98.0 percent. Of the original 662 members of the cohort, 27 were students with autism who received a special diploma. All other graduates in the standard curriculum group received a regular diploma. Also in the original cohort, 14 were classified as "not graduating." Students are tracked from their ninth grade year. If they leave Coral Reef and graduate from another school in Florida, they have a positive effect on Coral Reef's graduation rate. If, for some reason, they either do not graduate or they move out of the state or out of the country and the graduation data is unavailable, they are considered as a non-graduate and lower the graduation rate.

According Coral Reef's registrar, in the class of 2012 there were 654 students in the standard curriculum group who received a diploma and one student who did not. Sixty-five percent were classified as graduating cum laude, magna cum laude, or summa cum laude. Of the 660 diplomas conferred, seven students received a special diploma, and of the remaining 653, 194 students received a standard diploma and 459 received a diploma of distinction.

During the 2010-2011 school year, 96 unduplicated students completed 179 dual-enrollment courses at either Miami-Dade College or Florida International University. Figures are not yet available for the 2011-12 school year.

To date, 62.4 percent of the class of 2012 qualify for some level of assistance through the Florida Bright Futures program. This represents 25.8 percent of the seniors being designated Florida Academic Scholars (the top award) and 36.3 percent earning the Florida Medallion Award. The state average for seniors receiving awards is 33 percent.

Members of the class of 2012 have been offered $24,897,824 in scholarships, excluding Florida Bright Future Awards. This represents an increase of approximately $742,000 dollars over the previous year.

In addition, 87.5 percent of the class of 2010 completed a college prep curriculum, 76.6 percent completed at least one level 3 high school mathematics course, and 91.6 percent completed at least one level 3 high school science course. At least one AP, IB, or Dual Enrollment course was taken by 81.0 percent of the graduates of 2010. No information for the class of 2011 or 2012 is available from the High School Feedback Report.

Of the graduates of 2010, 89.1 percent took the SAT, 72.8 percent took the ACT, and 19.5 percent took the CPT. Of those graduates taking the SAT, 84.9 percent scored at or above college-level cut scores in mathematics, 90.7percent scored at or above the college-level cut score on the verbal section, and 94.1 percent scored at or above the cut scores for writing. Scores

followed the same pattern for the ACT, and all percentages were consistently above the percentages for the District or the State. In addition, 96.9 percent of students in the class of 2010 took the PSAT two years prior to graduation.

Of the 2010 graduates, 71.0 percent enrolled in a Florida public postsecondary institution in the Fall 2010, 4.40 percent enrolled in Independent Colleges and Universities of Florida in the Fall 2010, and numbers are unavailable for students attending an out-of-state public or private institution in the Fall 2010.

In general, the graduates had a higher successful completion rate in their language arts and mathematics courses than their counterparts at the District and the State level.

Coral Reef graduates have shown admirable success on the postsecondary level, but there is still room for improvement. Strategies will be implemented to improve vocabulary and research skills, and students will continue to be encouraged to enroll in the most rigorous language arts, science, math, and/or social studies course(s) in which they can be successful. Coral Reef is totally committed to providing access and equity for all students, empowering them to attempt rigorous coursework, while providing them with the services and support to assist students to a successful conclusion.

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 on the 2012 Reading FCAT 2.0 indicate that 25 percent of students tested scored at Level 3. The goal for 2012-13 is to increase the number of students scoring at Level 3 by two percentage points to 27 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (422)	27% (461)

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 in grade nine scored lowest in the Vocabulary reporting category. Students have limited depth of literacy and range of vocabulary.	Implement a motivational vocabulary/literacy development component across the curriculum that will focus on word attack skills, SAT vocabulary, and the use of context clues while including individual departmental strategies for building student literacy.	the MTSS/RtI Team	Lesson plans will be reviewed during classroom visits. In addition, samples of student work will be collected and analyzed on a monthly basis, and instruction will be modified as appropriate.	Teachers will share analyses of student work with department members and administrators at regular department meetings and MTSS/RtI team meetings. The formative evaluations will be the Interim Assessments, and the summative evaluation will be the 2013 Reading FCAT 2.0.
2	Students in grade ten scored lowest in the Reading Application reporting category. Being able to read, understand, and apply the information is critical to success in adulthood.	Utilize a variety of strategies such as graphic organizers and charts to enhance students' understanding of what has been read from a variety of texts.	the MTSS/RtI Team	Lesson plans will be reviewed during classroom visits. In addition, samples of student work will be collected and analyzed on a monthly basis, and instruction will be modified as appropriate.	Teachers will share analyses of student work with department members and administrators at regular department meetings and MTSS/RtI team meetings. The formative evaluations will be the Baseline and Interim Assessments, and the summative evaluation will be the 2013 Reading FCAT 2.0.
	The number of students scoring at proficiency in the Literary Analysis of Fiction and Non-fiction	Teachers across the curriculum will utilize of a variety of real-world and high-interest texts, such	the MTSS/RtI Team	L Lesson plans will be reviewed during classroom visits. In addition, samples of	Teachers will share analyses of student work with department

3	and the Informational Text reporting categories should be greater. Students tend to lack previous experience dealing with Non-fiction/Informational Texts. They also tend to ignore text features while reading.	as internet sources and literary texts to enhance and enrich students' literacy and improve their critical thinking and analytical skills while addressing the Core Standards.		student work will be collected and analyzed on a monthly basis, and instruction will be modified as appropriate.	members and administrators at regular department meetings and MTSS/RtI team meetings. The formative evaluations will be the Baseline and Interim Assessments, and the summative evaluation will be the 2013 Reading 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:	The results on the Spring 2012 Reading Florida Alternate Assessment (FAA) indicate that 32 percent of students tested scored at Level 4, 5 and 6. The goal for 2012-13 is to increase the number of students scoring at Level 4, 5, and 6 by five percentage points to 37 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6)	37% (7)

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 More appropriate real-world reading materials are needed to support instruction.	Use real world texts to improve functional skills which will be reinforced in the community.	the Asst. Principal for Curriculum, and SPED Dept. Chair	Students will demonstrate their skills in real-world contexts. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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:	Fifty-seven percent of students scored at Levels 4 and 5 on the 2012 Reading FCAT 2.0, The goal for 2012-2013 is to increase the number of students scoring at Levels 4 and 5 by one percentage point to 58 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (978)	58% (991)

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 need more exposure to a variety of text especially research-based texts,	Teachers across the curriculum will incorporate the use of a variety of real-world and high-interest texts including internet sources into classroom instruction which includes the focused benchmarks to enhance and enrich students' literacy and improve their higher-level critical thinking and analytical skills.	the MTSS/RtI Team	Lesson plans will be reviewed during classroom visits. In addition, samples of student work will be collected and analyzed on a monthly basis, and instruction will be modified as appropriate.	Teachers will share analyses of student work with department members and administrators at regular department meetings and MTSS/RtI team meetings. The formative evaluations will be the Baseline and Interim Assessments, and the summative evaluation will be the 2013 Reading 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:	The results on the Spring 2012 Reading Florida Alternate Assessment (FAA) indicate that 11 percent of students tested scored at or above Level 7. The goal for 2012-13 is to increase the number of students scoring at or above Level 7 by three percentage points to 14 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(2)	14%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of high interest reading materials for students who understand the spoken words and stories but are unable to read themselves. Therefore, they are not practicing their reading skills because their reading ability it limited to books meant for much younger students.	Use more oral reading and pair it with visual exposure to the same book(s), with an emphasis on applying the lessons of the story to the students' lives.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate their skills in real-world contexts. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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:	Results from the 2012 Reading FCAT 2.0 indicate that 74 percent of students made learning gains in reading. The goal for 2012-13 is to increase the percentage of students making learning gains by five percentage points to 79 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (1230)	79% (1313)

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 come from homes where English is a second language. Even though the students have exited the ELL program, this may be a barrier to the development of a strong English vocabulary.	Utilize focus calendars in the reading classrooms during semester 1 to target instruction to specific benchmarks in the Next Generation Sunshine State Standards, emphasizing vocabulary/language development. Incorporate multiple benchmarks into the instruction using texts being read during semester two.	the MTSS/RtI team.	Lesson plans will be reviewed during classroom visits. In addition, samples of student work will be collected and analyzed on a monthly basis, and instruction will be modified as appropriate.	Teachers will share analyses of student work with department members and administrators at regular department meetings and MTSS/RtI team meetings. The formative evaluations will be the Baseline and Interim Assessments, and the summative evaluation will be the 2013 Reading FCAT 2.0.
2	Many students come from homes where they have limited access to reading material. This lack may adversely affect the development of student literacy.	Students will be reading a book at all times and will be given class time to read in many classes across the curriculum. They will respond to the book in Language Arts and Reading classes.	the MTSS/RtI team.	Lesson plans will be reviewed during classroom visits. In addition, samples of student work will be collected and analyzed on a monthly basis, and instruction will be modified as appropriate.	Teachers will share analyses of student work with department members and administrators at regular department and MTSS/RtI meetings The formative evaluations will be the Baseline and Interim Assessments, and the summative evaluation will be the 2013 Reading 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:	Results on the Spring 2012 Reading Florida Alternate Assessment (FAA) indicate that 59 percent of students tested made learning gains in reading. The goal for 2012-13 is to increase the number of students making learning gains by 10 percentage points from 59 percent to 69 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

59%(10)	69%(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	By the time the students reach high school they have reached the limit of their cognitive ability. They will continue to reinforce and maintain the skills already learned but they have plateaued at that level.	Continue to reinforce the skills already learned by continuing to use the high-interest and functional reading materials.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate their skills in real-world contexts. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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:	Results from the 2012 Reading FCAT indicate that 76 percent of students in the lowest quartile made learning gains. The goal for 2012-2013 is to increase the percentage of students in the lowest quartiles making learning gains by five percentage points to 81 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (217)	81% (232)

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	For the students in grade ten or ten, the lowest performing reporting category was Vocabulary. Many students come from homes where English is a second language. This may be a barrier to the development of a strong English vocabulary. Others have limited access to non-essential reading material in the home which may hinder the development of a comprehensive reading vocabulary.	Identify students in grades nine and ten whose scores place them in the lowest quartile, and provide data for these students to their teachers. Utilize word attack and context skills to improve and increase their vocabulary. Utilize CRISS strategies to improve overall reading skills.	the MTSS/RtI Team, and the Literacy Leadership Team	Samples of student work will be collected and analyzed by the classroom teacher and Language Arts Department Chair. Scores from the Reading Pre-Test, FAIR, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress, with instruction modified as necessary.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2012 Reading 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 : Results from the baseline 2011 Reading FCAT 2.0, 82 percent of students scored at Levels 3 through 5. The long-term goal is to raise proficiency levels by 2 percent each year for the next five years. The goal for the 2012-13 Reading					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84%	85%	87%	88%	90%	

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:	Results from the 2012 Reading FCAT 2.0 indicate that 88 percent of white students, 70 percent of black students, 81 percent of Hispanic students, and 94 percent of Asian students scored at or above grade level in Reading. The population of American Indian students was too low to be applicable. Neither the Black nor the Hispanic students made satisfactory progress in Reading. The goal for 2012-2013 is to increase the percentage of black students scoring at or above grade level by three percentage points from 70 percent to 73 percent, and the number of Hispanic students scoring at or above grade level by five percentage points, from 81 percent 86 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:88%(295) Black: 70%(186) Hispanic: 81%(820) Asian: 94%(65) American Indian: NA	White: Black: 73%(193) Hispanic: 86%(870) Asian: American Indian:

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	Some of our students come from underperforming schools where the culture of learning is different from that at Coral Reef. Many do not have a mastery of basic reading skills when they enter our school. Some come from homes where no English is spoken. Since their skill levels vary widely, in order to make progress, their needs must be assessed, and instruction must be tailored to meet their specific needs.	Perform an initial analysis of each student's needs based on the reporting category scores on the 2012 FCAT 2.0, the Reading Pre-Test, and the FAIR, then plan/deliver differentiated instruction to meet the identified needs of each student.	the MTSS/RtI Team and the Literacy Leadership Team	Samples of student work will be collected and analyzed on a monthly basis by the classroom teacher and the Department Chairs of Language Arts and Reading. Scores from the FAIR, the Reading Pre-Test, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress, with instruction modified as necessary.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 FCAT
2	There are transportation issues after school and on Saturdays which prevent students from attending tutoring programs.	Utilize pullout groups from elective classes and tutoring programs on Saturday as well as before or after school to provide small group, targeted instruction.	the MTSS/RtI Team and the Literacy Leadership Team	Samples of student work will be collected and analyzed on a monthly basis by the classroom teacher and the Department Chairs in Language Arts and Reading. Scores from the FAIR, the Reading Pre-Test, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 FCAT

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:	On the Spring administration of the CELLA, 100 percent of students taking the test were proficient in listening/speaking English, but only 55 percent were proficient in Reading. The goal for 2012-13 is to increase the percent of ELL students who are proficent in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 come from homes where English is not the first language. This may be a barrier to the development of a strong English vocabulary and a better understanding of written English.	Using a variety of reading materials, students will engage in small group discussions similar to book studies to enhance their comprehension of written English.	Assistant Principal of curriculum and Developmental Language ESOL Teacher.	Samples of student work will be collected and analyzed by the teacher. The teacher will monitor the discussions and also use the results of the CELLA test to modify strategies as necessary.	Teacher made oral and written exams and the CELLA test.

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Results from the 2012 Reading FCAT 2.0 indicate that 75 percent of economically disadvantaged students made satisfactory progress. The goal for 2013 is to increase the percentage of economically disadvantaged students making satisfactory progress by three percentage points from 75 percent to 78 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

75%(522)	78%(543)

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 White, Black, or Hispanic students who did not make adequate learning gains are often the same students that are economically disadvantaged. Thus, the same basic barriers to improvement exist in both groups. Students enter our school with many different educational backgrounds and skill levels, making large group instruction somewhat ineffective. Many come from homes where financial resources are limited so the amount of reading material is limited as well. For many students, English is a second language with little English spoken in the home. Since their skill levels vary widely, in order to make progress, their needs must be assessed, and instruction must be tailored to meet their specific needs.	Perform an initial analysis of each student's needs based on the reporting category scores on the 2012 FCAT 2.0, the Reading Pre-Test, and the FAIR, then plan/deliver differentiated instruction to meet the identified needs.	the MTSS/RtI Team and the Literacy Leadership Team	Samples of student work will be collected on a monthly basis and analyzed by the classroom teacher and the Department Chairs in Language Arts and Reading. Scores from the FAIR, the Reading Pre-Test, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress. Instruction will be modified as necessary to meet students' needs.	5D.1.1. Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 Reading FCAT 2.0.
2	There are often transportation issues after school and Saturdays which prevent students from attending tutoring programs.	Utilize pullout groups from elective classes and tutoring programs on Saturday as well as before or after school to provide small group, targeted instruction.	the MTSS/RtI Team and the Literacy Leadership Team	Samples of student work will be collected on a monthly basis and analyzed by the classroom teacher and the Department Chairs in Language Arts and Reading. Scores from the FAIR, the Reading Pre-Test, formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress. Instruction will be modified as necessary.	Data collected from the identified assessments will be used to determine effectiveness. The summative evaluation will be the 2013 Reading FCAT 2.0.
3	The greatest barrier for all subgroups of students not making adequate learning gains, whether White, Black, or Hispanic, is the belief in their ability and their desire to improve.	Pair identified students with an upperclassmen from their own academy who will act as a student mentor.	Assistant Principal for Curriculum, Lead Teachers, Academy Counselors	The Chairs of the Language Arts and Reading Departments will monitor the effectiveness of the mentor/mentee relationship during meetings with the identified students.	Assistant Principal for Curriculum will review meeting logs and discuss overall results with Language Arts Department Chair. The summative evaluation will be the 2013 Reading 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
Effective Use of Data to differentiate instruction	Across the curriculum	Asst. Principal for Curriculum	All instructional staff	August 28, 2012	Submission of artifacts from workshop	Assistant Principal for Curriculum
FCAT Practice Test for Teachers	Across the curriculum	Asst. Principal for Professional Development	All instructional staff	October 25, 2012 (Early Release)	Submission of Practice Test	Assistant Principal for Professional Development
Effective Implementation of the Instructional Focus Calendar	Regular English 1 and English 2	Language Arts Dept. Chair	Teachers of Regular English 1 and English 2	biweekly	Classroom visits and monitoring lesson plans	Language Arts Dept. Chair
Implementation of the Next Generation of Sunshine State Standards and Core Curriculum Standards	Language Arts and Social Studies	Language Arts Dept. Chair	All Language Arts and Social Studies teachers	September 26, 2012 (Teacher Planning Day)	Classroom visits and samples of student work	Language Arts and Social Studies Dept. Chairs
Reading Curriculum and Student Progress in Saturday Tutoring Sessions	Intensive Reading classes	Dept. Chairs for Reading and Language Arts	Saturday Reading Tutors	Biweekly for the duration of tutoring which begins on September 9, 2012 and continues until the Reading FCAT Retake, then begins again in February and continues until the 2013 administration of the Reading FCAT 2.0	Discussion and analysis of student progress based on samples of student work, Interim Assessments, FAIR, and teacher-created assessments.	Reading Dept. Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Tutoring programs on Saturday as well as before or after school will provide small group, targeted instruction.	Saturday FCAT/AP/IB Tutoring, part-time hourly wages for certified teachers	School Funds	$9,000.00
			Subtotal: $9,000.00
			Grand Total: $9,000.00

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:	On the Spring administration of the CELLA, 100 percent of students were proficient in listening/speaking English. The goal for 2012-13 is to maintain that level of performance
2012 Current Percent of Students Proficient in listening/speaking:	
100% (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	Many students come from homes where English is not the first language. This may be a barrier to the development of a strong English vocabulary.	Using a variety of reading materials, students engage in small group discussions to enhance their ability to speak the English language in a comfortable learning environment.	Assistant Principal of Curriculum and Developmental Language ESOL Teacher.	Samples of student work will be collected and analyzed by the teacher. In addition, the results of the FAIR test will also be scrutinized, and strategies will be modified as necessary.	Teacher-created oral and written exams and the FAIR test.

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:	On the Spring administration of the CELLA, 55 percent of students were proficient in reading English. The goal for 2012-13 is to increase percentage of students proficient in reading by nine percentage points, from 55 percent to 64 percent (an increase of one student).
2012 Current Percent of Students Proficient in reading:	
55%(6)	

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 a limited depth of literacy and range of vocabulary.	Implement a range of vocabulary development activities such as the use of graphic organizers and	Assistant Principal of Curriculum and Developmental Language ESOL Teacher.	Student work samples will be collected and analyzed to determine overall effectiveness. Strategies will be	Baseline and Interim Assessments, as well as the FAIR test.

		charts to enhance student's understanding of vocabulary.		modified as necessary.	

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	On the Spring administration of the CELLA, 55 percent of students were proficient in reading English. The goal for 2012-13 is to increase percentage of students proficient in reading by nine percentage points, from 55 percent to 64 percent (an increase of one student).
2012 Current Percent of Students Proficient in writing:	
55%(6)	

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 need to be exposed to a variety of forms of writing and must enhance vocabulary usage within their writing.	Students will be given a writing pre-test that consists of an expository and persuasive prompt. The results will be analyzed and a sequential writing plan based on students' needs will be developed and implemented. This plan will include student engagement in the editing and revising process.	Assistant Principal of curriculum and Developmental Language ESOL Teacher.	Assistant Principal and Developmental Language ESOL Teacher and Language Arts Department Chair.	The writing pre-test and writing samples done throughout the course of the year will provide formative evaluations.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Grand Total: $0.00

End of CELLA Goals

Middle School 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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 mathematics.	Results on the 2011 Algebra EOC Test show that 70 percent of Coral Reef students scored in the middle and upper third of the statewide cohort tested. The goal for 2012 is to increase the percent of students scoring in the upper two-thirds of the statewide cohort to 73 percent.

Mathematics Goal #2a:	Results on the Geometry Baseline Assessment administered in late August of 2011 show that zero percent of students scored at proficiency. The goal for the 2012 Geometry EOC is to have a minimum of 10 percent of students scoring in the top two-thirds of the statewide cohort testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Algebra 70%(232) Geometry 0%(3)	Algebra 73%(242) Geometry 10%(77)

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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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 mathematics. Mathematics Goal #3a:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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 mathematics. Mathematics Goal #4:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Results on the 2011 Algebra EOC Test show that 77 percent of Coral Reef students scored in the middle and upper third of the statewide cohort tested. The goal for 2012 is to increase the percent of Black students scoring in the upper two-thirds of the statewide cohort to 79 percent. The results on the 2011 Baseline Geometry Assessment show that zero percent of students were proficient. The goal for the 2012 Geometry EOC is to have a minimum of 10 percent of students scoring in the top two-thirds of the statewide cohort testing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 77%(85) Hispanic:91%(448) Asian:NA American Indian:NA	White: NA Black: 79%(87) Hispanic:91%(448) Asian:NA American Indian:NA

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	Our ninth graders come from many middle schools where the preparation for high school math varies greatly. As a result, some students struggle as they attempt to solve abstract problems.	Utilize manipulative, problem-solving , critical thinking, real-life applications, and technology in all content areas.	Assistant Principal for Curriculum, Mathematics Department Chair	Course Learning Groups will review results of common assessments to determine progress.	Common departmental assessments tied to Next Generation Math Standards will be used to assess progress. The summative evaluation will be the Algebra EOC Test.
2	Our ninth graders come from many middle schools where the preparation for high school math varies greatly. As a result, some students struggle as they attempt to solve abstract problems and	Utilize the" Discovery" approach and more hands-on explorations in order to increase students' understanding of difficult geometry concepts.	Assistant Principal for Curriculum, Mathematics Department Chair	Assessments consisting of different complexity level questions will monitor students' progress in achieving higher-order thinking skills.	Student progress will be assessed based on departmental pre- and post-tests and teacher- or department-created formative

	have difficulty adapting to the spatial awareness needed for success in geometry.				assessments. The Geometry EOC Test will be the final summative evaluation.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics 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:	The results on the Spring 2012 High School Mathematics Florida Alternate Assessment (FAA) indicate that 21 percent of students tested scored at Level 4, 5, or 6. The goal for 2012-13 is to increase the number of students scoring at or above Levels 4, 5, or 6 by five percentage points to 26 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(4)	26%(5)

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 need more exposure to functional mathematics skills. There is a disconnect between the functional skills that should be and are being taught and the type of written test the students are taking. Students have difficulty making the connection between what is seen on the test paper (for instance, money) and what they use in real life.	Efforts will be made to help students make the connections between the test paper items and the real-world items that they handle.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate the skills in real-world contexts and make the connections with what they see on paper. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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.	The results on the Spring 2012 High School Mathematics Florida Alternate Assessment (FAA) indicate that 16 percent of students tested scored at or above Level 7.

Mathematics Goal #2:	The goal for 2012-13 is to increase the number of students scoring at or above Level 7 by three percentage points to 19 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(3)	19%(4)

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	19%(4)	Some students have greater cognitive skills and can achieve at a higher level than some of their counterparts, but there are limitations to cognitive ability to achieve at the same level as students working toward the Next Generation Sunshine State Standards.	Continue to reinforce skills already learned while generalizing those skills to be applied to real-world situations.	Assistant Principal for Curriculum and the SPED Department Chair	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Progress on IEP goals will be monitored on a weekly basis. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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:	Results on the Spring 2012 High School Mathematics Florida Alternate Assessment (FAA) indicate that 46 percent of students tested made learning gains. The goal for 2012-13 is to increase the number of students making learning gains by ten percentage points from 46 percent to 56 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(8)	56 %(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
	Students have greater cognitive skills and can achieve at a higher level than some of their counterparts, but there are limitations to cognitive ability to achieve at the same level as students working toward the	Continue to reinforce skills already learned while generalizing those skills to be applied to real-world situations.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate the skills in real-world contexts and make the connections with what they see on paper. Samples of student work will be collected and assessed, progress on IEP goals will be	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Progress on IEP

1	Next Generation Sunshine State Standards.			monitored, and documented teacher observations will all occur on a weekly basis.	goals will be monitored on a weekly basis. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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 1 EOC Assessment indicate that 44 percent of students achieved a Level 3. The goal for the 2012-13 school year is to increase the percentage of students scoring at Level 3 by one percentage point to 45 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (125)	45% (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra I EOC Assessment, the area of greatest difficulty for students achieving level 3 was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Venn Diagrams in a variety of ways to illustrate intersection, union, and disjoint sets.	Assistant Principal for Curriculum, Math Department Chair, Algebra 1 Course Facilitator	During Department meetings, results of interim assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative in-class assessments and District Interim assessments. The summative assessment will be the 2013 Algebra 1 EOC Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 EOC Assessment indicate that 20 percent of students scored at Level 4 or 5. The goal for the 2012-13 school year is to maintain the percentage of students achieving at Level 4 or 5 at 20 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (57)	20% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra I EOC Assessment, the area of greatest difficulty for students achieving Levels 4-5 was Reporting Category 3 (Rationals, Radicals, Quadratics, and Discrete Math).	Provide teachers with training in using problem solving techniques to create meaning in a real world context for students to apply new concepts and skills. Utilize assessment data to provide differentiated instruction in mathematics through after-school, Saturday, and peer-to-peer tutoring sessions.	Assistant Principal for Curriculum, Math Department Chair, Algebra 1 Course Facilitator	After instruction, formative and interim test results will be compared to data from the pre-test to determine the need for further interventions.	Formative in-class assessments and District Interim assessments. The summative assessment will be the 2013 Algebra 1 EOC Assessment.

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 : The results of the 2012 EOC's in Algebra and Geometry and the Florida Alternative Assessment (FAA) indicate that 59 percent of all students scored at Level 3 or higher on the appropriate EOC or a Level 4 or higher on the FAA.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	74%	

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:	According to the results from the 2012 Algebra I EOC, all students and all subgroups having enough students to be considered made satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

NA	NA

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

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

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				

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 Assessment indicate that 25 percent of students scored in the middle third (34-66 percentile) of students in the statewide cohort. The goal for the 2012-13 school year is to increase the percentage of students achieving proficiency by two percentage points to 27 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (181)	27% (191)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC Assessment, the area of greatest difficulty for students was Reporting Category 3 (Trigonometry and Discrete Math).	Provide additional practice in solving and graphing trigonometric equations, both with and without technology, that involve real world applications. Use 3D shapes in a variety of ways to illustrate area, volume, and surface area.	Assistant Principal for Curriculum, Math Department Chair, Geometry Course Facilitator	During Department meetings, results of interim assessments will be reviewed to ensure progress and adjust curriculum focus as needed	Formative in-class assessments and District Interim assessments. The summative assessment will be the 2013 Geometry EOC Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Assessment indicate that 54 percent of students scored in the top third (67-100 percentile) of students in the statewide cohort. Our goal for the 2012-13 school year is to increase the percentage of students achieving high proficiency by one percentage point to 55 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (387)	55% (391)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 Geometry	Provide teachers with training in using problem	Assistant Principal for Curriculum,	After instruction, formative and interim	Formative in-class

1	EOC Assessment, the area of greatest difficulty for students was Reporting Category 3 (Trigonometry and Discrete Math).	solving techniques to create meaning in a real world context for students to apply new concepts and skills. Utilize assessment data to provide differentiated instruction in mathematics through after-school, Saturday, and peer-to-peer tutoring sessions.	Math Department Chair, Geometry Course Facilitator	test results will be compared to data from the pre-test to determine the need for further interventions.	assessments and District Interim assessments. The summative assessment will be the 2013 Geometry EOC Assessment.

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 : The results of the 2012 EOC's in Algebra and Geometry and the Florida Alternative Assessment (FAA) indicate that 59 percent of all students scored at Level 3 or higher on the appropriate EOC or a Level 4 or higher on the FAA.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	66%	70%	74%	

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

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	NA	NA	NA	NA	NA

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

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

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

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
TI-Graphing Calculator Workshop	Grades 9-12 Mathematics	Representative from Texas Instruments	All Mathematics Teachers	November 6, 2012 (Teacher Planning Day)	Lessons utilizing the TI programs will be shared during department meetings.	Mathematics Dept. Chair
Effective Use of Data to Differentiate Instruction	Across the Curriculum	Asst. Principal for Curriculum	All Instructional Staff	August 28, 2012	Submission of Artifacts from Workshop	Assistant Principal for Curriculum
FCAT Practice Test for Teachers	Across the curriculum	Asst. Principal for Professional Development	All Instructional Staff	October 25, 2012 (Early Release)	Submission of Practice Test	Assistant Principal for Professional Development
Effective Implementation of the Instructional Focus Calendar	Algebra I and Geometry	Mathematics Dept. Chair	Teachers of Algebra I and Geometry	September 26, 2012 (Teacher Planning Day)	Classroom Visits and Monitoring Lesson Plans	Mathematics Dept. Chair
Shared Best Practices	Grades 9-12 Mathematics	Mathematics Dept. Chair	All Mathematics Teachers	Monthly Department Meetings, beginning September, 2012	Feedback on the success of activities will be shared at subsequent department meetings	Mathematics Dept. Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Saturday EOC/AP/IB tutoring for all interested mathematics students.	Saturday EOC/AP/IB Tutoring, Part-time hourly wages for certified teachers	School Funds	$9,000.00
Utilize manipulatives, problem-solving , critical thinking, real-life applications, and technology in all content areas.	Consumable workbooks and manipulatives	Course Fees	$2,500.00
			Subtotal: $11,500.00
			Grand Total: $11,500.00

End of Mathematics Goals

Elementary and Middle School 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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 important real-world science skills and knowledge which are and should be taught are not what are being tested.	Efforts will be made to help students make the connections between the test paper items and the real-world items that they handle.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate the skills in real-world contexts and make the connections with what they see on paper. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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 science. Science Goal #1b:	The results on the Spring 2012 High School Science Florida Alternate Assessment (FAA) indicate that 21 percent of students tested scored at or above Level 7. The goal for 2012-13 is to increase the number of students scoring at or above Level 7 by 3 percentage points to 30 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(3)	30%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The important real-world science skills and knowledge which are and should be taught are not what are being tested.	Continue to reinforce skills already learned while generalizing those skills to be applied to real-world situations.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate the skills in real-world contexts and make the connections with what they see on paper. Samples of student	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at

1				work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	their individual potentials. Progress on IEP goals will be monitored on a weekly basis. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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 science. Science Goal #2a:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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:	The results on the Spring 2012 High School Science Florida Alternate Assessment (FAA) indicate that 27 percent of students tested scored at or above Levels 4, 5, and 6. The goal for 2012-13 is to increase the number of students scoring at or above Levels 4, 5, and 6 by two percentage points to 32 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(3)	32%(4)

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 important real-world science skills and knowledge which are and should be taught are not what are being tested.	Efforts will be made to help students make the connections between the test paper items and the real-world items that they handle.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate the skills in real-world contexts and make the connections with what they see on paper. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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:	The results on the Spring 2012 High School Science Florida Alternate Assessment (FAA) indicate that 21 percent of students tested scored at or above Level 7. The goal for 2012-13 is to increase the number of students scoring at or above Level 7 by 3 percentage points to 30 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(3)	30%(3)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	The important real-world science skills and knowledge which are and should be taught are not what are being tested.	Continue to reinforce skills already learned while generalizing those skills to be applied to real-world situations.	Assistant Principal for Curriculum and the SPED Department Chair	Students will demonstrate the skills in real-world contexts and make the connections with what they see on paper. Samples of student work will be collected and assessed, progress on IEP goals will be monitored, and documented teacher observations will all occur on a weekly basis.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Progress on IEP goals will be monitored on a weekly basis. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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:	Results on the 2012 Biology Baseline Assessment indicate that 31 percent of students scored in the middle third (34-66 percentile)of the statewide cohort taking the test. The goal for students taking the 2013 Biology EOC Assessment is increase the percentage of students achieving proficiency by one percentage point to 32 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(248)	32%(258)

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	Item specifications were released after the pacing guides and various District assessments were created for the 2011-2012 school year. Pacing guides and District assessments should be revised to reflect the approximate weight of each reporting category and the scope of the material being assessed.	Teachers in the biology course learning group will administer a District-provided baseline and quarterly benchmark assessments to provide data for progress monitoring and to provide students with practice in the format and scope of questions to be answered on the EOC Test.	Assistant Principal for Curriculum, Science Department Chair, and the Biology Course Facilitator	The Science Department Chair will facilitate the administration of these tests and provide teachers with item analyses and comparative results in order to modify instruction to meet students' needs. Administrators will ensure implementation through classroom visits.	Student progress on formative and summative classroom assessments as well as benchmark-based District assessments will be used to evaluate effectiveness. The 2013 Biology EOC Assessment will be the final

	Teachers must utilize the item specifications, pacing guides, and cumulative reviews throughout the year.			Results from these practice tests will be collected and reviewed by course learning group. Reflective feedback will be provided to teachers and students.	summative evaluation.
2	Difficult concepts are better understood if students are given instruction in varying modalities. The importance of providing hands-on activities cannot be overstated, as many students need a concrete experience in order better understand abstract ideas and improve critical thinking skills.	Students will be provided with hands-on activities that will include but not be limited to Biology H.O.T. (High Order Thinking) Science Labs and appropriate Essential Labs 2.0.	Assistant Principal for Curriculum, Science Department Chair, and the Biology Course Facilitator	Administrators and the Department Chair will ensure implementation through classroom visits. Labs and activities will be documented in lesson plans. Members of the course learning group will discuss lab efficacies and make modifications as necessary.	Student progress on formative and summative classroom assessments as well as benchmark-based District assessments will be used to evaluate effectiveness. The Biology EOC Test will be the final summative evaluation

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:	Results on the 2012 Biology Baseline Assessment indicate that 51 percent of students scored in the upper third (67-100 percentile)of the statewide cohort taking the test. The goal for students taking the 2013 Biology EOC Assessment is to increase the percent of students achieving high proficiency by one percentage point to 52 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (408)	52% (412)

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 scored lowest in the Molecular and Cellular Biology Reporting Category (an average of 55% correct.	The Biology Course Learning Group will meet with the physical science teachers to develop a list of prerequisites so that students entering biology next year will be better prepared for the chemistry aspects of the course.	Assistant Principal for Curriculum, Science Department Chair, and the Biology Course Facilitator	Samples of student work will be collected monthly and reviewed by Course Learning Groups. Feedback will be provided to teachers and students.	Results from teacher-created assessments, interim assessments, pre/post tests, and other benchmark-based assessments will be used to assess student progress. The Biology EOC Assessment will be the final summative evaluation.
	Benchmarks involving scientific thinking are imbedded throughout the Biology curriculum. Being imbedded rather	Provide students with opportunities to design and carry out controlled experiments while encouraging	Assistant Principal for Curriculum, Science Department	Samples of student work will be collected monthly and reviewed by Course Learning Groups. Feedback will	Results from interim assessments, pre/post tests, and other

2	than having their own specific category makes it more likely that these benchmarks will go unnoticed.	critical analysis and discussion of methodology, conclusions, and error possibilities.	Chair, and the Biology Course Facilitator	be provided to teachers and students.	benchmark-based assessments be used to assess student progress. The Biology EOC Test will be the final summative evaluation.

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
Effective Implementation of the Instructional Focus Calendar	Biology, grade 9 or 10	Science Dept. Chair	Biology teachers	August 16, 2012	Classroom visits will be conducted and lesson plans will be monitored.	Assistant Principal for Curriculum and Science Dept. Chair
Next Generation Sunshine State Standards and the End-of-Course Biology Test	Grades 9 and 10	Biology Course Facilitato	All Science Teachers	October 2, 2012	The group will be tasked with developing a plan so that physical science teachers as well as biology teachers have responsibility for covering/reviewing material to be assessed on the Biology End-of-Course Test to be given in 2013.	Assistant Principal for Curriculum, Science Dept. Chair, and Biology Course Facilitator
FCAT Practice Test for Teachers	Across the curriculum	Asst. Principal for Professional Development	All instructional staff	October 25, 2012 (Early Release)	Submission of Practice Test	Assistant Principal for Professional Development
Effective Use of Data to Differentiate Instruction	Across the curriculum	Asst. Principal for Curriculum	All instructional staff	August 28, 2012	Submission of Artifacts from Workshop	Assistant Principal for Curriculum
Shared Best Practices	Grades 9-12	Course Facilitators	All Science Teachers in the Appropriate Course Group	September through April, biweekly	Feedback on the success of activities will be shared at subsequent dept. meetings	Science Dept. Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with opportunities to design and carry out controlled experiments throughout their science courses, while encouraging critical analysis and discussion of methodology, conclusions, and error possibilities.	Consumable chemicals, glassware, and paper goods for project- and lab-based activities	Course fees	$18,000.00
Provide Saturday EOC/AP/IB tutoring for all interested science students	Saturday FCAT/AP/IB Tutoring, Part-time hourly wages for certified teachers	School Funds	$9,000.00
			Subtotal: $27,000.00
			Grand Total: $27,000.00

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:	On the 2012 Writing FCAT, 97 percent of students in grade ten scored at Level 3 or above. The goal for 2012-13 is to maintain the percentage of students scoring Level 3 or higher at 97 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(839)	97%(839)

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	Very high scores are difficult to maintain without decreasing slightly. Students must be equally proficient and comfortable responding to either the expository or persuasive prompt. Attention must be paid to grammar, sentence construction, and common usage-conventions.	Administer a writing pre-test containing both an expository and a persuasive prompt to students in grades nine and ten. The results will be analyzed and a sequential writing plan based on students' needs will be developed. This writing plan may include Saturday Tutoring prior to the 2013 Writing FCAT.	Assistant Principal for Curriculum, Language Arts Department Chair	Data from the pre-test and samples of student work collected each month from language arts classes will be analyzed and instruction modified as required.	The pre-test and samples will be scored using the Florida Writes rubric, and the data will be analyzed. The Florida Writing Test will be the summative evaluation.

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.	The results on the Spring 2012 High School Writing Florida Alternate Assessment (FAA) indicate that 18 percent of students tested scored at or above Level 4.

Writing Goal #1b:	The goal for 2012-13 is to increase the number of students scoring at or above Level 4 by five percentage points to 23 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(2)	23%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is no actual writing in the FCAT Alternate Assessment for Writing. Students are reading test items and attempting to determine if they are written correctly. In class, students actually are taught to write materials that are functionally useful to them in the real world.	Along with actual writing skills, materials will be incorporated into instruction to assist students in making the connection between what they are writing and what is written on paper as test items.	Assistant Principal for Curriculum and the SPED Department Chair	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Progress on IEP goals will be monitored on a weekly basis. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.	Teacher-created checklists will be used to assess student's skills, ensuring that they are functioning at their individual potentials. Goals met on the IEP's and the scores from the Florida Alternative Assessments will by the final summative evaluation.

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
Scoring Writing Samples Using the Florida Writes Rubric	Language Arts Grades 9 and 10	Language Arts Dept. Chair	All Language Arts Teachers of Students in Grades 9 or 10	September 2012	Analysis of Pre-Test samples and score	Language Arts Dept. Chair
Writing Workshop	Language Arts Grades 9 and 10	District Representative	All Language Arts Teachers of Students in Grades 9 or 10	October 10, 2012	Analysis of Writing Samples	Language Arts Dept. Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			

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

End of Writing Goals

Civics 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 Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics 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 Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S.	The results of the 2012 U.S. History EOC Baseline

History. U.S. History Goal #1:	Assessment indicate that zero percent of students achieved a Level 3. The goal for the 2012-13 school year is to increase the percentage of students scoring at Level 3 by ten percentage points to 10 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	10%(44)

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 limited understanding and knowledge of the 20th century. Many teachers of students in grade 8 end the instructional year well before the study of 20th century has begun.	When preparing annual pacing guide, divide the curriculum and organize by decades.	Assistant Principal for Curriculum, Social Studies Department Chair, and the U.S. History Course Facilitator	Samples of student work will be collected and reviewed by U.S. History Course Facilitator on a monthly basis. Feedback will be provided to teachers and students.	Results from teacher-created assessments, interim assessments, pre/post tests, and other benchmark-based assessments will be used to assess student progress. The U.S. History EOC Assessment will be the final summative evaluation.

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:	The results of the 2012 U.S. History EOC Baseline Assessment indicate that zero percent of students achieved at or above Level 4. The goal for the 2012-13 school year is to increase the percentage of students scoring at or above Level 4 by ten percentage points to 10 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	(10%(44)

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 a limited understanding and knowledge of the cultural literacy of our countries – famous people, places, dates, and events.	As instructional material is introduced throughout the academic year, teachers will focus on the key people, places, dates, and events that comprise each subject area.	Assistant Principal for Curriculum, Social Studies Department Chair, and the U.S. History Course Facilitator	Samples of student work will be collected and reviewed by U.S. History Course Group on a monthly basis. Feedback will be provided to teachers and students.	Results from teacher-created assessments, interim assessments, pre/post tests, and other benchmark-based assessments will be used to assess student progress.

					The U.S. History EOC Assessment will be the final summative evaluation.

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
Effective Use of Data to differentiate instruction	Across the curriculum	Asst. Principal for Curriculum	All instructional staff	August 28, 2012	Submission of artifacts from workshop	Assistant Principal for Curriculum
FCAT Practice Test for Teachers	Across the Curriculum	Asst. Principal for Professional Development	All instructional staff	October 25, 2012 (Early Release)	Submission of Practice Test	Asst. Principal for Professional Development
Effective Implementation of the Instructional Focus Calendar	Regular U.S. History students	Social Studies Dept. Chair	Teachers of Regular U.S. History students	September 11, 2012	Classroom visits and monitoring lesson plans	Social Studies Dept. Chair

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$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
Tutoring programs on Saturday as well as before or after school will provide small group, targeted instruction.	Saturday FCAT/AP/IB Tutoring, part-time hourly wages for certified teachers	School Funds	$9,000.00
			Subtotal: $9,000.00
			Grand Total: $9,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance for the 2011-2012 school year was 97.42 percent. The goal for 2012-13 is to maintain the high level of attendance at 97.42 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.42%(3057)	97.42%(3057)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
(251)	(238)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(405)	(385)

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	There will always be students who are ill or who have family emergencies of some type. It is very difficult to achieve a 97 % average daily attendance even with very motivated students. Ten days absence is 5.5 % of the 180 school days. It is difficult for parents and students to think of ten days spread over 10 months as excessive. Our autistics students with medical problems often have "excessive" absences.	Continue to encourage students to come to school using the Triple A (Academies plus Attendance equals Achievement) quarterly competition among grade levels.	Assistant Principal responsible for attendance	Attendance is monitored daily. Students with excessive absences are counseled and parent conferences may be held as required. Quarterly attendance is used to determine the winner of the Triple A Competition.	District calculation of average attendance (COGNOS)
2	Many tardies are due to transportation problems. Since this is a magnet school, many students are not afforded District-provided transportation and must rely on others to get them to school. Those with unexcused tardies are given detentions after the third tardy in a quarter. Escalating services are provided to deter	Students are given a detention after the third tardy in a quarter. If detentions are not served, students are assigned to indoor suspension.	Assistant Principal responsible for attendance	Student tardies are monitored daily. Afterschool detentions are held three afternoons a week. Students are counseled prior to assignment to indoor suspensions, and parents are called as necessary. In accordance with District policy, students with excessive absences or tardies are prevented from	District records of tardies are used to monitor the success of both internal and District-mandated strategies.

	tardies, but some are outside of the student's control.			participating in competitions or extracurricular activities.	
3	Students may break District or school rules due to the lack of knowledge of said rules.	Students in grade nine and their parents are required to attend orientation on the Saturday before the opening of school on Monday. Students in grades 10 through 12 are required to attend a mandatory orientation held during the first two weeks of school. All District and school policies are reviewed with the students at this orientation, and students are given a planner which provides a written copy of all District and school policies.	Principal and Assistant Principals	Attendance, tardies, referrals, and suspensions will be monitored by counselors, lead teachers, and administrators, with counseling and parental contact as appropriate.	District records will be used to monitor the success of this strategy.

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
Orientation for All Other Students	Grade 10, 11, and 12 students	Principal and Assistant Principals	Students in Grade 10, 11, and 12	August 22 and 23, 2012	The number of absences, tardies, and suspensions will be monitored.	Assistant Principals
Ninth Grade Orientation	Grade 9 students	Principal and Assistant Principals	Students in Grade 9 and their parents	Saturday, August 18, 2012	The number of absences, tardies, and suspensions will be monitored.	Assistant Principals

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Continue to encourage students to come to school using the Triple A (Academies plus Attendance equals Achievement) quarterly competition among grade levels.	Incentive for winners of the quarterly competition	Principal's Special Purpose Fund, EESAC	$3,000.00
Students are given a detention after the third tardy in a quarter. If detentions are not served, students are assigned to indoor suspension.	Part-time hourly personnel to monitor detentions.	School Funds	$2,800.00
			Subtotal: $5,800.00
			Grand Total: $5,800.00

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:	According to data provided by the District, there were 218 indoor suspensions and 100 outdoor suspensions during the 2011-2012 school year. The goal for 2012-2013 is to reduce the total number of suspensions by 10 percent to 286 total suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
218	196
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(177)	(159)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
100	90
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(95)	(86)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are some behaviors that merit an automatic out-of-school suspension. The best way to prevent these suspensions is to prevent the behaviors.	All students will attend an orientation assembly where the Code of Student Conduct and escalating services are clearly explained in order to reduce the	Assistant Principal overseeing Student Services	The number of referrals will be monitored as will the behaviors for which the referrals were written.	Referrals and suspension documents will be used to monitor the success of this strategy.

		number of referrals and suspensions and to ensure that students are given due process.			
2	There are some behaviors that merit an automatic in-school suspension. The best way to prevent these suspensions is to prevent the behaviors.	Saturday School will be used as an alternative to indoor suspension for some offenses. Counseling will be conducted as necessary in order to prevent the behavior from recurring.	Assistant Principal overseeing Student Services	The number of indoor suspensions will be monitored as will the offenses for which the suspension were assigned.	The number of indoor suspensions will be used to monitor the success of this strategy.
3	There are some behaviors that merit an automatic in-school suspension. The best way to prevent these suspensions is to prevent the behaviors.	Students with personal problems such as anger management, substance abuse, etc., will be referred to a counselor immediately for assistance.	Assistant Principal overseeing Student Services	The number of and reasons for referral to a counselor as well as the reduction in suspensions will be monitored. (Student confidentiality will be maintained.)	Referrals and suspension documents will be used to monitor the success of this strategy.

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
Behavioral Modification Classroom Management	All Students	Department Chair of Student Services	All Faculty	November 6, 2012 (Teacher Planning Day)	In-School and Out-of-School Suspension rates, and the number of referrals written for classroom misbehavior will be monitored.	Assistant Principals for discipline, Academy Counselors and Lead Teachers
Schools and Drugs	All Students	Trust Counselor	All Faculty	November 6, 2012 (Teacher Planning Day)	In-School and Out-of-School Suspension rates relating to drugs will be monitored.	Assistant Principals for discipline, Academy Counselors and Lead Teachers

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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Saturday School will be used as an alternative to indoor suspension for some offenses. Counseling will be conducted as necessary in order to prevent the behavior from recurring.	Part-time hourly personnel to monitor Saturday School.	School Funds	$1,250.00
			Subtotal: $1,250.00
			Grand Total: $1,250.00

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.*	Data from the District and from the school's registrar for 2012 indicate that 653 of our 654 seniors in the standard curriculum group received their diplomas. According to the graduation rate calculated according to the 2010-11 Federal Uniform Graduation Rate, 97.9 percent of Coral Reef students received their diplomas in 2012. The goal for 2012-2013 is to maintain the 97.4 percent graduation rate and reduce the dropout rate by 0.01 percentage point to 0.11 percent.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.12%(4)	0.11%(4)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
97.9%(648)	97.9%(746)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to District-provided statistics and Coral Reef records, no students dropped out in 2010 or 2011. Coral Reef applies a three-tiered approach to the oversight of students' achievement. It is difficult for students to fall through the cracks. Every effort is made to prevent any student from dropping out of school at Coral Reef. According to District-provided statistics, the graduation rate is 97.9	Teachers and counselors provide the first level of oversight for each student's achievement, contacting parents at the first evidence of difficulty. At the end of each quarter, students' grades are monitored by counselors and lead teachers, with students placed on probation if the grades don't meet minimum standards. Lead teachers meet with the parents and strategies for improvement are discussed. Grades	.Assistant Principal, Lead Teacher and Counselor of the appropriate academy, classroom teacher	Lead teachers and Counselors will monitor their assigned students, providing strategies for improvement as necessary. Parents will be involved at every step. Grades for students on probation will be constantly monitored by the counselors through gradebook. At the end of the school year, very few students will be exited because they did not meet minimum grade standards.	Student grades are constantly monitored and services provided. Success is determined by the success of the students, and by the number of students exited from Coral Reef.

	percent. This discrepancy between the registrar's statistics and those of the District are a result of the determination of the number of "non-graduates." There were 660 seniors in 2012, 7 of whom were students with autism who received a special diploma. There were 653 standard curriculum seniors who received diplomas in the summer of 2012.	continue to be closely monitored. If necessary, parents and students meet with the administrator assigned to the appropriate academy for further counseling.			

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
How to Mentor Students	All Students	Chair of Student Services	All Teachers	October 25, 2012 (Early Release)	Mentoring logs	Assistant Principal responsible for mentoring program

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, this school had 1,463 volunteers between the ages of 21 and 61 years old. These volunteers logged in excess of 8,862 hours of service. Our goal for 2013 is to increase the number of volunteers by 5 percentage points, giving us 53.1 percent parent involvement, representing 1635 volunteers
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
48.1%(1,462)	53.1%(1614)

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	A new PTSA Council has been elected. There will undoubtedly be a "settling in" period, as they assess the previous policies and determine their own focus for the coming year.	A telephone tree, an e-distribution list, the master calendar on the website, the street-side marquee, and the office monitors will notify PTSA members, parents, and other stakeholders of upcoming meetings and service opportunities. More input should help determine priorities and areas of focus.	PTSA Liaison, Assistant Principal overseeing PTSA	Monitor the number of volunteers, ages 21-61, who have registered through the Volunteer Portal.	Figures from the Volunteer Portal
2	Last year, Coral Reef's enrollment, according to the District was 3122 students. The level of parent involvement was calculated based on one parent per student, as there is no count of how many single- or two-parent families are represented by the students here. Prior to the District's purge of the volunteer database, Coral Reef had volunteers in the thousands. Our goal is to once again reach those numbers.	Volunteers will be actively solicited at 9th Grade Orientation, Open House, FCAT Parent Nights, AP Parent Night, Senior Parent Night, and all other opportunities when parents are present.	Volunteer Liaison, Assistant Principals overseeing Volunteers, Booster Clubs, and PTSA	Monitor the number of volunteers, ages 21-61, who have registered through the Volunteer Portal.	Figures from the Volunteer Portal, and reception of the Golden School Award and the Five Star Award.

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
Volunteer Training for the PTSA, EESAC, and Booster Clubs	All grade levels	Volunteer Liaison	Parents and other stakeholders	PTSA Meeting September 18,2012 EESAC Meeting October 3, 2012	Number of volunteers will be monitored weekly. Support documents (minutes/sign-in sheets) will be monitored.	Volunteer Liaison and person responsible for maintaining the Five Star notebook.
Financial and Legal Concerns for Booster Clubs, Sports and Activities	All grade levels	Treasurer and Activities Director	Any teacher or coach involved with a booster club, student club, or sport.	August 16, 2012 for teachers August 28, 2012 for parents	The Treasurer, Activities Director, and Athletic Business Manager will monitor financial transactions and activities to ensure that all rules are being followed.	The Treasurer, Activities Director, and Athletic Business Manager will monitor financial transactions and activities to ensure that all rules are being followed.

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	In 2012, 44 percent of students in the Engineering Technology Academy participated in competitions such as SECME, the M-DCPS Science and Engineering Fair and the Dade County Youth Fair. The goal for 2013 is to increase participation in various competitions by 2 percentage points to 46 percent.

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 difficulty applying math and science principles to project-based, hands-on activities and real-world problems.	Increase participation in STEM-based competitions or conducting in-class competitions to improve the connection between classroom learning and real-world situations.	The Assistance Principal for Curriculum and the Lead Teacher of the Engineering Technology Academy	Competition models, final scores from competitions, and increased participation numbers will be used to determine strategy's effectiveness.	Competition models, final scores from competitions, and the number of students participating in the competitions will be used to evaluate strategy's effectiveness.

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
M-DCPS Science and Engineering Fair participation requirements and rules	All grade levels	District Science Supervisors	Science Dept. Chair and the CRHS Science and Engineering Fair Coordinator	September 24, 2012	Increased student participation in the M-DCPS Science and Engineering Fair	Science Dept. Chair Lead Teacher – Academy of Agriscience and Engineering Technology

STEM Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase participation in STEM-based competitions or conducting in-class competitions to improve the connection between classroom learning and real-world situations.	Consumables used for models and necessary items for competitions.	Academy Fees	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	At the end of the 2012 school year, of the 137 students taking an Industry Certification Exam (ICE), 85 percent passed the test. The goal for 2013 is to increase the percent of students passing the ICE in their field by two percentage points to 87 percent

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	Industry Certification Exams are provided by third-party vendors requiring background checks, extensive applications, and transportation to an off-site testing facility. Students often cannot pass the background check because they do not have Social Security Numbers. Industry Certification Exams must be interwoven into the school testing schedule (i.e., FCAT, EOC's, AP and IB exams, and PERT). The information tested on Industry Certification Exams does not correlate with the Florida Department of Education (FLDOE) curricula for those courses.	Additional review sources must be located in order to better prepare students for the exam and limit the effects of the disconnect between the FLDOE curricula and the curricula tested on the various Industry Certification Exams.	Assistant Principal for Curriculum, Lead Teachers of the Health Science, Agriscience and Engineering, Business and Finance, and Legal and Public Service Academies	Simulated Industry Certification Exams will be administered to monitor progress. Results will be analyzed and classroom instructions will be modified as needed.	Summative evaluation tool will be the various Industry Certification Exams.

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
Sessions will be conducted by the District						

Supervisors to align classroom instruction with the Industry Certification Exams.	Grades 11 and 12, career technical classes	District Supervisors	Applicable career and technical teachers	October 26, 2012	As per District Supervisor	Department Chair for Career Technical Studies

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional review sources must be located in order to better prepare students for the exam and limit the effects of the disconnect between the FLDOE curricula and the curricula tested on the various Industry Certification Exams.	Study Guides, transportation for fingerprinting and for the off-campus tests.	CAPE funds	$10,000.00
			Subtotal: $10,000.00
			Grand Total: $10,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
U.S. History				$0.00
Attendance				$0.00
Suspension				$0.00
Dropout Prevention				$0.00
Parent Involvement				$0.00
STEM				$0.00
CTE				$0.00
				Subtotal: $0.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
U.S. History				$0.00
Attendance				$0.00
Suspension				$0.00
Dropout Prevention				$0.00
Parent Involvement				$0.00
STEM				$0.00
CTE				$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Dropout Prevention				$0.00
Parent Involvement				$0.00
STEM				$0.00
CTE				$0.00
				Subtotal: $0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring programs on Saturday as well as before or after school will provide small group, targeted instruction.	Saturday FCAT/AP/IB Tutoring, part-time hourly wages for certified teachers	School Funds	$9,000.00

CELLA				$0.00
Mathematics	Provide Saturday EOC/AP/IB tutoring for all interested mathematics students.	Saturday EOC/AP/IB Tutoring, Part-time hourly wages for certified teachers	School Funds	$9,000.00
Mathematics	Utilize manipulatives, problem-solving , critical thinking, real-life applications, and technology in all content areas.	Consumable workbooks and manipulatives	Course Fees	$2,500.00
Science	Provide students with opportunities to design and carry out controlled experiments throughout their science courses, while encouraging critical analysis and discussion of methodology, conclusions, and error possibilities.	Consumable chemicals, glassware, and paper goods for project- and lab-based activities	Course fees	$18,000.00
Science	Provide Saturday EOC/AP/IB tutoring for all interested science students	Saturday FCAT/AP/IB Tutoring, Part-time hourly wages for certified teachers	School Funds	$9,000.00
U.S. History	Tutoring programs on Saturday as well as before or after school will provide small group, targeted instruction.	Saturday FCAT/AP/IB Tutoring, part-time hourly wages for certified teachers	School Funds	$9,000.00
Attendance	Continue to encourage students to come to school using the Triple A (Academies plus Attendance equals Achievement) quarterly competition among grade levels.	Incentive for winners of the quarterly competition	Principal's Special Purpose Fund, EESAC	$3,000.00
Attendance	Students are given a detention after the third tardy in a quarter. If detentions are not served, students are assigned to indoor suspension.	Part-time hourly personnel to monitor detentions.	School Funds	$2,800.00
Suspension	Saturday School will be used as an alternative to indoor suspension for some offenses. Counseling will be conducted as necessary in order to prevent the behavior from recurring.	Part-time hourly personnel to monitor Saturday School.	School Funds	$1,250.00
Dropout Prevention				$0.00
Parent Involvement				$0.00
STEM	Increase participation in STEM-based competitions or conducting in-class competitions to improve the connection between classroom learning and real-world situations.	Consumables used for models and necessary items for competitions.	Academy Fees	$1,000.00
CTE	Additional review sources must be located in order to better prepare students for the exam and limit the effects of the disconnect between the FLDOE curricula and the curricula tested on the various Industry Certification Exams.	Study Guides, transportation for fingerprinting and for the off-campus tests.	CAPE funds	$10,000.00
				Subtotal: $74,550.00
				Grand Total: $74,550.00

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 10/9/2012)

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
Assistance in paying for Saturday tutoring programs	$7,000.00
Assistance in paying for graduation expenses (bus for band, invitations, programs) to maintain high graduation rate and promote parental involvement.	$5,000.00
Assistance for paying for snacks for students in grades nine, ten, and eleven during FCAT testing	$2,999.00

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

EESAC will continue to monitor and provide feedback on student activities, assessments, achievement, and the School Improvement Plan, receiving regular updates at every EESAC meeting. They will continue to participate in the development, approval, and oversight of the School Improvement Plan as well as the required reviews. EESAC will agree by consensus to approve appropriate funding for programs and activities that support the School Improvement Plan as funds allow. If Coral Reef is once again an “A” school, and if money is available in the state’s School Recognition Fund, EESAC will play an integral part in the overall distribution of those funds.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District CORAL REEF SENIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	92%	95%	63%	328	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	72%	82%			154	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?	63% (YES)	81% (YES)			144	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					636	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District CORAL REEF SENIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	91%	98%	63%	329	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	70%	81%			151	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?	54% (YES)	76% (YES)			130	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					620	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested