

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DR MICHAEL M. KROP SENIOR HIGH

District Name: Dade

Principal: Dawn M. Baglos

SAC Chair: Regina Rosenfield

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
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Baglos, Dawn M.	B.S.- Elementary Education, FIU M.S.- Educational Leadership, FIU	2	9	'12 '11 '10 '09 '08 School Grade P A A A C High Standards Reading 57 70 73 72 67 High Standards Math 62 67 68 72 68 Learning Gains-Reading 67 65 69 66 62 Learning Gains-Math 67 70 69 72 64 Gains-Reading-25% 71 69 71 74 58 Gains-Math-25% 73 68 67 68 64
Assis Principal	Clappier, Pamela A.	Advanced B.A. - Independent Pattern of Study (Biology, Psychology, Exercise Physiology), Occidental College, Los Angeles, CA M.S.- Exercise Physiology/Fitness Management, United States Sports Academy,	5	17	'12 '11 '10 '09 '08 School Grade P A A B A High Standards Reading 57 57 55 51 48 High Standards Math 62 83 82 78 78 Learning Gains-Reading 67 57 57 57 59 Learning Gains-Math 67 76 82 76 81 Gains-Reading-25% 71 51 52 54 57 Gains-Math-25% 73 67 71 65 75

		Mobile, Alabama Certification- Educational Leadership, State of Florida			
Assis Principal	Garnica, Francisco	B.S.-Mathematics Education, FIU. M.S.- Mathematics Education, FIU. M.S.- Educational Leadership, Univ. Mass Boston Certification- Educational Leadership, State of Florid	6	9	'12 '11 '10 '09 '08 School Grade P A A B A High Standards Reading 57 57 55 51 48 High Standards Math 62 83 82 78 78 Learning Gains-Reading 67 57 57 57 59 Learning Gains-Math 67 76 82 76 81 Gains-Reading-25% 71 51 52 54 57 Gains-Math-25% 73 67 71 65 75
Assis Principal	Lowe-Smith, Regina	B.S. – Biology, Florida Memorial University M.S. – Science, Nova Southeastern Univ. Certification – Educational Leadership, State of Florida	3	16	'12 '11 '10 '09 '08 School Grade P A A F D High Standards Reading 57 57 34 39 15 High Standards Math 62 83 59 51 43 Learning Gains-Reading 67 57 38 49 38 Learning Gains-Math 67 76 55 63 71 Gains-Reading-25% 71 51 38 54 56 Gains-Math-25% 73 67 57 82 84
Assis Principal	Ponkey, Daniel	B.S. – Elem. Educ. Barry University M.S. – Educational Leadership, Florida Atlantic University	1	1	'12 '11 '10 '09 '08 School Grade P A A A C High Standards Reading 60 70 73 72 71 High Standards Math 54 67 68 72 70 Learning Gains-Reading 68 65 69 66 68 Learning Gains-Math 64 70 69 72 70 Gains-Reading-25% 74 69 71 74 71 Gains-Math-25% 53 68 67 68 69

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)
Reading	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regularly scheduled Department Meetings	Administrators	On-going	
2	2. Partnering with veteran teachers	Administrators	On-going	
3	3. Professional Development focusing on Best Practices	Department Chairpersons	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 (Out-of-Field)	<ul style="list-style-type: none"> •Professional development is being provided that is geared towards the enhancement of rigor within the curriculum. •Professional development is being provided that is geared towards the incorporation of technology into instruction. •Professional development is being provided that is geared towards the implementation of effective instructional strategies and the sharing of Best Practices.

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
121	0.8%(1)	13.2%(16)	39.7%(48)	46.3%(56)	42.1%(51)	73.6%(89)	2.5%(3)	12.4%(15)	13.2%(16)

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
Cuenca, Cesar	N/A	N/A	N/A
Elias-Pushett, Ellen	N/A	N/A	N/A
Fellich, Gary	N/A	N/A	N/A
Ghingoor, Jean	N/A	N/A	N/A
Higgins, Connie	N/A	N/A	N/A
James, Thomas	N/A	N/A	N/A
Osborne, Faresha	N/A	N/A	N/A
Stein, Debra	N/A	N/A	N/A
Sullivan, Mary Kathleen	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The schools' MTSS Leadership Team includes the Principal; Assistant Principals; EESAC Chairperson; English Department Co-Chairpersons; Reading Department Chairperson; ELL Department Chairperson; Mathematics Department Co-Chairpersons; Science Department Chairperson; Social Studies Department Chairperson; World Languages Department Chairperson; SPED Department Co-Chairpersons; Gifted Education Chairperson; Visual and Performing Arts Department Chairperson; Business and Industry Department Chairperson; and the Physical Education Department Chairperson.

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

The MTSS Leadership Team will meet quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN) reports, and Reading Plus. After reviewing the data, the team will identify students that are meeting/exceeding standards, at moderate risk, or at high risk for not meeting standards. The team will, then, make decisions about the implementation of the MTSS process for students based on their findings.

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

The MTSS Leadership Team will meet quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, input from each department will be solicited in order to refine the strategies being utilized. This will ensure that the needs of the students are being addressed as warranted by the most current data.

MTSS Implementation

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

Baseline data: 2012 FCAT, Florida Assessment for Instruction in Reading (FAIR) reports, Progress Monitoring and Reporting Network (PMRN), Baseline and District Interim Assessments, CELLA reports, and Reading Plus reports
Mid-year data: FAIR, PMRN reports, District Interim Assessments, and Reading Plus reports
End of Year: FAIR, PMRN reports, FCAT, End of Course (EOC) exams, CELLA reports, and Reading Plus reports

Describe the plan to train staff on MTSS.

Professional development will be provided to teachers on Early Release Days and during department meetings throughout the school year.

Describe the plan to support MTSS.

Using Action Research through professional development, teachers will identify researchable questions, gather and reflect on relevant data, initiate changes through practice based on the inquiry results to enhance students learning. Furthermore, professional development will be provided on an on-going basis in order to ensure that participating individuals will be familiar with the requirements of the MTSS/RTI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Ensures that the school-site team is implementing RtI with fidelity; ensures implementation of intervention support and documentation; and ensures adequate professional development to support implementation.
Assistant Principals: Ensure that the school-site team is implementing RtI with fidelity; ensure implementation of intervention support and documentation; and ensure adequate professional development to support implementation.
SPED Department Co-Chairpersons: Facilitate and support data collection; assist with data analysis; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and communicate with teachers and parents regarding RtI plans and activities.
Selected General Education Teachers: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other faculty members to implement Tier 2 interventions; and integrate

Tier 1 materials/instruction with Tier 2/3 activities.

SPED Teachers: Participate in the collection of student data; integrate core instructional materials into Tier 3 instruction; and collaborate with general education teachers through co-teaching or support facilitation.

School Psychologist: Participates in the interpretation and analysis of data and facilitates the development of intervention plans.

Staffing Specialist: Participates in the interpretation and analysis of data and facilitates the development of intervention plans.

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

The Literacy Leadership Team will meet quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, the team will identify students that are meeting/exceeding standards, at moderate risk, or at high risk for not meeting standards. The team will, then, make decisions about the implementation of the RtI process for students based on their findings.

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

The Literacy Leadership Team's major initiative for this school year will be to implement a school-wide Reading Instructional Focus Calendar in which departments are provided assistance in regards to the implementation of effective reading strategies and cross-curricular reading interventions.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Instructional Focus Calendars and Pacing Guides are issued quarterly in order to assist with the coordination of benchmark reinforcement. Student performance data is utilized to generate the calendar with the focus throughout the quarter being on the benchmarks with the lowest mastery levels. By the end of each quarter, all benchmarks have been reinforced school-wide. Instruction in the reading classes is not centered on the Focus Calendar since every benchmark is addressed daily throughout their instruction. In all other courses, teachers continue to incorporate and include questions related to the benchmarks in which our students have traditionally performed poorly. Additionally, skill weaknesses and targeted benchmarks are shared via faculty meetings and teacher data chats. During data chats, the performance of each student and class (previous year and current year) are shared with the respective teacher and instructional strategies pertaining to overall weaknesses are discussed.

*High Schools Only

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

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

The school offers elective courses in art, dance, music, drama, business, technology, and career study. Many of these courses focus on job skills and provide students with opportunities for internships and technology certifications.

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?

The school offers elective courses in art, dance, music, physical education, drama, business, technology, and career study.

Many of these courses focus on job skills and provide students with opportunities for internships. In the Spring (March), online subject selection takes place. The first phase involves teachers placing their recommendations on line. Next, students and their parents select their choices for the next school year. If a student opts not to accept the recommendation of the teacher, a meeting with the counselor takes place so that the situation may be discussed. Once this segment has been completed, the subjects decided upon during this meeting are input into the computer. Student schedules for the next year are then created.

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](#)

Dr. Michael M. Krop Senior High School's percentage of graduates completing a college prep curriculum, enrolling in an Algebra I course before 9th grade, completing at least one Level 3 high school Math course, completing at least one Dual Enrollment Math course, completing at least one Level 3 high school Science course, and completing at least one Dual Enrollment Science course were all above both District and State averages. The school continually strives to encourage its students to enroll in rigorous coursework throughout their high school experience. A school-based decision was made to require all students to take four years of science. This requirement has provided students with the opportunity to advance their skills in preparation for the post-secondary education transition.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students achieved Level 3 proficiency in reading. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 8 percentage points, from 25% to 33%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (361)	33% (476)

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	Analysis of the 2012 FCAT 2.0 Reading Test data indicates that there is a need for improvement in Reporting Category 4, Informational Text/Research Process. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.	During instruction, informational texts and documents that require students to locate, interpret and organize information will be utilized.	Administrators, Leadership Team	Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 30% of students achieved Level 4 proficiency in reading. Our goal for the 2012-2013 school year is to increase Level 4 proficiency by 4 percentage points, from 30% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (438)	34% (490)

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	Analysis of the 2012 FCAT 2.0 Reading Test data indicates that there is a need for improvement in Reporting Category 2, Reading Applications. Students demonstrate difficulty in being able to identify the Main Idea and Author's Purpose within texts.	Utilize the school-wide Instructional Focus Calendar to ensure that identified benchmarks are being reinforced concurrently across the curriculum.	Administrators, Leadership Team	Reading Plus data will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: Reading Plus, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 67% of students made Learning Gains in reading. Our goal for the 2012-2013 school year is to increase the number of students making Learning Gains by 5 percentage points, from 67% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (883)	72% (949)

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	Analysis of the 2012 FCAT 2.0 Reading Test indicates that there is a need for improvement in Reporting Category 4, Informational Text/Research Process. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.	Utilize the school-wide Instructional Focus Calendar to ensure that identified benchmarks are being reinforced concurrently across the curriculum.	Administrators, Leadership Team	Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Reading Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of the 2012 FCAT 2.0 Reading Test indicate that 71% of students in the Lowest 25% made Learning Gains in reading.
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Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the Lowest 25% making Learning Gains by 5 percentage points, from 71% to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (263)	76% (282)

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	Analysis of the 2012 FCAT 2.0 Reading Test data indicates that there is a need for improvement in Reporting Category 4, Informational Text/Research Process. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.	During instruction, informational texts and documents that require students to locate, interpret and organize information will be utilized.	Administrators, Leadership Team.	Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Reading Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal is to reduce the percentage of non-proficient students in Reading by 50% over 6 years. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	71	74	77	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 74% of students in the white subgroup achieved proficiency in reading.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency within this group of students by 12 percentage points, from 74% to 84%.</p> <p>Additionally, 46% of students in the Black subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency within this group of students by 13 percentage points, from 49% to 59%.</p> <p>Additionally, 59% of students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency within this group of students by 11 percentage points, from 59% to 70%.</p>
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	<p>Additionally, 75% of students in the Asian subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency within this group of students by 9 percentage points, from 75% to 84%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>W: 74% (211)</p> <p>B: 46% (281)</p> <p>H: 59% (298)</p> <p>A: 75% (25)</p>	<p>W: 82% (234)</p> <p>B: 59% (360)</p> <p>H: 70% (354)</p> <p>A: 84% (28)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>White: Analysis of the 2012 FCAT 2.0 Reading Test data indicates that the White subgroup did not make satisfactory progress in reading.</p> <p>Black: Analysis of the 2012 FCAT 2.0 Reading Test data indicates that the Black subgroup did not make satisfactory progress in reading.</p> <p>Hispanic: Analysis of the 2012 FCAT 2.0 Reading Test data indicates that the Hispanic subgroup did not make satisfactory progress in reading.</p> <p>Asian: Analysis of the 2012 FCAT 2.0 Reading Test data indicates that the Asian subgroup did not make satisfactory progress in reading.</p> <p>FCAT 2.0 Test data indicates that there is a need for improvement in Reporting Category 2, Reading Applications, in all subgroups.</p>	<p>Utilizing 2012 FCAT 2.0 Reading data, identify students within each subgroup, ensure placement in appropriate intervention programs, and monitor student progress on a monthly basis.</p> <p>Utilize Reading Plus on an on-going basis in order to not only improve comprehension, but to improve fluency, as well.</p>	Administrators, Leadership Team.	<p>Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.</p> <p>Reading Plus data will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and for the utilization of differentiated instruction.</p>	<p>Formative: Reading Plus, District and School-site Assessment data, intervention assessments.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students in the ELL subgroup achieved proficiency in reading.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency within this group of students by 13 percentage points, from 25% to 48%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (28)	48% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Analysis of the 2012 FCAT 2.0 Reading Assessment data indicates that the ELL subgroup did not make satisfactory progress in reading.</p> <p>Students demonstrate difficulty identifying similarities and differences within and across texts.</p>	<p>During instruction, multiple texts and documents from the Edge materials will be utilized that require students to compare the texts in order to identify similarities and differences included therein. Furthermore, students will utilize Achieve 3000 in order to increase their comprehension and understanding of the text.</p>	<p>Administrative Team, Leadership Team, ELL Chairperson.</p>	<p>Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.</p>	<p>Formative: Achieve 3000, FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 24% of Students with Disabilities (SWD) achieved proficiency in reading.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency within this group of students by 7 percentage points, from 24% to 31%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>24% (21)</p>	<p>31% (27)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Analysis of the 2012 FCAT 2.0 Reading Assessment data indicates that the SWD subgroup did not make satisfactory progress in reading.</p> <p>Students demonstrate difficulty identifying similarities and differences within and across texts.</p>	<p>During instruction, multiple texts and documents will be utilized that require students to compare the texts in order to identify similarities and differences included therein.</p>	<p>Administrators, SPED Department Co-Chairpersons, Leadership Team.</p>	<p>Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.</p>	<p>Formative: FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2012 indicate that 49% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency in reading.</p> <p>Our goal is to increase student proficiency within this group of students by 12 percentage points, from 49% to 61%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

49% (400)			61% (498)		
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	Analysis of the 2012 FCAT 2.0 Reading Assessment data indicates that the ED subgroup did not make satisfactory progress in reading. Students demonstrate difficulty identifying similarities and differences within and across texts.	During instruction, multiple texts and documents will be utilized that require students to compare the texts in order to identify similarities and differences included therein.	Administrators, Leadership Team.	Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 FCAT 2.0. Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar	9-12	Reading Department Chair, Reading Coach	School-wide	September, 2012 Department Meetings	Classroom walk-throughs, Modeling of lessons, and Review of lesson plans	Administrators
Effective Reading Strategies for use in all Content Areas	9-12	Reading Department Chair, Reading Coach	School-wide	September 26, 2012	Classroom walk-throughs, Modeling of lessons, and Student work folders	Administrators
Reading Plus Review	9-12	Reading Department Chair	Language Arts and Reading Departments	September 11, 2012 Department Meeting	Classroom walk-throughs and Monitoring of Reading Plus reports	Administrators

Reading Budget:

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

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in Listening/Speaking to 61%.			
2012 Current Percent of Students Proficient in listening/speaking:					
61% (106)					
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	Analysis of the 2012 CELLA data indicates that students demonstrate difficulty in locating, interpreting, organizing information, and comparing and contrasting information displayed on a graph.	During instruction, informational texts, graphs, and documents that require students to locate, interpret and organize information will be utilized.	Administrative Team, ELL Department Chair	Data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: FAIR, District and School-site Assessment data, intervention assessments. Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in reading to 25%			
2012 Current Percent of Students Proficient in reading:					
25% (43)					
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	Analysis of the 2012 CELLA data indicates that students demonstrate difficulty in being able to identify the Main Idea or Essential Message within texts.	Utilize Achieve 3000 on an on-going basis in order to not only improve comprehension, but to improve fluency, as well.	Administrative Team and ELL Department Chair	Achieve 3000 data will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: Achieve 3000, District and School-site Assessment data, intervention assessments. Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in writing to 31%.

2012 Current Percent of Students Proficient in writing:

31% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Analysis of the 2012 CELLA data indicates a need for improvement in the area of Support. Student writing samples indicate they do not possess the skills needed to incorporate details, elaboration, and proper word choice into their writing.	Utilize the State's sample Exemplar Papers and/or other examples of good students' writing to demonstrate how details, elaboration, and proper word choice are to be used as support within their writing.	Administrative Team, ELL Department Chair	Writing samples will be reviewed at department/grade level meetings.	Formative: District Baseline and Midyear writing prompts, school-site generated assessments and assignments. Summative: 2013 CELLA

CELLA Budget:

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

Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities	Temporary Teachers	School-Based budget	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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 End-of-Course Exam indicate that 41% of students achieved scores that placed them in the Middle and Upper Third percentiles in terms of proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the Middle and Upper Third by 1 percentage point, from 41% to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (187)	42% (192)

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	Analysis of the 2012 Algebra 1 EOC assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics.	Utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Algebra 1 NGSSS related benchmarks. Utilize direct instruction of academic vocabulary using graphic organizers and word walls.	Administrators, Department Co-Chairpersons	Administrative Classroom walk-throughs and Lesson Plan reviews.	Formative: Gizmos, Florida Achieves, District and school-site assessment data, intervention assessments. Summative: 2013 Algebra 1 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 End-of-Course Exam indicate that 13% of students achieved scores that placed them in the Middle and Upper Third percentiles in terms of proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the Middle and Upper Third by 1 percentage point, from 13% to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

13% (60)	14% (64)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Analysis of the 2012 Algebra 1 EOC assessment data indicates a need for improvement in the area of Polynomials. The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.	Utilize Gizmos and Pearson tutorials to help students understand geometric concepts identified in NGSSS Algebra 1 course descriptions.	Administrators, Department Co-Chairpersons, and Leadership Team	Frequent reviews of Lesson Plans while conducting administrative classroom walk-throughs.	Formative: Gizmos, Florida Achieves, District and school-site assessment data, intervention assessments. Summative: 2013 Algebra 1 EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students in Algebra 1 by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		52	57	61	66	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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 indicate that 31% of students in the Middle Third achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points, from 31% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (173)	33% (185)

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	Analysis of the 2012 Geometry EOC data indicates a need for improvement in the area of Trigonometry and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving finding the converse, inverse and contrapositives of a statement.	Utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Geometry NGSSS related benchmarks. Utilize direct instruction of academic vocabulary using graphic organizers and word walls.	Administrators, Department Co-Chairpersons, Leadership Team	Administrative Classroom walk-throughs and Lesson Plan reviews.	Formative: Gizmos, Florida Achieves, District and school-site assessment data, intervention assessments. Summative: 2013 Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC indicate that 39% of students in the Upper Third scored at or above Achievement Levels 4 and 5. Our goal for the 2012 school year is to increase the percentage of students scoring at or above Achievement Levels 4 and 5 by 1 percentage point, from 39% to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (219)	40% (224)

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
	Analysis of the 2012 Geometry EOC data indicates a need for	Utilize Gizmos and Pearson tutorials to reinforce geometric	Administrators, Department Co-Chairpersons, and	Administrators, Department Co-Chairpersons, and	Formative: Gizmos, Florida Achieves, District

1	improvement in the area of Three-Dimensional Geometry. Students demonstrate difficulty in being able to successfully complete problems involving perimeter and area of polygons.	concepts identified in NGSSS Geometry course descriptions. In doing so, teachers will provide students with practice in deriving the formulas for perimeter and/or area of polygons.	Leadership Team	Leadership Team	and school-site assessment data, intervention assessments. Summative: 2013 Geometry EOC
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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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students in Geometry by 50%. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	66	

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:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Effective Utilization of District Mathematics Pacing Guides	9-12	District Personnel	Department Members	September 11, 2012 Department Meeting	Administrators will conduct classroom visits to monitor usage and fidelity of Pacing Guides and Lesson Plans	Administrators Mathematics Department Chairpersons
Utilizing Pearson Access to Target Measurement	9-12	Department Co-Chairs	Department Members	September 17, 2012	Administrators will conduct classroom visits to monitor usage and fidelity of Pacing Guides	Administrators Mathematics Department Chairpersons
Gizmos – Targeting Algebra and Geometry Benchmarks	9-12	Department Co-Chairs	Department Members	September 26, 2012	Administrators will conduct classroom visits to monitor usage and fidelity of Pacing Guides	Administrators will conduct classroom visits to monitor usage and fidelity of Pacing Guides
Effective Use of Graphing Calculators	9-12	Department Co-Chairs	Department Members	October 9, 2012 Department Meeting	Administrators will conduct classroom visits to monitor usage and fidelity of Pacing Guides	Administrators Mathematics Department Chairpersons

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

N/A

Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		N/A			
Science Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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.		The results of the 2012 Baseline Biology EOC Assessment indicate that 27% of students scored in the Middle Third and achieved Level 3 proficiency.			
Biology Goal #1:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points, from 27% to 30%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27% (172)		30% (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	Analysis of the 2012 Biology EOC Baseline Assessment data indicates a need for improvement in the area of the Nature of Science. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Plan and implement instruction for students in all science courses which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.	Administrators, Department Chair	Administrative walk-throughs where Lab Reports and Lesson Plans are reviewed.	Formative: District and School-site assessment data. Summative: 2013 Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 Baseline Biology EOC Assessment indicate that 31% of students achieved proficiency at Levels 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the Upper Third and achieving Levels 4 and 5 proficiency by 1 percentage point, from 31% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (197)	32% (205)

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	Analysis of the 2012 Biology End of Course Baseline Assessment data indicates a need for improvement in the areas of Molecular and Cellular Biology. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Plan and implement instruction for students in all science courses which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.	Administrators, Department Chair	Administrative walk-throughs where Lab Reports and Lesson Plans are reviewed.	Formative: District and School-site assessment data. Summative: 2013 Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Essential Labs for Every Science Curriculum	9-12	Science Department Chair	Science Teachers	September 26, 2012	Classroom walk-throughs, Lesson Plan and Lab Report reviews	Administrators
Ways to effectively prepare our students for Science End-of-Course Exams	9-11	Science Department Chair	Science Teachers	October 26, 2012	Classroom walk-throughs, Lesson Plan reviews	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2012 FCAT 2.0 Writing Test indicate that 86% of students achieved proficiency in writing.			
Writing Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points, from 86% to 88%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (632)		88% (642)			
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	Analysis of the 2012 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate they lack the skills needed to incorporate details, elaboration, and proper word choice into their writing.	Utilize the State's sample Anchor Papers and/or other examples of good students' writing to demonstrate how details, elaboration, and proper word choice are to be used as support within their writing.	Administrators, Department Co-Chairpersons, Leadership Team	Writing samples will be reviewed at department meetings.	Formative: District Baseline and Midyear writing prompts, school-site generated assessments and assignments. Summative: 2013 FCAT 2.0 Writing 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Anecdotes as a Means of Support in Writing.	9-10	Department Chairs and Reading Coach	9th and 10th grade English Teachers	October 26, 2012 Department Meeting	Monitor student writing through student-developed portfolios, notebooks, and journals.	Administrators, Department Co-Chairpersons, Reading Coach

Writing Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 Baseline U.S. History Assessment indicate that 0% of students achieved proficiency in U.S. History. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 10 percentage points, from 0% to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (55)

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 on the difference between primary and secondary source documents and the validity of each.	Provide opportunities for students to identify primary source documents and secondary source documents and the validity of each. Use research and inquiry skills to analyze U.S. History using primary and secondary sources.	Administrators, Department Chairperson, Leadership Team	Data from District and school-side assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: District and School-site assessment data. Summative: 2013 U.S. History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	The results of the 2012 Baseline U.S. History Assessment indicate that 0% of students achieved proficiency in US History.
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U.S. History Goal #2:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 10 percentage points, from 0% to 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		10% (55)			
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 continuing international influence of the United States as a world leader.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.	Administrators, Department Chairpersons, Leadership Team	Data from District and school-side assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery.	Formative: District and School-site assessment data. Summative: 2013 U.S. History EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to incorporate strategic and extended reasoning concepts when teaching with primary source documents.	U.S. History	Department Chair, District Personnel	U.S. History Teachers	September 26, 2012	Classroom walk-throughs, Lesson Plan and Lab Report reviews	Administrators Social Studies Department Chairperson

U.S. History Budget:

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

Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase average daily attendance from 93.64% to 94.64% by minimizing absences due to illness and truancy. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) from 1217 to 1156. In addition, our goal for this year is to decrease the number of students with excessive tardies (10 or more) from 963 to 915.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.64% (2679)	94.64% (2708)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1217	1156
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
963	915

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	Analysis of our 2011-2012 Attendance data indicates that the number of Students with Excessive Absences was 1217 students. Upon further review, it was determined that a majority of these	Maintain a clean environment throughout the building and stress the importance of practicing healthy choices and prevention strategies. Furthermore, students who develop a pattern of non-attendance will be referred to the	Administrators	Provide bi-monthly Truancy Updates to the administration and faculty and discuss additional strategies that may be effectively utilized.	Attendance Reports and Truancy Child Study Team Logs.

	absences were due to illness.	Truancy Child Study Team for intervention strategies			
2	Analysis of our 2011-2012 Attendance data indicates that the number of Students with Excessive Tardiness was 963 students.	Identify students who may be developing a pattern of tardiness and refer them to Student Services for intervention strategies.	Administrators	Administrators will regularly monitor Attendance Reports.	Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Child Study Team procedures	9-12	District Personnel	All Teachers, Counselors, Administrators, and Attendance Clerk (s).	October 16, 2012 Faculty Meeting	Regularly review Attendance Reports to monitor Attendance and Truancy data.	Administrative Team

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of In-School Suspensions from 473 to 426. In addition, our goal for this year is to decrease the total number of Out-of-School Suspensions from 217 to 195.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
473	426
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
307	276
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
217	195
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
160	144

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	Analysis of our 2011-2012 Suspension data indicates that the number In-School Suspensions was 473. There are not enough opportunities to recognize students for positive behaviors.	Utilize the SPOT Success Recognition Program in order to recognize students for "doing the right thing." Utilize the SPOT Success Recognition Program in order to recognize students for "doing the right thing." Utilize incentives and rewards funded through EESAC in order to recognize students for their academic efforts and accomplishments.	Administrators, Leadership Team	Administrators and department chairs will monitor the number of students being recognized for SPOT Success. In addition, Administrators will monitor suspension information on a monthly basis.	School-generated chart listing the students that are recognized for SPOT Success on a monthly basis, as well as monthly Suspension Reports.
2	Analysis of our 2011-2012 Suspension data indicates that the number Out-of-School Suspensions was 217. There are not enough opportunities to recognize students for positive behaviors.	Utilize the SPOT Success Recognition Program in order to recognize students for "doing the right thing." Utilize the SPOT Success Recognition Program in order to recognize students for "doing the right thing." Utilize incentives and rewards funded through EESAC in order to recognize students for their academic efforts	Administrators, Leadership Team	Administrators and department chairs will monitor the number of students being recognized for SPOT Success. In addition, Administrators will monitor suspension information on a monthly basis.	School-generated chart listing the students that are recognized for SPOT Success on a monthly basis, as well as monthly Suspension Reports.

and accomplishments.

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
The Student Code of Conduct	9 - 12	School-wide	School-wide	December 13, 2012 Early Release Day	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct.	Administrators

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention

Dropout Prevention Goal #1:

**Please refer to the percentage of students who dropped out during the 2011-2012 school year.*

Our goal for the 2012-2013 school year is to decrease the dropout rate by 0.7 percentage points, from 1.43% to 1.36% and to maintain a graduation rate of at least 88.6%.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.43% (41)	1.36% (39)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
88.6% (779)	88.6% (779)

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	Although the school enjoys much success with respect to graduation rate, there still remains a need to examine the attrition and dropout rates evident in grades nine through twelve. Particular emphasis must be given to those students who leave high school for no known reason.	Identify and meet with at-risk students in order to discuss Student Progression Plan options and credit-recovery programs that are available during the 2012-2013 school year.	Administration, Student Service Department Chairperson.	Monitor enrollment and progress logs for Florida Virtual School and Adult Education courses on a monthly basis.	Florida Virtual School and Adult Education Course Enrollment reports and Progress Logs.
2	Although the school enjoys much success with respect to graduation rate, there still remains a need to examine course recovery rates in grades nine through twelve. Particular emphasis must be given to those students who are not on target to graduate with their cohort.	Promote Florida Virtual School and Adult Education as viable options for students who may need credit recovery in order to graduate.	Administrators, Guidance Counselors	Monitor enrollment and progress logs for Florida Virtual School and Adult Education courses on a monthly basis.	Florida Virtual School and Adult Education course Enrollment reports and Progress Logs.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	12	Guidance Counselors	School-wide	October 9, 2012 and January 8, 2013	Effectiveness will be determined via the completion of the Parent/Student surveys	Administrators Guidance Counselors
Student Progression						

Plan, FLVS, and other Credit Recovery Options	9-12	Guidance Counselors	School-wide	September 18, 2012	Effectiveness will be determined by way of Enrollment Logs.	Administrators Guidance Counselors
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Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:		Given the need to establish a link between the school, the home, and the community, the school will increase parental attendance at Informational meetings as evidenced by a 2 percent gain from 916 parents attending meetings in 2011-2012 to 964 parents in 2012-2013.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
34% (916)		36% (964)			
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
	Information garnered from Parental Attendance Logs from school meetings	Conduct Informational Meetings for parents through-out the school year.	Parent Liaison	Monitor Parent attendance via Meeting sign-in Logs.	Parent sign-in Logs

1	<p>indicates a need to improve parental participation.</p> <p>Parents have a limited knowledge of curricular and extra-curricular programs, procedures, and requirements at the high school level.</p>				
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9-12	Principal, Guidance Department Chairperson	School-wide	August, 2012, January , 2013	Parent Sign-in Logs	Administrators
Advanced Placement Testing	9-12	Principal, Guidance Department Chairperson	School-wide	September, 2012, January, 2013	Parent Sign-in Logs	Administrators

Parent Involvement Budget:

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

<p>1. STEM</p> <p>STEM Goal #1:</p>	<p>Based on data from the 2012-2013 school year, 15 sections of Advanced Placement Mathematics (6) and Science (9) courses were offered.</p> <p>Our goal for the 2012-2013 school year is to increase the number of Advanced Placement sections offered in Mathematics and Science by 5%.</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students able to take Advanced Placement courses in Mathematics and Science is limited due to the number of sections offered in each area.	Provide increased opportunities for students to enroll in Advanced Placement Mathematics and Science courses by offering additional sections of classes in those two subject areas.	Administrative Team, Department Chairperson, Leadership Team	Monitor the master schedule process relative to teacher recommendations, student requests, and class size. Open up additional sections where warranted.	2012-2013 Master Schedule

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
Academic Rigor	Math and Science	Department Chairs, Administrative Team	Mathematics and Science Teachers	October, 2012	Lesson Plan reviews, Administrative Walk-throughs.	Administrative Team

STEM Budget:

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

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Based on data from the 2012-2013 school year, 91% of the students enrolled in Career and Technical Education courses earned an Industry Certification. Our goal for the 2012-2013 school year is to maintain the percentage of students earning Industry Certification at 91%.			
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	Since a significant number of standardized tests are online now, classes that result in Industry Certification may be decreased due to limited lab space.	Maintain the enrollment of students in Career and Technical Education courses for the 2012-2013 that will lead to industry certification.	Administrative Team, Department Chairperson, Leadership Team	Monitor the passing rates as students in CTE courses move through the Industry Certification process.	The on-going school-generated report indicating the number of students who have received Industry Certification throughout the 2012-2013 school year.

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
Ensuring a Rigorous CTE Curriculum	CTE Subjects	Administrative Team, Department Chairperson	CTE Teachers	September, 2012 Department Meetings	Administrative Walk-throughs, Lesson Plan Reviews, Curriculum discussions	Administrative Team

CTE Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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. N/A Goal N/A Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$2,000.00
CELLA	Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities	Temporary Teachers	School-Based budget	\$500.00
Mathematics	Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$2,000.00
Science	Utilize Temporary Teacher Coverage to allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$2,000.00
Writing	N/A	N/A	N/A	\$0.00
	Utilize Temporary Teacher Coverage to			

U.S. History	allow teachers to participate in professional development activities.	Temporary Teachers	School-Based budget	\$400.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$6,900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

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
Student snacks for FCAT, EOC, and AP Testing	\$2,199.00
Site License for turnitin.com (a non-plagiarism website)	\$5,160.00

All remaining funds will be available for use at the principal's discretion for the purchase of items based on teachers' needs.

\$7,640.00

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

SAC will meet monthly and, among other things, assist with the monitoring of the School Improvement Plan. In doing so, student achievement will be monitored and strategies for improvement will be discussed. In addition, SAC will provide funding for the principal's use in purchasing supplies and materials for teachers' use. Funds will also be provided for the purchase of nutritious snacks for students taking the FCAT, EOC, and AP exams.

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 DR MICHAEL M. KROP SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	83%	75%	44%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	76%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	67% (YES)			118	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					520	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DR MICHAEL M. KROP SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	82%	87%	41%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	82%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	71% (YES)			123	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					537	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested