FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CORAL GABLES SENIOR HIGH SCHOOL

District Name: Dade

Principal: Adolfo Costa

SAC Chair: Stephanie Hoffman

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Adolfo Costa	B.S. – English, Florida International University; Master of Science in ESOL, Florida International University; Educational Leadership Certification-State of Florida	4	14	12 11 10 09 08 School Grade: X B A D C High Standards Reading 54 48 54 35 35 High Standards Math 35 82 77 35 36 Lrng Gains Rdg 65 52 60 57 54 Lrng Gains Math 51 81 79 59 65 Gains R-25% 67 47 55 69 61 Gains M-25% 54 78 73 65 69 AMO Reading 57 53 X X X AMO Mathematics 28 21 X X X
		Bachelor of Science – Biological Science, Florida International University Master of Science –			

Assis Principal	Dr. Nestor Diaz	Computer Education, Nova Southeastern University Doctor of Education – Computing Technology in Education, Nova Southeastern University Biology (6-12) Chemistry (6-12) Computer Science (K-12) Educational Leadership (all Levels) Mathematics (6-12)	26	5	12 11 10 09 08 School Grade: X B A C C High Standards Reading 54 48 54 45 42 High Standards Math 35 82 77 69 66 Lrng Gains Rdg 65 52 60 52 53 Lrng Gains Math 51 81 79 67 72 Gains R-25% 67 47 55 43 54 Gains M-25% 54 78 73 59 71 AMO Reading 57 53 X X X AMO Mathematics 28 21 X X X
Assis Principal	Jean Rachelle L. Baril	Bachelor of Health Services Administration, Florida University Master of Science - Mathematics Education, Nova Southeastern University Educational Specialist Leadership Nova Southeastern University Educational Leadership (K-12), Nova Southeastern University Mathematics (5-9) French (K-12) Educational Leadership (K-12)	4	6	12 11 10 09 08 School Grade: X B A F F High Standards Reading 54 48 54 12 14 High Standards Math 35 82 77 38 41 Lrng Gains Rdg 65 52 60 45 35 Lrng Gains Math 51 81 79 64 71 Gains R-25% 67 47 55 61 36 Gains M-25% 54 78 73 71 79 AMO Reading 57 53 X X X AMO Mathematics 28 21 X X X
Assis Principal	Joseph Evans	Bachelor Degree in History, Alabama State University Masters of Science- History, Texas Southern University Masters of Science-Educational Leadership, Nova Southeastern University (K-12) History (6-12) Educational Leadership (K-12)	3	6	12 11 10 09 08 School Grade: X B A A A High Standards Reading 54 48 71 74 70 High Standards Math 35 82 77 71 71 Lrng Gains Rdg 65 52 65 69 67 Lrng Gains Math 51 81 69 66 75 Gains R-25% 67 47 65 76 66 Gains M-25% 54 78 69 68 75 AMO Reading 57 53 X X X AMO Mathematics 28 21 X X X
		Bachelor of Science: Exceptional Student Education, Florida International University			12 11 10 09 08 School Grade: X B C C B

| Assis Principal | Aida Diaz | Master in Education: Exceptional Student Education and English for Speakers of Other Languages, Florida International University

Certification In Educational Leadership (K-12) | 3 | 7 | High Standards
Reading 54 48 54 50 54
High Standards
Math 35 82 63 61 66
Lrng Gains Rdg 65 52 60 60 38
Lrng Gains Math 51 81 68 58 63
Gains R-25% 67 47 48 56 60
Gains M-25% 54 78 80 72 75
AMO Reading 57 53 X X X
AMO Mathematics 28 21 X X X |

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)

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	Provide highly qualified teachers with opportunities for professional growth	Principal	On-going	
2	Review applicant's resumes for appropriate certification for open positions	Principal	On-going	
3	College Campus Job Fairs and e-recruiting at Universities	Guidance Counselor	On-going	
4	Partnering new teachers with veteran staff	Principal	On-going	
5	Give highly qualified teachers opportunities to apply for leadership roles within the school	Principal	On-going	
6	Regular meeting of new teachers with Principal/APC	Principal	On-going	
7	Recognizing accomplishments and accolades of teachers through morning announcements, school newspaper, etc.	Principal	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
	. The Department Chair provides support and feedback. • They also assist with instruction and strategies

3- Out Of Area	as needed. • The teachers attend the regularly scheduled departmental meetings and professional development activities. • The teachers are scheduled to complete the subject area certification test.

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
156	1.3%(2)	16.7%(26)	43.6%(68)	38.5%(60)	43.6%(68)	100.0% (156)	9.6%(15)	3.8%(6)	17.3%(27)

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
Sherry Furnari	Kelly Fraga	A veteran teacher who has been MINT trained and certified.	• Collaborative planning. • Weekly meeting to discuss and share best teaching practices.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

n/a

Head Start

n/a

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

-Principal
-Assistant Principals
-Curriculum Council (Department Chairs and Academy Leaders)
-Reading Coaches
-Selected General Education Teachers
-Special Education Teachers (SPED)
-Student Services Personnel (Trust Counselor, Psychologist)
-Professional Development Liaison

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

The team meets every other week to review data and to make instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, make decisions to take corrective actions as needed. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation by meeting regularly with the department chairs and the curriculum council.

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 / RtI Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systemic approach to teaching and aligns processes and procedures.

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.

• Reading baseline data and progress monitoring is managed through the Progress Monitoring and Reporting Network (PMRN), FAIR, Hampton Brown-The Edge, Achieve 3000 (for ELL) and the Jamestown Reading Navigator.
• Mathematics baseline data for End of Course Algebra I and Geometry and progress monitoring is managed through Edusoft.

• Science baseline for Biology End of Course data and progress monitoring is managed through Edusoft.
• Writing baseline data and progress monitoring is managed through Write Score.
• Mid-Year data: FAIR assessment, Achieve 3000, District Interim Assessment.
• The daily attendance reports are managed through PLASCO.
• End-of-Year data: FAIR assessment, Achieve 3000, District Interim Assessment, Comprehensive English Language Learning Assessment (CELLA), and 2013 End of Course Results for Algebra I, Geometry and Biology.
• Attendance and Suspension Reports from COGNOS.

Describe the plan to train staff on MTSS.

Selected members of the MTSS / RtI team will be trained during Summer and early Fall sessions. Professional development sessions will be provided during teachers' common planning time, department meetings and faculty meetings throughout the year. The MTSS/RtI team will also evaluate additional professional development needs during the bi-weekly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The team will meet monthly to ensure and monitor that a multi-tiered system of reading support is present and effective. The leadership team will provide ongoing efficient facilitation and accurate use of a problem solving process to support planning, implementing and the evaluation of the effectiveness of the MTSS/RtI. Professional development opportunities will be designed to promote an on-going data driven instruction that are aligned to students' learning goals. Students who are low performing are scheduled in the Intensive Reading and Intensive Mathematics classes. Supplemental programs are implemented to assist the low performing students throughout the year such as afterschool tutoring.

Literacy Leadership Team (LLT)

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

Identify the school-based Literacy Leadership Team (LLT).
Adolfo Costa - Principal
Dr. Nestor Diaz - Assistant Principal
Victoria Jackson - Reading Teacher / Chair
Eric Molina - Science Representative
Ailyn Monzon - Voc Representative
Rebecca Reinoso - Math Representative
Tracy Barrow - Fine Arts Representative
Jenny Lopez-Ponce - Language Arts Representative
Julie Sarmiento - SPED Representative
Robert Reisert - Business Representative
Yvette Camacho - Reading Representative
Patricia Lauter - World Languages Representative
Lili Sorondo - ELL Representative
Daniel Blackmon - Social Studies Representative
Tracy Watkins - Physical Education

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

Teachers from each department, and across the curriculum, are invited to join the LLT meetings where conversations are based on how literacy can best be promoted throughout the school in all classrooms. Meetings are focused around a central

literacy idea that the team decides is important to implement during the school year. Teachers discuss the best approaches, and/or strategies, of how to implement the literacy theme. The teachers take these ideas back to their departments and share them with their colleagues, and gather any input for the next meeting. Each department's representative then shares their knowledge with the LLT and a plan of action is formulated for school wide implementation

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

The major initiative of the LLT this year will be to focus on one area of concern across the school which is Reading application.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers participate in professional development activities in differentiated instruction, reading strategies and how to interpret FCAT and Interim Assessment Data. Individual students' test scores are made available to the teachers. Every department adopts a reading benchmark and incorporates it in their lesson plans and instruction according to the school wide Reading Focus Calendar. With the implementation of reading across the curriculum initiative, the teachers develop classroom assessment within their content area that will address the reporting categories of the FCAT 2.0 reading assessment.

*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?

Coral Gables Senior High applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
• incorporating the Academy and Small Learning Community (SLC) Model
• selection of academy by students in grade 9
• incorporating more academic content in vocational courses
• vocational and core teachers plan together to enhance academic competencies in vocational programs
• making the academic curriculum more career oriented and vocationally relevant
• Industry Certification available throughout the Academies for the students completing the 4 year track

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?

Coral Gables Senior High School encourages students to be active participants in their own learning so that their course of study is personally meaningful and relevant. This is encouraged through:
• selection of a 4 year course of study in an academy
• meeting with counselor to assist in course selection
• placing students in internships with our business partners
• increased use of technology to research careers
• "Career Fairs"
• College Fair
• Guest speakers
• E-Pep

- Academy Awareness Day

The ACT Online Prep Program, funded by the district, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/ or school.

Coral Gables Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds.

Coral Gables Senior High School's percentage of graduates completing a college prep curriculum is 81%; enrolled in Algebra I course before 9th grade is 27%; completed at least one level 3 high school math course is 42%; and completed a Dual Enrollment (DE) math course is 4%.

The Sunshine State Standards is focused on creating a greater emphasis on math preparedness. We will continue to encourage students to take AP, IB, or DE classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures Scholarship Program.

Throughout the school year; numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Coral Gables alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.

Coral Gables has a high percentage of graduates in Florida's public postsecondary institutions 68% and state community and/or state universities 62%. This is due in part by the continuous awareness program established in school by our College Assistance Program (CAP). The school CAP counselors create and distribute a monthly newsletter to the students to keep them abreast of the upcoming college visitation information, the scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

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

Students in grade 10 will participate in the October administration of the PSAT. The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not College ready will be provided with remediation and additional opportunities to the PERT exam. Seniors who are not College ready are enrolled in a Florida College Prep class for reading writing and mathematics in order to assist them in transitioning to College.

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 2011-2012 FCAT Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the level 3 student proficiency by 5 percentage points to 27%
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(366)	27% (450)

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 area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was on the following: Reporting Categories Grade 9- Vocabulary Grade 10- Reading Application and Informational Text	1A.1. Teachers will implement use practice with prefixes, suffixes, root words, synonyms and antonyms. The teachers will also emphasize the strategies for deriving word meanings and word relationships from context. The strategies include the following: vocabulary word maps, the reading activities from a wide variety of texts, graphic organizers and the summarization of activities to address the reading application category.	MTSS / RtI Leadership Team	Ongoing classroom assessments such as: mini benchmarks, Interim assessments, and Reading Plus. The students' performance data will be reviewed through the FCIM model. every 3 weeks by the principal, the assistant principal, and the teachers to monitor the students' progress and implement corrective action on a timely basis.	Formative: Interim Assessments Classroom Observation Summative: FCAT 2.0 2013 Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 FAA indicate that 10% of students achieved level 4,5,6 proficiency. Our goal for the 2012-2013 school year is to increase level 4,5,6 student proficiency by 5 percentage points 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1)	15% (2)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited skills in making predictions of a reading selection.	The use of picture walks will also be used to assist students in making predictions of a reading selection. Students will also be provided with visual choices as presented in the Florida Alternate Assessment. The teachers will be using the Unique learning System program to address the diversity of learners with significant disabilities	Administrative Team SPED Department Chair	The students' performance data will be reviewed using the FCIM model by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis.	Formative: Classroom Assessments Classroom Observation Summative: 2013 Florida Alternate Assessment Results

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 2011-2012 FCAT Reading Test indicate that 30% of students achieved level 4 proficiency. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (492)	32% (533)

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 area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was on the following: Reporting Category: Reading Application Limited integration of reading strategies and Computer software through the upper level English classes.	Continue with the use of higher order thinking questions and activities. Provide activities that include building a strong argument to support answers. Using reciprocal teaching and provide opportunities for the students to participate in conferences and academic competition. Increase the number of available computer labs to facilitate the use of FCAT Explorer. Available AP English classes	LL T / Administrative Team	Classroom Observation The students' performance data will be reviewed using the FCIM model every 3 weeks by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis.	Formative: Interim Assessments Classroom Observation Summative: FCAT 2.0 2013 Results

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:	
	The results of the 2011-2012 Florida Alternate Assessment

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Reading Test indicate that 30% of students achieved level 7 proficiency. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring at or above level 7 to 33% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	33% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2011-2012 Florida Alternate Assessment Reading Test indicate that 30% of students achieved level 7 proficiency. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring at or above level 7 to 33% .	Students will be guided to read fiction, nonfiction and informational text to identify the differences. The vocabulary will be introduced to students using pictures and print. The students will also be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrative Team SPED Department Chair	Classroom Observation The students' performance data will be reviewed using the FCIM model by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis.	Formative: Classroom Assessments Classroom Observation Summative: Florida Alternate Assessment 2013 Results

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 2011-2012 FCAT Reading Test indicate that 65% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(963)	70% (1037)

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	Reporting category: Reading Application Informational Text 2012- 65% 2011- 52% 2010- 60% A potential barrier is the	Implementation of the reading across the curriculum activities that will address the tested reporting categories in Reading.	MTSS / RtI Leadership Team	Through the FCIM the students' performance data will be reviewed every 3 weeks by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis.	Formative: School designed reading assessment Classroom Observation Interim Assessment Results Summative: FCAT

				2.0 2013 Reading Results
	low participation in the supplemental enrichment programs offered.			Review and analyze computer generated Reading reports to monitor students' progress using Edusoft, Reading Plus. Classroom Observation	
2	Reporting category: Reading Application. 2011- 52% 2010- 60% 2009- 52% A potential barrier is the low participation in the supplemental enrichment programs offered.	Implementation of the reading across the curriculum activities that will address the tested reporting categories in Reading.	RtI Leadership Team	Through the FCIM the students' performance data will be reviewed every 3 weeks by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis. Review and analyze computer generated Reading reports to monitor students' progress using Edusoft, Reading Plus. Classroom Observation	Formative: School designed reading assessment Classroom Observation Interim Assessment Results Summative: FCAT 2012 Reading Results

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:	Our goal for the 2012-2013 school year is to increase students achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A No data was reported because fewer than 10 students were tested.	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	A potential barrier is the limited supplemental enrichment programs for the diversity of learners with significant disabilities.	Students will work with questions or tasks by eye gaze, vocalizations, pointing and assistive technology. Students will have continuous repetition/practice when learning reading concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrative Team SPED Department Chair	Through the FCIM the students' performance data will be reviewed by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis. Review and analyze students' progress using classroom assessment data. Classroom Observation	Formative: Classroom Assessments Classroom Observation Summative: 2013 Florida Alternate Assessment Results

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:

	The results of the 2011-2012 FCAT Reading Test indicate

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	that 67% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% achieving learning gains by 72%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (258)	72% (277)

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	Reporting category: Reading Application Informational Text 2012-67% 2011- 47% 2010 – 55% A potential obstacle is the low participation in the supplemental enrichment programs offered. Limited participation in the School wide Tutoring program.	Increase the availability of tutoring after school, push-ins, and pull outs at least three times a week utilizing CRISS strategies and Reading Plus as supplemental material. Increase the number of announcements of the available support programs through the Connect-Ed messages, PTSA Meetings and school announcements. Implementation of reading across the curriculum to address the Main Idea, Cause and Effect and Compare and Contrast benchmarks. Implement the use of graphic organizers and instructional strategies that include making inferences, drawing conclusions and returning to text as support for answers.	MTSS / RtI Leadership Team	The students' performance data will be reviewed every 3 weeks by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis using the FCIM. Classroom observation for the implementation of the instructional focus calendar	Formative: School designed reading assessment Classroom Observation Interim Assessment Results Summative: FCAT 2.0 2013 Reading Results

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 decrease by 50% the non-proficient students from the Baseline of 2011 to the administration of the 2017 FCAT 2.0. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Test indicate that the Hispanic and Asian subgroups did not make satisfactory progress in reading. Our goal is to increase student proficiency in the Hispanic and Asian subgroups.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Hispanic 50%(670) Asian 83% (17)	Hispanic 60% (803) Asian 87% (18)

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	Reporting Category Reading Application: Hispanic:50% (670) Asian: 83% (17) A potential obstacle is the low participation in the supplemental enrichment programs offered. Limited participation in the School wide Tutoring program.	Increase the availability of the tutoring after school, push-ins, and pullouts at least 3 times a week. Increase the number of announcements for the available support programs through the Connect-Ed messages, PTSA meetings, Home visits and school announcements.	MTSS / RtI Leadership Team	Using the FCIM to review available assessment data reports to ensure progress is being made and adjust intervention as needed. Classroom observation for the implementation of the Instructional Focus Calendar.	Formative: Classroom assessments. Interim Assessments Classroom Observation Summative: FCAT 2.0 2013 Reading results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 18% of the English Language Learner (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (50)	31% (85)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reporting category: Reading Application Limited after school exposure to reading enrichment activities	Increase the use of graphic organizers as instructional strategies for the reading classes. Monitor the Achieve 3000 reports for the number of after school reading activities per student.	MTSS / RtI Leadership Team	Using the FCIM to review available assessment data reports to ensure progress is being made and adjust intervention as needed. Classroom observation for the implementation of the instructional focus calendar Achieve 3000/ Teenbiz Activity reports Reading Plus Reports	Formative: Classroom Assessment Interim Assessments Summative: FCAT 2.0 2013 Reading Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Test indicate that 21% of the Student with Disabilities (SWD) subgroup achieved proficiency. Our goal is to increase student proficiency to 36% making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (25)	36% (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	Reporting category: Reading Application Limited after school exposure to reading enrichment activities.	Increase the availability of Tutoring after school, push-ins, and pullouts at least 3 times a week utilizing CRISS strategies. Increase the integration of Discovery education in the delivery of instruction.	MTSS / RtI Leadership Team	Review available assessment data reports to ensure progress is being made and adjust intervention as needed. Classroom observation for the implementation of the instructional focus calendar. On Going monitoring that instructional strategies are differentiated to meet students' needs	Formative: Classroom assessments Interim Assessment Summative: FCAT2.0 2013 Reading results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate that 44% of the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (511)	54% (627)

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	Reporting Category: Reading Application Limited after school exposure to reading enrichment activities.	Implement the use of graphic organizers as instructional strategies for the reading classes. Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions and returning to text as support for answers.	MTSS / RtI Leadership Team	Review Edusoft reports to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are	Formative: Classroom assessments Interim Assessments Summative: FCAT 2.0 2013 Reading results

					differentiated to meet students' needs	

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
EDUSOFT and Exam view	ALL	Edusoft Trainer	School Wide	August 17, 2012	Classrooms observations, Data Analysis, Interim assessment results	Principal, Assistant Principal, Reading Coach Reading Department Chair
Reading Strategies	9-10 11th and 12th (Retake)	Department Chair	Reading and Language Arts teachers	October 25, 2012 December 13, 2012 February 14, 2013	Classrooms observation, Data Analysis, Interim Assessment results	Principal, Assistant Principal, Reading Coach Reading Department Chair
Empower 3000	ALL	Reading Teachers	Reading and Language Arts teachers	September 26, 2012 January 18, 2013	Classrooms observation, Data Analysis, Interim Assessment results	Principal, Assistant Principal, Reading Coach Reading Department Chair
CRISS	ALL	Department Chair	School Wide	October 25, 2012 February 14, 2013	Classrooms observation, Data Analysis, Interim Assessment results	Principal, Assistant Principal, Reading Coach Reading Department Chair

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Academy Tutoring	Part time hourly teachers and materials	Basic	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA indicate that 39% of students are proficient in listening and speaking. Our goal is to increase the percentage of students who are proficient in listening and speaking.

2012 Current Percent of Students Proficient in listening/speaking:
39 % (196)

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	Limited use of the English language when interacting in school	The teachers will implement the Language Experience Approach by allowing the students to interact with each other to discuss the experience and what is means to them. The teachers will also use modeling that involves thinking aloud and talking about how to work through a task. The teachers will use simple and direct language to adapt speech to Ell students.	MTSS / RtI ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs	Classroom Assessments CELLA Results 2013

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Reading Test indicate that 19% of students achieved proficiency. Our goal is to increase the percentage of students who are proficient in reading.

2012 Current Percent of Students Proficient in reading:
19% (95)

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	Limited understanding to complete all reading assignments.	The teachers will use visual displays in the lessons and assignments to support the oral and written message. The teachers will use the (QAR) Question Answer Relationship to help students identify different question types and teaching text organizations.	MTSS/RtI ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs	Classroom Assessments CELLA 2013 Results

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Writing Test indicate that 22% of students achieved proficiency. Our goal is to increase the percentage of students writing at proficiency level.

2012 Current Percent of Students Proficient in writing:

22% (108)

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	Limited opportunities to practice the different styles of Writing after school.	The teachers will continue to use graphic organizers in the delivery of instruction. Students will work daily with a writing prompt and will be provided rubrics for evaluation. Students will be able to complete a process writing in class.	Administrative Team ELL department chair	Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs	Classroom Assessments CELLA Results 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
ELL Academy Reading Tutoring	Part Time hourly teachers	Title III	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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:	The results of the 2011-2012 Florida Alternate Assessment in Mathematics indicate that 40% of the students scored at level 4,5,and 6. The goal is to increase the percentage of students scoring at levels 4, 5 and 6 to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	45 % (5)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' ability to retain long term mathematical concepts.	The teachers will use manipulative visuals, number lines to instruct the students. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). The students will be able to transfer the skills from the classroom to the real world by participating in the Community Based Instruction (CBI).	Administrative Team SPED Department Chair	Classroom Observation The students' performance data will be reviewed using the FCIM model by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis.	Formative: Classroom Assessments Classroom Observation Summative: Florida Alternate Assessment 2013 Results

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:	The results of the 2011-2012 Florida Alternate Assessment in Mathematics indicate that 0% of the students scored at level 7. The goal is to have at least 3% students scoring at level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (0)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students' ability to retain long term	The teachers will use guided discussion to	Administrative Team	Classroom Observation	Formative: Classroom

| 1 | mathematical concepts. | engage students in real life math problems. The students will have continuous repetition/practice when learning math concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | SPED Department Chair | The students' performance data will be reviewed using the FCIM model by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis. | Assessments

Classroom Observation

Summative: Florida Alternate Assessment 2013 Results |

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:	The results of the 2011-2012 FAA in mathematics indicate that no results have been reported for students who made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited abilities for retention of Mathematical concepts.	Students will have continuous repetition/practice when learning mathematics concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrative Team SPED Department Chair	Classroom Observation The students' performance data will be reviewed using the FCIM model by the principal, the assistant principal and teacher to monitor the students' progress and implement corrective action on a timely basis.	Formative: Classroom Assessments Classroom Observation Summative: Florida Alternate Assessment 2013 Results

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 2011-2012 EOC Algebra I indicate that 30% of the students scoring at level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at achievement level 3 in Algebra I to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (144)	34% (165)

	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	Reporting Category Polynomials Limited access of technology to enhance instructional delivery for these areas of deficiencies New teachers assigned to the Algebra I classes.	Implementing the pacing guide and instructional focus calendar for Algebra I. Integration of the graphing calculator as a tool for exploration and investigation. Mathematics teachers will attend the training for the Algebra I item specifications. Increase use of the Computer Lab utilizing FCAT Explorer, Cognitive Tutor and Gizmos. Increase the number of opportunities for students to practice the EOC exams online	Administrative Team Math Department Chair	Using the FCIM students; performance data will be reviewed in order to effectively implement corrective actions. Records of tutoring logs and ongoing classroom assignments/ assessments that target application of the skills taught	Formative: Classroom assessment Interim Assessments Summative: 2013 Results for the EOC Algebra I

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:	Algebra Goal #2: The results of the 2011-2012 EOC Algebra I indicate that 6% of the students scoring at levels 4 and 5 in Algebra I. Our goa is to increase lthe percentage of the students scoring leves 4 and 5 in Algebra I to 8 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (27)	8% (39)

	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	Reporting Category Polynomials Limited access of technology to enhance instructional delivery for these areas of deficiencies	Implement problem solving activities that will require the students to solve non routine and open ended real world problems. Provide opportunities for the students to attend math conferences and competition throughout the district.	Administrative Team Math Department Chair	Using the FCIM students; performance data will be reviewed in order to effectively implement corrective actions. Records of tutoring logs and ongoing classroom assignments/ assessments that target application of the skills taught	Formative: Classroom assessment Interim Assessments Summative: 2013 Results for the EOC Algebra I

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A :	Our goal is to decrease by 50% the non-proficient students from the Baseline of 2011 to the administration of the 2017 FCAT 2.00. ▲ ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	34	41	47	54	

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	n/a

Algebra Goal #3D:	
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	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
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The 2011-2012 results of the Geometry baseline indicate that 32% scored at the middle third.. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at that achievement level to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Middle Third 32% (294)	Middle Third 35% (323)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reporting Category Geometry Limited access of technology to enhance instructional delivery for these areas of deficiencies.	The students will be encouraged to maintain a learning notebook in the mathematics classes. The teachers will provide instruction that increase the problem solving skills in a real world context. The teachers will be integrating technology in their lesson designs	Department Chair, Administrative Team	Maintain a record of strategies and interventions utilized to target strand by reviewing the collaborative planning minutes. Classroom observation. Instructional Focus Calendar	assessment Interim Assessments Summative: 2013 Results of the EOC Geometry

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 2011-2012 results of the Geometry baseline indicate that 22% scored at the Upper Third achievement level. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at that achievement level to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Upper Third 22% (205)	Upper Third 24% (218)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reporting Category Geometry Trigonometry Limited access of technology to enhance instructional delivery for these areas of deficiencies.	Provide teachers with training in helping students construct viable arguments and critique the reasoning of others. The teachers will provide the students with opportunities for inductive reasoning while working with discovery learning activities	Department Chair, Administrative Team	Maintain a record of strategies and interventions utilized to target strand by reviewing the collaborative planning minutes. Classroom observation. Instructional Focus Calendar	Formative: Classroom assessment Interim Assessments Summative: 2013 EOC Geometry

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

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

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

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

in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	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
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	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
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	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
No Data Submitted				

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

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

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

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
Carnegie Learning Program	9th and 10th	Math Department Chair and Intensive Math Teachers	Mathematics Department	September 26, 2012	Classroom visits/walkthroughs Interim Assessment results	Math Department Chair/Assistant Principal
Edusoft and the Exam View	All Grade	Teachers	Mathematic Department	October 25, 2012 February 14, 2013	Classroom visits/walkthroughs Interim Assessment results	Classroom visits/walkthroughs Interim Assessment results
Effective implementation of the pacing guide for EOC Algebra I and Geometry	9th and 10th	Math Department Chair/Assistant Principal	Mathematics Department	August 17, 2012	Classroom visits/walkthroughs, Interim Assessment results	Math Department Chair/Assistant Principal
Data Analysis	9th and 10th	Math Department Chair/ Assistant Principal	Mathematics Department	October 25, 2012 January 18, 2013	Classroom visits/walkthroughs, Interim Assessment results	Math Department Chair/Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Geometry program	Part time Teachers	Basic	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

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. Science Goal #1:	Did not have 10 students to report data
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	Students' ability to understand the scientific concepts.	The students will use objects, pictures for exploration and identification of key scientific concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrative team SPED Department Chair	Classroom observation Review of level of achievement throughout the year	Formative: Classroom Assessment Summative: Results of the 2013 Florida Alternate Assessment

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

areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Did not have 10 students to report data
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	Students' ability to understand the scientific concepts.	The students will use objects, pictures for exploration and identification of key scientific concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrative team SPED Department Chair	Classroom observation Review of level of achievement throughout the year.	Formative: Classroom Assessment Summative: Results of the 2013 Florida Alternate Assessment

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2011-2012 EOC Biology indicate that 26% scored at the Middle Third. The FCAT reading results also indicated that 22% of the students scored at a level 3 in Reading. Our goal is to increase the percentage of students scoring at the Middle Third to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Middle Third 26% (229)	Middle Third 30%(258)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2011-2012 administration of the EOC Biology was the following Reporting Category Molecular and cellular	Implement the pacing guide and instructional focus calendar in the Biology courses. Develop and implement opportunities for the teachers to discuss, design and share instructional practices	Administrative Team Science Department Chair	Ongoing classroom assessments such as: mini benchmarks, interim assessments. The students' performance data will be reviewed through the FCIM model to	Formative: Interim Assessments Classroom Observation Summative: Results of the EOC Biology 2013

1	biology. Limited opportunity for the teachers to plan and share instructional practices. Limited lab activities throughout the Biology courses	to increase inquiry based learning of Biology. Increase the number of laboratory activities for Biology concepts, for students to make connections to real life experiences, and explain and write about their results and their experiences.		monitor the students' progress and implement corrective action on a timely basis.	

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 2011-2012 EOC Biology indicate that 26% of the students scored at the Upper Third. The FCAT reading results also indicate that 30% scored at level 4 and 5 in Reading Our goal is to increase the percentage of the students scoring at the Upper Third to 27%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Upper Third 26% (224)	Upper Third 27% (236)

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 area of deficiency as noted on the 2011-2012 administration of the EOC Biology was the following Reporting Category Molecular and Cellular Biology	Implementation of the Pacing guide and Instructional focus calendar for the biology classes. Provide activities for the students to design and develop science and engineering projects. Implement inquiry based and virtual science experiments. Opportunities for students to enroll in AP and Dual Enrollment Science classes.	Administrative Team Science Department Chair	Ongoing classroom assessments such as: mini benchmarks, interim assessments. The students' performance data will be reviewed through the FCIM model to monitor the students' progress and implement corrective action on a timely basis.	Formative: Interim Assessments Classroom Observation Summative: Results of the EOC Biology 2013

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

					Classroom walkthroughs Results of Interim Assessment and school designed assessment	
Edusoft and Examview	ALL	Edusoft trainer	All Teachers	October 25, 2012 January 18, 2013	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Science Department Chair, Principal, Assistant Principal
Effective implementation of Instructional focus calendar and the pacing guides.	Biology	Science Department Chair	Science Department Biology Teachers	August 17, 2012 September 26, 2012	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Science Department Chair, Principal, Assistant Principal
SPARK	ALL	Science Department Chair	Teachers Grade 9-12	October 25, 2012 February 14, 2013	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Science Department Chair, Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring Program	Part- Time teachers and materials	Basic	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Results from the 2012 FCAT Writing Test indicate that 87% of 10th grade students achieved level 3 or higher in writing. Our goal for the 2012-2013 school year is for the 10th grade students to increase 1 percentage point to 88% at level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

87%(686) | 88%(696)

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

<table>
<tr><th colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Writing Element: Organization.

Time available to increase opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes.</td><td>Implement the use of rubrics among the students to enhance their writing skills. Review and monitor that the teachers evaluate the samples of students work according to the type of writing required and the associated rubrics.

Schedule of Creative Writing Class to enhance the students' writing skills.</td><td>Administrative Team
Department Chair</td><td>Using the FCIM to review the Write Scores and classroom data.

Classrooms observations</td><td>Daily observation Weekly or Bi-weekly assessment District Pre-Test District Post Test

Summative:
FCAT 2.00 2013 grade 10 Writing</td></tr>
</table>

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: | Did not have 10 students to report data |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| n/a | n/a |

<table>
<tr><th colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements of the Florida Alternate Assessment.</td><td>The students will use picture cards to create sentences and paragraphs on topic. The teachers will allow the students to dictate the written responses. The teachers will use assistive technology for the students that are unable to physically write.</td><td>Administrative Team
SPED Department Chair</td><td>Classroom observation Review of level of achievement throughout the year.

Classrooms observations.</td><td>Formative :
Daily observation Weekly or Bi-weekly assessment

Summative:
Results of the 2013 Florida Alternate Assessment.</td></tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write Score Rubrics	10	Language Arts Department Chair	Grade 10 Language Arts and Writing teachers	September 26, 2012 October 26, 2012 December 13, 2012 February 14, 2013	Review of Writing scores, classroom walkthroughs, observation and analysis of sample writings	Language Arts Department/Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school Tutoring Program	Part-Time teachers and materials	Basic	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Scoring Tool	Small Learning Community	$9,000.00
			Subtotal: $9,000.00
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: $13,000.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The results of the 2012 EOC U. S. History Baseline indicate that 0% of the students have scored at a satisfactory level. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at satisfactory level to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (58)
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	Limited access of technology to enhance instructional delivery for these areas of deficiencies. EOC U.S. History being implemented for the first time in the 2012-2013 school year.	Implementing the pacing guide and instructional focus calendar for U. S. History. Increase use of the Computer Lab utilizing U. S. History resources to familiarize the students with the exposure of online resources. Increase the number of opportunities for students to practice the EOC exams online	Administrative Team Social Studies Department Chair	Classroom observation .Using the FEIM to review the computer generated reports from Edusoft for the Interim assessments and implement corrective actions as needed. Administrative team will conduct the data review using the FCIM.	Formative: Classroom assessment Interim Assessments Summative: 2013 results of the EOC U. S. History

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The results of the 2012 EOC U. S. History Baseline indicate that 0% of the students have scored at a satisfactory level. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at level 4 to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10 % (58)

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	Limited access of technology to enhance instructional delivery for these areas of deficiencies. EOC U.S. History being implemented for the first time in the 2012-2013 school year.	Implementing the pacing guide and instructional focus calendar for U. S. History. Increase use of the Computer Lab utilizing U. S. History resources to familiarize the students with the exposure of online resources. Increase the number of opportunities for students to practice the EOC exams online. Available Advancement Placement	Administrative Team Social Studies Department Chair	Classroom observation	Formative: Classroom assessment Interim Assessments Summative: Results of the 2013 EOC U.S. History

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
Edusoft and Examview	ALL	Edusoft trainer	U.S. History Teachers	October 25, 2012 January 18, 2013	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Social Studies Department Chair, Principal, Assistant Principal
Effective implementation of Instructional focus calendar and the pacing guides.	U.S. History	Social Studies Department Chair	Social Studies Department U.S. History Teachers	August 17, 2012 September 26, 2012	Classroom walkthroughs Results of Interim Assessment and school designed assessment	Social Studies Department Chair, Principal, Assistant Principal

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

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

Attendance Goal #1: | The average daily attendance rate for the 2011-2012 is94.35 %.

Our goal is to increase the daily attendance rate for the 2012-2013 school year to 94.85%. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |

94.35% (3225)	94.85% (3242)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1262	1199
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1414	1343

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	Tardiness caused by the transition from middle school to high school schedule due to the change of school hours. Limited compliance of the school's attendance policies.	Involve the parents in promoting perfect attendance and timeliness in getting to school through our monthly PTSA parent meeting, Connect Ed messages and marquis, Closely monitor the daily absence and tardiness reports and provide immediate intervention by contacting the parents. Conduct the Freshman Orientation meeting to inform parents of the school's attendance policy. Conduct the grade level assemblies to reiterate to the students the school's attendance policy.	Assistant Principal and the Attendance Committee	Ongoing monitoring of students arriving to school late Monitor students' absence rate after contacting the parents. Use Plasco system to monitor and target students' tardiness. Student Services Department will monitor and meet with the students to discuss any attendance issues	Daily PLASCO and Gradebook reports COGNOS reports

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

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

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

Attendance Reports	9-12	Technology Coordinator	Student Services	October 25, 2012 January 17, 2013	Excel. Principal Viewer PLASCO	Administrative Team Student Services Department
Discussing attendance incentive program	9-12	Academy Leader/ Administrator/Counselor	9-12 Academy Teachers	September 26, 2012 October 25, 2012 December 13, 2012 February 14, 2013	Follow up with individual academy leader on progress of attendance program at monthly SLC meeting	Administrative Team Academy Leaders/ Student Services Department

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Certificates and Reward	EESAC	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of students suspended in school for 2011-2012 is 619 Our goal is to reduce the number of in school suspension for 2012-2013 to 557. The number of students suspended out of school for 2011-2012 is 347. Our goal is to reduce the number of students suspended out of school for 2012-2013 to 312
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
619	557
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

433	390
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
347	312
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
270	243

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	Limited review of the Code of Student Conduct by students and parents.	Review the Code of Student Conduct with all students at the beginning of the year and ensure that they signed the acknowledgement form. Review the Code of Student Conduct with the parents during the PTSA meetings. Have available copies of the Code of Student Conduct in school. Counselors will review the Code of Student Conduct during their individual meetings with students and through classroom presentations as well.	Administrative team	Review the nature of referrals received. Weekly review of number of students with violations.	Daily Indoor suspension reports. Monthly suspension reports from COGNOS

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
Code of Student Conduct	ALL	Administration	All Faculty	August 16, 2012	Review of the students' suspension report.	Principal, Assistant Principals.

Suspension 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 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.*	In 2011-2012 1.66% of our students dropped out. Our goal is to decrease the percentage for the 2012-2013 school year to 1.58%
2012 Current Dropout Rate: 1.66% (57)	2013 Expected Dropout Rate: 1.58% (54)
2012 Current Graduation Rate: 74.3 % (669)	2013 Expected Graduation Rate: 76.3% (687)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The number of students in grade 12 with excessive absences in school	Monitor the Gradebook reports and failure report. Continue to establish	Principal Assistant Principal	Student Services Department will review and monitor students'	Withdrawal report

		parent contact to include home visits. Provide counseling services to the students in order to increase their participation in school and improve their attendance. Provide counselors with the daily Gradebook reports		progress every grading period. Daily review of Gradebook reports Monitoring of grade reports Monitoring of withdrawals	Attendance reports COGNOS Reports
1					
2	Graduation The number of students missing credits and needing to enroll in recovery	Increase the number of students in the recovery classes E2020, Florida Virtual . Counselors will review the students' history and will monitor the students' progress towards completing the required credits. Conduct a mandatory Senior Parent Night to provide them with graduation requirements and give them an opportunity to meet with their child's counselor.	Principal Assistant Principals	Student Services Department will review and monitor students' progress every grading period. Daily review of Gradebook reports Monitoring of grade reports Monitoring of withdrawals	Withdrawal report Attendance reports COGNOS Reports 2013 Graduation rate

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						

Dropout Prevention 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parents who have actively participated in the school's activities in 2011-2012 is 6 %. Our goal for the 2012-2013 school year is to increase the percentage of parents who participates in school events to 8%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
6% (196)	8% (260)

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	Parents work hour's conflict with the parent meeting time. Lack of participation in school wide activities by parents of ELL students due to language barrier.	Provide opportunities with the PTSA to conduct meeting at different time, morning, evening and on weekends. Availability of translator at all parent meetings to promote participation and ensure understanding of all discussed items.	Principal Assistant Principal	Monitoring parents' attendance at monthly parent meeting and school sponsored events.	Attendance Sign – In Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	In 2011-2102 the number of students enrolled in mathematics Dual enrollment is 32. Our goal is to increase the number of students in mathematics Dual Enrollment to 45.

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
	Limited tracking of the students enrolled in lower level classes as potential Dual Enrollment students.	Continue reviewing the AP potential list to increase the opportunities for the students to enroll in AP /DE classes.	Administrative Team AP/IB Coordinator	Classroom observations Participation in District sponsored events and competition.	Number of students registered for the Dual Enrollment classes

1	Continue to recruit teachers who have a master's degree and higher. Continue partnership with MDC and FIU. Students will participate in various clubs that will allow them to complete units through project based assignments				

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
AP annual conference	ALL	College Board	AP Teachers	July 15 – July 22	Review of Writing scores, classroom walkthroughs, observation and analysis of sample writings	AP teachers AP Coordinator Principal, Assistant Principal

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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:		The number of students who obtained their certification is 114 in 2011-2012 Our goal is to increase the number of students who will obtain the certification in 2012-2013		
	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	Curriculum not aligned to career theme across all disciplines. Age requirement of 18 years at the time of taking the CDA certification. Limited professional development for the teachers.	CTE teachers will implement CTE programs state standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Provide opportunity for CTE teachers to attend training of how to read and use data for differentiated instruction for industry certification preparation. Promote student development of certification goals and student awareness of industry certification timelines	Administrative Team Vocational Department Chair	Classroom observations to monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Number of students registered and obtained the certification.

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

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

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

CTE Budget:

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

| | | | Subtotal: $0.00 |

Technology

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

Professional Development

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

Other

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

End of CTE Goal(s)

Additional Goal(s)

Graduation 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. Graduation Goal Graduation Goal #1:	In 2011-2012 74.3% of our students graduated. Our goal is to increase the percentage of graduation for the 2012-2013 school year to 76.3%
2012 Current level:	2013 Expected level:
74.3% (669)	76.3% (687)

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 in grade 12 with excessive absences.	Monitor the senior's attendance every grading period. Students Services department will meet with the at risk students to ensure that the requirements are met.	Administrative Staff and Counselors	Monitor the suspension and attendance reports from COGNOS	Monthly and quarterly attendance and suspension reports from COGNOS and GradeBook
2	Graduation The number of students missing credits and needing to enroll in recovery classes	Increase the number of students in the recovery classes E2020, Florida Virtual . Counselors will review the students' history and will monitor the students' progress towards completing the required credits. Conduct a mandatory Senior Parent Night to provide them with graduation requirements and give them an opportunity to meet with their child's counselor.	Principal Assistant Principals	Student Services Department will review and monitor students' progress every grading period. Daily review of Gradebook reports Monitoring of grade reports Monitoring of withdrawals	Withdrawal report Attendance reports COGNOS Reports 2013 Graduation rate

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 Graduation Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Academy Tutoring	Part time hourly teachers and materials	Basic	$4,000.00
CELLA	ELL Academy Reading Tutoring	Part Time hourly teachers	Title III	$2,000.00
Mathematics	Supplemental Geometry program	Part time Teachers	Basic	$4,000.00
Science	After School Tutoring Program	Part- Time teachers and materials	Basic	$4,000.00
Writing	After school Tutoring Program	Part-Time teachers and materials	Basic	$4,000.00
Attendance	Incentives	Certificates and Reward	EESAC	$400.00
				Subtotal: $18,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Write Score	Scoring Tool	Small Learning Community	$9,000.00
				Subtotal: $9,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $27,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	⌐ NA

Are you a reward school: ⌐ Yes ⌐ No

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

No Attachment (Uploaded on 10/11/2012)

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

Incentive for the students attendance	$2,999.00
Ressources for the students in various classrooms	$13,901.00

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

For the 2012-2013 school year, the SAC will review and monitor the implementation of the School Improvement Plan (SIP). They will review and make recommendation for the use of budget. They will also participate in the code of student conduct committee.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District CORAL GABLES SENIOR HIGH SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	82%	82%	41%	253	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	52%	81%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	78% (YES)			125	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					511	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District CORAL GABLES SENIOR HIGH SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	77%	90%	40%	261	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	60%	79%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	73% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					538	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested