

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CORAL SHORES HIGH SCHOOL

District Name: Monroe

Principal: David A. Murphy

SAC Chair: Laurie LaLonde-Miller

Superintendent: Mr. Mark Porter

Date of School Board Approval:

Last Modified on: 11/7/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 (Coral Shores High School) School Grade: B Reading mastery 63%; Math mastery 73%; Writing mastery 85%; Learning Gains in Reading: Lowest 25 – 62% Learning Gains in Math: Lowest 25 – 48% White: Reading: 69%; Math: 76%; Writing: 89% Hispanic: Reading: 48%; Math: 73%; Writing: 77% Low SES: Reading: 54%; Math: 61%; Writing: 88% SWD: Reading: 42%; Math: 53%; Writing: 79% 2010-2011 (Coral Shores High School) School Grade: TBD Reading mastery 59%; Math mastery 88%; Writing mastery 84%; Science mastery 59%; Learning Gains in Reading 50%; Lowest 25

						<p>– 49%</p> <p>Learning Gains in Math 76%; Lowest 25 – 67%</p> <p>AYP Information (79R/80M) – 82% AYP: Total Reading: 53% (no); Math: 80% (yes); Writing: (yes)</p> <p>White: Reading: 58% (no); Math: 84% (yes); Writing: (yes)</p> <p>Hispanic: Reading: 39% (no); Math: 71% (no); Writing: (yes)</p> <p>Low SES: Reading: 44% (no); Math: 70% (yes(SH)); Writing: (yes)</p> <p>SWD: Reading: 30% (no); Math: 58% (no); Writing: (yes)</p> <p>2009-2010 (Coral Shores High School) School Grade: A Reading mastery 62%; Math mastery 85%;</p> <p>Writing mastery 85%; Science mastery 51%;</p> <p>Learning Gains in Reading 59%; Lowest 25 – 55%</p> <p>Learning Gains in Math 74%; Lowest 25 – 65%</p> <p>AYP Information (72R/74M) – 87% AYP: Total Reading: 57% (no); Math: 79% (yes); Writing: (yes)</p> <p>White: Reading: 63% (yes (SH)); Math: 84% (yes); Writing: (yes)</p> <p>Hispanic: Reading: 44% (no); Math: 72% (yes (GM)); Writing: (yes)</p> <p>Low SES: Reading: 40% (no); Math: 61% (no); Writing: (yes)</p> <p>SWD: Reading: 41% (yes (SH)); Math: 55% (no); Writing: (yes)</p> <p>2008-2009 (Coral Shores High School) School Grade: B Reading mastery 59%; Math mastery 87%;</p> <p>Writing mastery 90%; Science mastery 43%;</p> <p>Learning Gains in Reading 54%; Lowest 25 – 40%</p> <p>Learning Gains in Math 77%; Lowest 25 – 68%</p> <p>AYP Information (65R/68M – 85% AYP): Total Reading: 54% (no); Math: 81% (yes); Writing: (yes)</p> <p>White: Reading: 59% (no); Math: 83% (yes); Writing: (yes)</p> <p>Hispanic: Reading: 45% (no); Math: 78% (yes); Writing: (yes)</p> <p>Low SES: Reading: 43% (no); Math: 69% (yes); Writing: (yes)</p> <p>SWD: Reading: 30% (no); Math: 54% (no); Writing: (yes)</p> <p>2007-2008 (Coral Shores High School) School Grade: A Reading mastery 66%; Math mastery 85%;</p> <p>Writing mastery 86%; Science mastery 51%;</p> <p>Learning Gains in Reading 66%; Lowest 25 – 53%</p> <p>Learning Gains in Math 79%; Lowest 25 – 70%</p> <p>AYP Information (58R/62M) – 97% AYP: Total Reading: 59% (yes); Math: 80% (yes); Writing: (yes)</p> <p>White: Reading: 64% (yes); Math: 84% (yes); Writing: (yes)</p> <p>Hispanic: Reading: 44% (yes (SH)); Math: 70% (yes); Writing: (yes)</p> <p>Low SES: Reading: 41% (no); Math: 67% (yes); Writing: (yes)</p> <p>SWD: Reading: 33% (yes (SH)); Math: 62% (yes); Writing: (yes)</p> <p>2006-2007 (Coral Shores High School) School Grade: C Reading mastery 54%; Math mastery 87%;</p> <p>Writing mastery 84%; Science mastery 39%;</p> <p>Learning Gains in Reading 50%; Lowest 25 – 45%</p> <p>Learning Gains in Math 79%; Lowest 25 – 75%</p> <p>AYP Information (51R/56M) – 82% AYP: Total Reading: 47% (no); Math: 79% (yes); Writing: (no)</p> <p>White: Reading: 52% (yes); Math: 83%</p>
Assis Principal	Blake Fry	<p>M.S., Educational Leadership, Walden University, 2007</p> <p>B.S., Business Management, Ferris State University, 1982</p> <p>Certified: Business Education (6-12), Educational Leadership (All levels, School Principal (All Levels)</p>	15	7		

					(yes); Writing: (yes) Hispanic: Reading: 27% (no); Math: 70% (yes); Writing: (yes) Low SES: Reading: 39% (no); Math: 63% (yes); Writing: (yes) SWD: Reading: 20% (yes); Math: 47% (yes); Writing: (no)
Assis Principal	Lisa Hayes-Taylor	M.S., Educational Leadership, American College of Education, 2010 M.S., Reading Education, Florida International University, 2004 B.S., Elementary Education Florida International University, 1993 National Board Certified Teacher 1998 Certification: Elementary Education 1-6 Reading K-12 Family Consumer Sciences 6-12 ESOL Endorsement	2	2	2011-2012 (Coral Shores High School) School Grade: TBD Reading mastery 63%; Math mastery 73%; Writing mastery 85%; Learning Gains in Reading: Lowest 25 – 62% Learning Gains in Math: Lowest 25 – 48% White: Reading: 69%; Math: 76%; Writing: 89% Hispanic: Reading: 48%; Math: 73%; Writing: 77% Low SES: Reading: 54%; Math: 61%; Writing: 88% SWD: Reading: 42%; Math: 53%; Writing: 79% 2010-2011 (Coral Shores High School) School Grade: B Reading mastery 59%; Math mastery 88%; Writing mastery 84%; Science mastery 59%; Learning Gains in Reading 50%; Lowest 25 – 49% Learning Gains in Math 76%; Lowest 25 – 67% AYP Information (79R/80M) – 82% AYP: Total Reading: 53% (no); Math: 80% (yes); Writing: (yes) White: Reading: 58% (no); Math: 84% (yes); Writing: (yes) Hispanic: Reading: 39% (no); Math: 71% (no); Writing: (yes) Low SES: Reading: 44% (no); Math: 70% (yes(SH)); Writing: (yes) SWD: Reading: 30% (no); Math: 58% (no); Writing: (yes) 2009-2010 (Key Largo School) 5th grade teacher School Grade A 5th grade scores Reading mastery 86%; Math mastery 81%; Science mastery 64% 2008-2009 (Key Largo School) – 97% AYP 3rd grade teacher School Grade A Reading mastery 77%; Math mastery 76%; Science mastery 52% in 5th grade; Science mastery 47% in 8th grade; SWD did not make AYP in Reading. 2007-2008 (Key Largo School) – 100% AYP 3rd grade teacher School Grade A Reading mastery 72%; Math mastery 76%; Science mastery 56% in 5th grade; Science mastery 39% in 8th grade; 2006-2007 (Key Largo School) – 100% AYP 3rd grade teacher School Grade A Reading mastery 70%; Math mastery: 70%; Science mastery 45% in 5th grade; Science mastery 45% in 8th grade ;
					2011-2012 (Coral Shores High School) School Grade: B Reading mastery 63%; Math mastery 73%; Writing mastery 85%; Learning Gains in Reading: Lowest 25 – 62% Learning Gains in Math: Lowest 25 – 48% White: Reading: 69%; Math: 76%; Writing: 89% Hispanic: Reading: 48%; Math: 73%; Writing: 77% Low SES: Reading: 54%; Math: 61%; Writing: 88%

						<p>SWD: Reading: 42%; Math: 53%; Writing: 79%</p> <p>2010-2011 (Stanley Switlik Elementary School) School Grade: A Reading mastery 78%; Math mastery 83%; Writing mastery 87%; Science mastery 55%; Learning Gains in Reading 60%; Lowest 25 – 57% Learning Gains in Math 73%; Lowest 25 – 54% AYP Information (79R/80M) – 87% AYP: Total Reading: 74% (no); Math: 79% (no); Writing: 100% (yes) White: Reading: 84% (yes); Math: 86% (yes); Writing: 100% (yes) Hispanic: Reading: 67% (no); Math: 76% (no); Writing: 100% (yes) Low SES: Reading: 67% (no); Math: 75% (yes (SH)); Writing: 100% (yes)</p> <p>2009-2010 (Coral Shores High School) School Grade: A Reading mastery 62%; Math mastery 85%; Writing mastery 85%; Science mastery 51%; Learning Gains in Reading 59%; Lowest 25 – 55% Learning Gains in Math 74%; Lowest 25 – 65% AYP Information (72R/74M) – 87% AYP: Total Reading: 57% (no); Math: 79% (yes); Writing: (yes) White: Reading: 63% (yes (SH)); Math: 84% (yes); Writing: (yes) Hispanic: Reading: 44% (no); Math: 72% (yes (GM)); Writing: (yes) Low SES: Reading: 40% (no); Math: 61% (no); Writing: (yes) SWD: Reading: 41% (yes (SH)); Math: 55% (no); Writing: (yes)</p> <p>2008-2009 (Coral Shores High School) School Grade: B Reading mastery 59%; Math mastery 87%; Writing mastery 90%; Science mastery 43%; Learning Gains in Reading 54%; Lowest 25 – 40% Learning Gains in Math 77%; Lowest 25 – 68% AYP Information (65R/68M – 85% AYP): Total Reading: 54% (no); Math: 81% (yes); Writing: (yes) White: Reading: 59% (no); Math: 83% (yes); Writing: (yes) Hispanic: Reading: 45% (no); Math: 78% (yes); Writing: (yes) Low SES: Reading: 43% (no); Math: 69% (yes); Writing: (yes) SWD: Reading: 30% (no); Math: 54% (no); Writing: (yes)</p> <p>2007-2008 (Coral Shores High School) School Grade: A Reading mastery 66%; Math mastery 85%; Writing mastery 86%; Science mastery 51%; Learning Gains in Reading 66%; Lowest 25 – 53% Learning Gains in Math 79%; Lowest 25 – 70% AYP Information (58R/62M) – 97% AYP: Total Reading: 59% (yes); Math: 80% (yes); Writing: (yes) White: Reading: 64% (yes); Math: 84% (yes); Writing: (yes) Hispanic: Reading: 44% (yes (SH)); Math: 70% (yes); Writing: (yes) Low SES: Reading: 41% (no); Math: 67% (yes); Writing: (yes) SWD: Reading: 33% (yes (SH)); Math: 62% (yes); Writing: (yes)</p> <p>2006-2007 (Coral Shores High School) School Grade: C Reading mastery 54%; Math mastery 87%; Writing mastery 84%; Science mastery</p>
Principal	David A. Murphy	<p>M.S., Educational Leadership Florida State University, 2002</p> <p>B.S., Science Education The University of Iowa, 1988</p> <p>Certified : Chemistry (6-12)</p> <p>Biology (6-12) General Science (5-9) Educational Leadership (K-12) School Principal (K-12)</p>	14	8		

					39%; Learning Gains in Reading 50%; Lowest 25 – 45% Learning Gains in Math 79%; Lowest 25 – 75% AYP Information (51R/56M) – 82% AYP: Total Reading: 47% (no); Math: 79% (yes); Writing: (no) White: Reading: 52% (yes); Math: 83% (yes); Writing: (yes) Hispanic: Reading: 27% (no); Math: 70% (yes); Writing: (yes) Low SES: Reading: 39% (no); Math: 63% (yes); Writing: (yes) SWD: Reading: 20% (yes); Math: 47% (yes); Writing: (no)
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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.

	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)
No data submitted					

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	4. In-house, local experts are used as Professional Development Trainers	Administration	On going, as needed	
2	1. Jobs are posted on the online P.A.T.S. system which can be accessed worldwide. In past years, the administrative staff has traveled to the Florida Teach In to recruit teachers. Only Highly Qualified teachers are interviewed and hired.	Administration	On going, as needed	
3	2. The salaries are competitive with most other school districts in Florida.	Administration	On going, as needed	
4	3. Mentors—new staff members are matched up to a mentor to ease their transition to our school. National Board Certified teachers are used as mentors.	Administration	On going, as needed	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
46	0.0%(0)	8.7%(4)	34.8%(16)	47.8%(22)	39.1%(18)	100.0%(46)	17.4%(8)	10.9%(5)	30.4%(14)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI Facilitator: Identifies weak areas of achievement, analyzes data to theorize cause(s). The Facilitator also provides support and intervention ideas using tools to graph and track achievement. Supports district truancy goals.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/activities with Tiers 2/3.

Reading Contact: Provides support and facilitates district sponsored professional development to increase student achievement. The Reading Contact also facilitates reading strategies in reading classes and content area classroom instruction and assists teachers with FAIR data.

Exceptional Student Education: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through different activities such as support facilitation.

Data Coach: Provides access to data as needed. Assists in the roll out of district testing data from Performance Matters, as well as assists teachers with interpretation of data from FAIR and FCAT.

School Psychologist: Participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation ; provides professional development and assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; and facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Student Services Personnel (SST): Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, School Social Workers continue to link services to children and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The RtI Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The core team will be the school psychologist, counselors, and administration. The team will be structured so that school faculty volunteer to be present at RtI team meetings to disseminate information to their respective departments and staff at their Professional Learning Communities (PLCs) meetings or faculty meetings. Teachers will be invited to the meetings as students enter the RTI process. The team will meet monthly on the first Monday of each month. The meetings will begin

October 16, 2012 at 2:pm.

The team will perform the following duties: review and discuss universal screening data and create school wide goals and expectations; review data at the grade level and classroom level and identify students who are either meeting/exceeding benchmarks or not meeting benchmarks and monitor their progress. Based on the above information, the team will identify professional development needs and available resources needed to implement interventions. The team will also collaborate regularly, problem-solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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 RtI Team will function as a liaison that will communicate with the administrative team, BLPT (Building Level Planning Team) and the SAC (School Advisory Council) to establish clear objectives and goals to meet the needs of all students. A critical role of the RtI Team will be to disaggregate various data to be used to drive decision-making in various areas. These data include Performance Matters, FAIR, class grades, FCAT, PSAT, etc., all of which will be used to identify students in need of support as identified in the School Improvement Plan (SIP). The team will review and discuss this data as it relates to the following: RtI implementation of Tier 1, 2, and 3 services; academic and social/emotional areas that need to be addressed; assisting in setting clear expectations for instruction; monitoring progress in target areas; facilitating the development of a systematic approach to teaching; and aligning processes and procedures to adhere to state standards.

MTSS Implementation

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

Baseline Data: PMRN/FAIR, Performance Matters, Florida Comprehensive Assessment Test (FCAT), TERMS, narrative and expository writing samples.

Progress Monitoring: PMRN/FAIR, Performance Matters, Curriculum Based Measurement (CBM), FCAT, FCAT 6 point writing rubric.

Midyear: Florida Assessment for Instruction in Reading (FAIR), Performance Matters, school-site created subject area midterm exams.

End of Year: End of Course Exams for Algebra, Geometry and Biology, FAIR, Performance Matters, FCAT, school-site created subject area final exams.

Frequency for Data Days: Monthly for data analysis (i.e. PLC, faculty meeting).

Describe the plan to train staff on MTSS.

Professional development will be provided throughout the school year as needed in full faculty meetings by the RtI Facilitator and/or the RtI Team. More professional development opportunities will occur in smaller groups, such as Professional Learning Community (PLC) meetings, etc. Teachers and members of the RtI Leadership Team will be encouraged to take the free on-line RtI course encouraged by the Student Services Department at the district level and located on the district homepage.

Describe the plan to support MTSS.

MTSS will be part of the agenda of schoolwide Professional Learning Communities (PLC). PLC leaders will share information or present questions at the Building Level Planning Team, faculty or department meetings. The data coach will provide support to staff to interpret information from FAIR and Performance Matters. The school psychologist will provide support for social emotional areas of concern. Pinnacle support teacher leaders will help facilitate data collection in Tier 1, 2 and 3 of the process. Literacy team will provide research based strategies for teachers to the faculty to guide selected interventions in the RTI process. RTI team will develop an RTI procedure packet to guide teachers through the process of implementing strategies and tracking progress for students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team members are Charles Ellsworth, Robin Fry, Tracy Dobson, Kelly Dickens, Erica Andersen and Lisa Taylor.

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

The team will meet monthly in Professional Learning Community (PLC) meetings to discuss research-based reading and literacy "best practices", provide input into activities of the Media Center, analyze data and plan upcoming reading and writing strategies. The committee members' roles will be to offer leadership and direction to the content area teachers by providing research-based strategies to use in the classroom. The function of this PLC is to increase FCAT, SAT and ACT scores.

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

Increase awareness of content area teachers' use of research-based reading strategies to increase achievement for all students. The LLT team will also focus efforts to increase writing in the content areas.

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.

School-wide implementation of reading strategies to support the four tested reading clusters will be ongoing throughout the 2012-2013 academic year. Every department will dedicate a time for discussions during monthly PLC meetings, in which instructors will review, discuss and analyze the effectiveness of the current reading strategy focus. Intensive Reading teachers will meet bi-weekly to discuss progress as it relates to the FAIR data and adjust student lesson plans as needed. Language Arts teachers will be cognizant of and follow the FCIM guide. Pacing Guides will be used in Social Studies which will be aligned with the Reading Instructional Focus. Student artifacts will be collected to substantiate the targeted reading strategy. Teachers will be encouraged to use the Media Center as a curricular resource.

*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?

Career and Technical (CTE) classes offer students significant choices in hands-on-learning experiences that transfer directly to today's marketplace. Students receive national certification in selected CTE classes, and students will have completed the national Ready-to-Work skills tests. The school has academic science electives which focus on Marine Studies which provide students the opportunity to experience a "live" curriculum as it relates to their community. Students participate in many field experiences including water testing, reef restoration, recycling, and sea grass restoration. Students also participate in Industry Certification. Students may acquire Industry Certification in 2012-13 Culinary Arts program.

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?

Counselors will meet with and provide academic advisement to entering students to entering Coral Shores High School. Long-term topics such as high school graduation and college admission requirements, course placement/selection and the role it

plays in college admission and scholarship possibilities, national and state assessments, as well as individual student developmental needs will be discussed. Purposeful "high school academic plans" will be laid out and discussed with entering students. These "plans" will be reviewed/revisited every year as conditions and students' grade level change. A variety of test data (FCAT, PSAT) are utilized by teachers and guidance staff to try and place all students in the most rigorous courses available. Counselors will meet students with increasing frequency as students progress through their high school years as the focus of the discussions will vary according to the students' grade level and achievement. Coral Shores guidance team will conduct a Curriculum Fair that provides course selection information to enable students to select meaningful and rigorous courses.

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](#)

During the 2012-2013 school year, all freshmen will be enrolled in Algebra I or higher math. Students who are identified by middle school teachers and/or by test data as in need of additional support will be enrolled in an elective course to support their math class, as well as their organizational skills. We are also urging students to take Advanced Placement (AP) or Dual Enrollment (DE) classes by encouraging more teacher discussion on these courses and sharing AP Potential data with all teachers prior to making course recommendations.

Require all 11th grade students to take the Post-secondary Education Readiness Test (PERT). This will enable students and teachers in identifying areas that need remediation necessary for eligibility for college level classes before high school graduation.

Increase access to Advanced Placement classes so that more students are exposed to a more rigorous, "goal standard" curriculum.

Host a College Fair once a year to include in-state and out-of-state universities, community colleges and technical schools.

Invite college representatives to speak to individual classes and small groups of students who may be interested in specific colleges or fields of study.

Host a Student-Parent Night to explain PSAT scores and the value of the Score Report as a study guide. Also, provide information about how to register on My Road College Quick Start for selecting college matches, personality inventories and career searches.

Host a "Making It Count" program each November to assist parents in applying on the Federal Application Financial Student Aid (FAFSA) website.

For the past seven years, CSHS has had an average of 91% of graduates with post-secondary plans of either continuing on to college (90%) or joining the military (2%). The remaining 8% of students had plans to enter the workforce. These numbers reflect our dedication in encouraging all students to continue their commitment to post-secondary education/careers. Our goal is to increase to 95% of graduates having post-secondary plans.

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:	Increase the percentage of students in Grades 9 and 10 achieving proficiency (FCAT Level 3 and above) in Reading to meet AYP (86%) or meet Safe Harbor (58%).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(216)	86% (352) 58% (237)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. The difficulty that students will have is identifying the main idea of a passage.</p> <p>Limited teacher collaboration due to high numbers of teachers teaching six periods or multiple preps.</p> <p>Limited resources.</p> <p>No after school buses</p> <p>Loss of teaching time due to mandated progress monitoring</p>	<p>1.1. Modified Lesson Study to create cross- curricular lessons that focus on teaching Main Idea.</p> <p>Jamestown Navigator</p> <p>Mini sessions/assessments targeting Main Idea.</p> <p>Performance Matters/FAIR On-going Progress Monitoring.</p> <p>After school tutoring and buses.</p> <p>Administration Program Managers Reading Teachers Media Specialist</p> <p>Administration Program Managers</p> <p>Departmental and grade level PLC meetings, faculty meetings and Early Release Days.</p>	<p>1.1. Administration Program Managers Reading Teachers Media Specialist</p> <p>Administration Program Managers</p>	<p>1.1. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies.</p> <p>Review data</p> <p>Attendance at meetings.</p>	<p>1.1. FAIR Performance Matters FCAT Focus Mini Assessments</p> <p>Meeting minutes</p>
2	<p>1.2. Provide effective/research based instruction to a wide range of abilities through Differentiated Instruction in the classroom.</p>	<p>1.2 Use FCAT Focus 2.0 and Impact to provide support to differentiate instruction</p> <p>Fluency and Cold Reading tracking</p>	<p>1.2. Administration Program Managers Reading Teachers</p>	<p>1.2. Teacher Focus Group Review data</p>	<p>1.2 FAIR Springboard Performance Matters FCAT Mini Assessments</p>
	<p>1.3. Content area teachers'</p>	<p>1.3. Professional Learning</p>	<p>1.3. Administration</p>	<p>1.3. Department and/or grade</p>	<p>1.3 FAIR</p>

3	lack of knowledge in teaching literacy across content areas	Community/Lesson Study.	Program Managers Teachers	level Professional Learning	Springboard Performance Matters
	Lack of ESE support in content areas	Training in literacy across the content areas using targeted reading strategy text coding.		Community/Lesson Study meetings to discuss and analyze effectiveness of strategy.	FCAT
		Implementation of Common Core Standards		Review data	Mini Assessments
		CRISS			
		AVID			

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:	Students scoring between levels 4-6 on the Florida Alternate Assessment will increase at least 5% from 33%-38%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	38% (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	Low cognitive ability	Student achievement will improve when teachers utilize the ACCESS POINTS and IEP to align the level of standard with instruction Teacher will implement the lessons from the online curriculum from Unique Learning System Repeated exposure to concepts	ESE teachers	Unique Learning System pre and post test Practice test questions	Florida Alternate Assessment Teacher made tests Classroom observation

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:	Increase the percentage of students in Grades 9 and 10 achieving above proficiency (FCAT Level 4 and above) in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(98)	43% (176) 29% (117)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	2.1. Lack of student critical thinking skills. Limited teacher collaboration due to high numbers of Language Arts and Mathematics teachers teaching six periods.	2.1. Use of pre-AP vertical teaming strategies. Use of PSAT- type questions in content area classrooms. Departmental and grade level PLC meetings, faculty meetings and Early Release Days.	2.1. Administration Program Managers Administration Program Managers	2.1. Department meeting agendas will include review of strategies' effectiveness. Best practices shared Attendance at meetings.	2.1. Student artifacts FAIR FCAT scores Lesson Plans Mini Assessments Meeting minutes
2	2.2. Small school with many single course offerings in high level academic areas.	2.2. Increasing the number of AP classes offered by reviewing AP potential list.	2.2. Administration Program Managers and Content Area Teachers	2.2. Review of master schedule by administration and Program Managers to evaluate course times/slots in order to maximize student participation.	2.2. Master schedule
3	2.3 Lack of Content Area teachers' use of reading strategies designed to increase student achievement. Lack of higher order questioning and assessments.	2.3 Share best practices in Professional Learning Community meetings. AVID Use of PSAT question stems as part of classroom assessments. Share ideas of how to use PSAT as a learning tool in a PLC	2.3 Administration Program Managers Reading and Content Area Teachers Administration Program Managers Reading and Content Area	2.3 Department meeting agendas will include review of strategies' effectiveness. Best practices shared Department meeting agendas will include review of strategies' effectiveness.	2.3 Department meeting agendas will include review of strategies' effectiveness. Best practices shared Department meeting agendas will include review of strategies' effectiveness.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students achieving proficiency (Alternate Assessment Level 7) in reading will increase 10% from 54% to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (6)	64% (9)

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 student vocabulary Limited student background knowledge Low reading level Multiple exceptionalities	Graphic organizers Small group research based differentiated instruction Repeated Readings Independent work	ESE Teacher	Review data Department and/or grade level Professional Learning Community/Lesson Study to discuss and analyze effectiveness of strategies.	Fair Testing Classroom assessment Teacher observation

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percentage of students in Grades 9 and 10 making Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(190)	60% (245)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Providing small group, individualized instruction for underperforming students in Intensive Reading classes. Lack of instructional reading during content instruction No late bus for after school tutoring No bus transportation for after school tutoring.	3.1. Follow Intensive Reading model. After school tutoring. Springboard School wide reading strategy	3.1. FAIR Performance Matters FCAT Focus Mini Assessments	3.1. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data	3.1. FAIR Performance Matters FCAT Focus Mini Assessments
2	3.2. Provide Differentiated Instruction for Level 4 and 5 students.	3.2. Discuss best practices in PLC meetings.	3.2. Administration Program Managers Teachers	3.2. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data	3.2. FAIR Performance Matters FCAT Mini Assessments
3	3.3. Provide necessary support for ELL students in making learning gains.	3.3. Use Intensive Reading model and instruction in academic vocabulary. ESL Reading Smart FCAT Explorer	3.3. Administration Program Managers All Teachers	3.3. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data	3.3. FAIR Performance Matters FCAT Mini Assessments

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:	Students making learning gains in reading will increase at least 5% from 88% to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

88% (8)		92% (13)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance is poor Seizures Medication changes Student behavior Non compliance	Consultation with parents Teachers will monitor and track student behavior for patterns Build relationships with students	ESE Teachers	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data	Florida Alternate Assessment Portfolio FAIR Scores Classroom evaluation

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of students in the lowest 25% making Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(195)	55% (225)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Determine main idea of passage. Lack of school wide reading strategies used No after school bus to provide transportation after tutoring Limited teacher collaboration due to high numbers of teachers teaching six periods.	4.1. Reading in content areas Utilization of CRISS strategies. After school tutoring. School wide reading focus shared at faculty meeting Departmental and grade level PLC meetings, faculty meetings and Early Release Days.	4.1 Administration Program Managers All Teachers Administration Program Managers	4.1. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings	4.1. FAIR Performance Matters FCAT Mini Assessments Meeting minutes
2	4.2. Poor performance on Reference and Research questions. No after school bus to provide transportation after tutoring	4.2. Utilize Reference and Research unit in IMPACT reading support and FCAT Focus tutorial After school tutoring. Use of Springboard Curriculum	4.2. Administration Program Managers All Teachers	4.2. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	4.2. FAIR Performance Matters FCAT Mini Assessments
	4.3	4.3.	4.3	4.3.	4.3.

3	Academic vocabulary No after school bus to provide transportation after tutoring	Utilization of CRISS strategies. Frayer Model After school tutoring. Use of Springboard Curriculum	Administration Program Managers All Teachers	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	FAIR Performance Matters FCAT Mini Assessments
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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 # Student performance targets will focus on increasing the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over 6 years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	69	72	75	78	

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:	Increase the percentage of students in Grades 9 and 10 achieving proficiency (FCAT Level 3 and above) in Reading to meet AYP (86%) or meet individual Safe Harbor goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 58% (149) Black: n/a Hispanic: 39% (41) Asian: n/a American Indian: n/a	White: 86%/62% (225/162) Black: n/a Hispanic: 86%/45% (106/55) Asian: n/a American Indian: 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	5A.1. White: Deficiency in grade level reading skills. Black: N/A Hispanic: Deficiency in grade level reading skills. Asian: N/A American Indian: N/A No after school bus to provide transportation after tutoring Limited teacher collaboration due to high numbers of teachers teaching six periods and multiple preps. No bus transportation for after school tutoring.	5A.1. All teachers will use text coding to increase text book comprehension. Utilization of CRISS strategies. Encourage use of Media Center for recreational and curricular reading. After school tutoring. Departmental and grade level PLC meetings, faculty meetings and Early Release Days. Use of Springboard Curriculum	5A.1. Administration Program Managers All Teachers Media Specialist Administration Program Managers	5A.1. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data Attendance at meetings.	5A.1. FAIR Performance Matters FCAT Mini Assessments Meeting minutes

2	5A.2. Poor performance on Reference and Research questions.	5A.2. Utilize Reference and Research unit in IMPACT series Track Reference and Research progress using FCAT Focus 2.0 Use of Springboard Curriculum	5A.2. Administration Program Managers All Teachers	5A.2. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	5A.2. FAIR Performance Matters FCAT Mini Assessments
3	5A.3. Academic vocabulary	5A.3. Reading in content area Utilization of CRISS strategies. After school tutoring. Use of Springboard Curriculum Peer tutors during lunch	5A.3. Administration Program Managers All Teachers	5A.3. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data	5A.3. FAIR Performance Matters FCAT Mini Assessments

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:	Students identified as ELL scoring below reading proficiency on FCAT 2.0 will make progress in reading by at least 20% from 16% to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (14)	64% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of academic language acquisition. No after school bus transportation.	All teachers will use text coding to increase text book comprehension. Utilization of CRISS strategies. Encourage use of Media Center for recreational and curricular reading. After school tutoring. Departmental and grade level PLC meetings, faculty meetings and Early Release Days. Use of Springboard Curriculum	Administration Program Managers All Teachers Media Specialist Administration Program Managers	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data Attendance at meetings.	FAIR Performance Matters FCAT Mini Assessments Cella Meeting minutes

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.	Increase the percentage of students with disabilities in Grades 9 and 10 achieving proficiency (FCAT Level 3 and
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Reading Goal #5D:	above) in Reading to meet AYP (86%) or meet Safe Harbor (37%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(22)	86% (63) 37% (27)

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	5.C.1. Determine main idea of passage. Limited teacher collaboration due to high numbers of teachers teaching six periods.	5.C.1. Reading in content areas Utilization of CRISS strategies After school tutoring. Departmental and grade level PLC meetings, faculty meetings and Early Release Days.	5.C.1. Administration Program Managers All Teachers Administration Program Managers	5.C.1. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data Attendance at meetings.	5.C.1. FCAT Performance Matters FAIR Mini Assessments Meeting minutes
2	5C.2. Poor performance on Reference and Research and questions Not enough time to practice strategies	5C.2. Utilize Reference and Research in FCAT 2.0 mini lessons After school tutoring. Peer tutors during lunch	5C.2. Administration Program Managers All Teachers	5C.2. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	5C.2. FCAT Performance Matters FAIR Mini assessments
3	5C.3 Academic vocabulary	5C.3. Utilization of CRISS strategies. FCAT Focus 2.0 After school tutoring. Remediation using research based strategies Enrichment	5C.3. Administration Program Managers All Teachers	5C.3. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	5C.3. FCAT Performance Matters FAIR Mini assessments

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:	Increase the percentage of economically disadvantaged students in Grades 9 and 10 achieving proficiency (FCAT Level 3 and above) in Reading to meet AYP (86%) or meet Safe Harbor (50%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(54)	86% (144) 50% (84)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5.D.1. Determine main idea of passage. Limited teacher collaboration due to high numbers of teachers teaching six periods.	5.D.1. Reading in content area Utilization of CRISS strategies. After school tutoring. Departmental and grade level PLC meetings, faculty meetings and Early Release Days.	5.D.1. Administration Program Managers All Teachers Administration Program Managers	5.D.1. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data Attendance at meetings.	5.D.1. FCAT Performance Matters FAIR Mini assessments Meeting minutes
2	5.D.2. Poor performance on Reference and Research questions.	5.D.2. Utilize Reference and Research in the FCAT Focus 2.0 mini lessons Springboard Articulation	5.D.2. Administration Program Managers All Teachers	5.D.2. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	5.D.2. FCAT Performance Matters FAIR Mini assessments
3	5.D.3. Academic vocabulary	5.D.3. Utilization of CRISS strategies. Work of the week school wide	5.D.3. Administration Program Managers Teachers	5.D.3. Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze use of strategies. Literacy Council Review data	5.D.3. FCAT Performance Matters FAIR Mini assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide reading strategy: Marking the Text	9-12	Robin Fry Lisa Taylor	school-wide	PLC Faculty Early release	Student samples	Administration

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Based upon the April 2012 CELLA administration 47% of the school's ELL population scored at the proficiency level. The goal is to increase this by 10%.			
2012 Current Percent of Students Proficient in listening/speaking:					
45% (17)					
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 large percentage of the school's ELL population is at the Non-English/Limited English Level. This will improve when teachers provide opportunities for the students to practice their English Language skills.	Students are assigned to the appropriate level of English/ESOL instruction determined by their individual test results. Teachers will utilize their weekly PLC to coordinate and implement strategies to increase Students exposure to and practice of the English Language. Teachers will make appropriate accommodation to the Sunshine state standards so that instruction is comprehensible and meaningful to the students.	Administration, ESOL Educational Specialist ESOL Teachers	All ESOL/English Teachers will use Benchmarks and test item specifications in their lesson planning that promote student understanding and demonstrate mastery of the skill.	Measured by teacher observation, data Lesson plans PLC documentation CELLA results Teachers exams Student reevaluations ESOL Reading Smart FCAT Explorer

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:

Based on the April 2012 CELLA administration 27% of the school's ELL population scored at the proficiency level. The goal is to increase this by 20%.

2012 Current Percent of Students Proficient in reading:

27% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal academic performance by students in native language Lack of ELL accommodations by content area teachers	Student achievement will improve when teachers use data to drive instruction in the Developmental ESOL Class. Student achievement will improve when teachers make appropriate accommodations to the standards to make instruction comprehensible for the ELL students. Student achievement will improve when teachers provide opportunities for development of vocabulary and dictionary skills.	School-based administrators will support and monitor implementation	Administration, ESOL Educational Specialist ESOL Teachers	Measured by teacher observation, data, Lesson plans PLC documentation, CELLA results, Teachers exams and Student reevaluations. ESL Reading Smart FCAT Explorer

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Based upon the April 2012 CELLA administration 27% of the school's ELL population scored at the proficiency level. The goal is to increase this by 20%.

2012 Current Percent of Students Proficient in writing:

27% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Minimal academic performance by students in native language Lack of ELL	Performance will increase when teachers provide weekly writing prompts in an effort to provide adequate practice of	Administration, ESOL Educational Specialist ESOL Teachers	All ESOL/English Teachers will use Benchmarks and test item specifications in their lesson planning that promote student	Measured by teacher observation, PLC documentation, lesson Plans, Weekly writing

1	accomodations by content area teachers	<p>English writing. Student achievement will improve when teachers develop and utilize a common rubric for scoring writing samples.</p> <p>Student achievement will improve when teachers provide opportunities for development of vocabulary. Teachers will utilize common rubics for evaluation the progress of the ELL students. Teachers will also use promote vocabulary development, grammar skills and sentence structure issues sure as</p> <p>run on sentences and comma splices Provide targeted support to teachers through the utilization of the coaching cycle. School-based administrators will support and monitor implementation.</p> <p>Provide samples of good writing for students to use as models</p>		<p>understanding and demonstrate mastery of the skill. Utilize common rubics to score writing samples.</p>	<p>samples, Florida writes, and Cella</p>
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CELLA Budget:

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

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:	Students scoring between levels 4-6 on the Florida Alternate Assessment will increase at least 10% from 27% to 37%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2)	37% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of attendance Lack of materials to support curriculum Large classes	Instruction will align with benchmarks Small group instruction Computer program Hands on activities Classroom discussion	ESE Teachers Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	Teacher Observation Progress Monitoring 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 mathematics. Mathematics Goal #2:	Students scoring at or above level 7 on the Florida Alternate Assessment will increase at least 10% from 75% to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6)	85% (9)

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	Lack of attendance Lack of materials to support curriculum Large classes Individual instruction is difficult in a classroom situation	Instruction will align with benchmarks Small group instruction Computer program Hands on activities Classroom discussion	ESE Teachers Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	Teacher Observation Progress Monitoring 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Students making learning gains on the Florida Alternate Assessment will increase at least 10% from 75% to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6)	85% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of attendance Lack of materials to support curriculum Large classes Individual instruction is difficult in a large class setting	Instruction will align with benchmarks Small group instruction Computer program Hands on activities Classroom discussion	ESE Teachers Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	Teacher Observation Progress Monitoring Florida Alternate Assessment

High School Mathematics AMO Goals

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%.	Mathematics Goal # Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), the percent of students proficient in math will increase by 2% annually. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	77	79	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), the percent of student sub groups proficient in math will increase by 5% annually.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 76% SWD 53% Economically Disadvantaged 61%	White 81% SWD 58% Economically Disadvantaged 66%

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 math vocabulary and grade level ability ESE/ELL limited math application skills No late bus for after school tutoring	Differentiated instruction ELL support ESE support After school tutoring Intensive math instruction Progress monitor data driven instruction	General Ed Teacher ESE Teacher Paraprofessional Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings	Progress Monitoring Classroom Tests End of Course 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), the percent of students proficient in math will increase by 5% annually.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%	58% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited math vocabulary and grade level ability ESE/ limited math application skills No late bus for after	Differentiated instruction ESE support After school tutoring Intensive math instruction Progress monitor data	General Ed Teacher ESE Teacher Paraprofessional Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies.	Progress Monitoring Classroom Tests End of Course Assessment

school tutoring	driven instruction	Review data	Attendance at meetings.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), the percent of Economically Disadvantaged students proficient in math will increase by 5% annually.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%	66% (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	Limited math vocabulary and grade level ability Economically Disadvantaged students may have limited math application skills No late bus for after school tutoring	Differentiated instruction After school tutoring Intensive math instruction Progress monitor data driven instruction	General Ed Teacher ESE Teacher Paraprofessional Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings.	Progress Monitoring Classroom Tests End of Course Assessment

End of High School Mathematics Goals

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:	Students scoring at or above level 3 (proficiency) on the Algebra EOC will increase 5% from 65% to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (75)	60% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited math vocabulary and grade level ability	Differentiated instruction ELL support ESE support	General Ed Teacher ESE Teacher Paraprofessional	Department and/or grade level Professional Learning Community/Lesson	Progress Monitoring Classroom Tests

1	ESE/ELL limited math application skills No late bus for after school tutoring	After school tutoring Intensive math instruction Progress monitor data driven instruction	Administration	Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings.	End of Course Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above level 4 on teh ALgebra EOC will increase 5% from 10% to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (13)	15% (12)

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	Sustaining high performance	Differentiated instruction After school tutoring Intensive math instruction Progress monitor data driven instruction	General Ed Teacher ESE Teacher Paraprofessional Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings	Progress Monitoring Classroom Tests End of Course Assessment

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:		Students scoring at or above level 3 (proficiency) on the Geometry EOC will be 63% of all students taking the Geometry based on the Target AMO for 2013 for math.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
9th grade mean scale score 63 10th grade mean scale score 46 11th grade mean scale score 39		63% (104)			
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	Low reading ability Limited teacher collaboration time No baseline data to measure achievement No late buses to provide transportation for after school tutoring	Use FCIM model by benchmark Progress monitoring to drive instruction FOCUS After school tutoring Provide ESE support Geometry Explorer	Geometry Teachers Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings	End of Course Exam FOCUS Performance Matters progress monitoring

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:	20% of the students who take the Geometry will score at or above level 4 on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
unavailable	20% (32)

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	Low reading ability Limited teacher collaboration time No baseline data to measure achievement No late buses to provide transportation for after school tutoring	Use FCIM model by benchmark Progress monitoring to drive instruction FOCUS After school tutoring Provide ESE support Geometry Explorer	Geometry Teachers Administration	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings	End of Course Exam FOCUS Performance Matters progress monitoring

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
Increase student achievement	Algebra and Geometry	BLPT Representative	All Algebra and Geometry math teachers	Early release Thursday PLC	Posted minutes	Administration

Pilot Algebra and Geometry support program	Algebra and Geometry	Dave Waack Deborah Dietz Dianne Wischmeier	Dave Waack Deborah Dietz Dianne Wischmeier	Early release Release time for training PLC	Student scores on the December Algebra EOC	Dianne Wischmeier
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Mathematics Budget:

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

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.		Students achieving proficiency (Alternate Assessment Level 4,5 or 6) in science will decrease due to the above level proficiency expected in 2013.			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100% (1)		50% (4)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of interest in content Lack of parent support	Utilize monthly PLC to study Access Points curriculum Hands on learning	ESE teacher Administrator	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze	Florida Alternate Assessment Portfolio FAIR Testing

1	Low cognitive ability requires repetitive teaching which slow instruction	Multiple exposure to concepts Re-teach Preview material: activate prior knowledge Build parent support		the effectiveness of strategies. Review data	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Students achieving proficiency (Alternate Assessment Level 7) will be 50% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low cognitive ability Lack of background knowledge Minimal previous exposures to experiments	Vocabulary rich building of background knowledge through literature, multi media and hands on activities Break activities into small steps	ESE teacher Administrator	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	Alternate Assessment Portfolio FAIR Testing

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:	70% of the students enrolled in biology or biology honors will score at achievement level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	70% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>1.1 Lack of consistency of prior knowledge</p> <p>Chemical and Physical Strand were the lowest strands on the FCAT.</p> <p>Fewer students take Chemistry and Physics courses than Life Science courses such as Biology and Marine Science.</p> <p>Limited teacher collaboration due to high numbers of teachers teaching six periods and multiple preps.</p> <p>Lack of funding for classroom equipment</p> <p>Lack of effective Professional Development modules</p>	<p>1.1. Greater review of physical and chemical science concepts will be embedded in lower grade science courses.</p> <p>Progress monitor for Biology and address areas of concern.</p> <p>Teachers will use the High School Science FCAT Practice Workbook.</p> <p>Utilization of CRISS strategies.</p> <p>After school tutoring.</p> <p>Departmental and grade level PLC meetings, faculty meetings and Early Release Days.</p> <p>Biology PLC meetings</p> <p>Incentive wall</p> <p>Benchmark specific reviews and personal tracking folders to determine individual strengths and weaknesses</p>	<p>1.1 Administration Science Program Manager and Science Teachers Students</p> <p>Administration Program Managers</p>	<p>1.1 Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies.</p> <p>Review data</p> <p>Attendance at meetings.</p>	<p>1.1 End of Course Exam Performance Matters Mini Assessments PLC's minutes End of Course Exam Summative Assessments Meeting minutes</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.

Biology Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Reluctant learners</p> <p>Student motivation</p> <p>Lack of study skills</p>	<p>Date driven instruction using progress monitoring to determine students' strengths and weaknesses</p> <p>Provide instruction in multiple formats to address all learning</p>	<p>Administration Science Program Manager and Science Teachers Students</p> <p>Administration Program</p>	<p>1.1 Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies.</p>	<p>End of Course Exam Performance Matters Mini Assessments PLC's minutes End of Course Exam</p>

		styles Website as a resource	Managers	Review data Attendance at meetings.	Summative Assessments Meeting minutes
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase student achievement	Biology	BLPT Representative	All Biology teachers	Early release Thursday PLC	Posted minutes	BLPT Teacher representative Administration

Science Budget:

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

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.	Maintain the percentage of Grade 10 students achieving Adequate Yearly Progress (FCAT Level 3 or above) in Writing.
Writing Goal #1a:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (181)	95% (193)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1.</p> <p>New students arriving who do not have a background in continuous writing.</p> <p>Students lacking understanding of the relevancy of lifelong writing skills including standard writing conventions.</p> <p>Limited teacher collaboration due to high numbers of teachers teaching six periods</p>	<p>1.1.</p> <p>Continue with school wide writing initiative.</p> <p>Provide new students and students who are not exhibiting growth additional opportunities to write.</p> <p>FCAT WRITING 2.0 Training</p> <p>After school tutoring.</p> <p>Departmental and grade level PLC meetings, faculty meetings and Early Release Days.</p>	<p>1.1.</p> <p>Administration Program Managers</p> <p>Language Arts Teachers</p> <p>All Teachers</p> <p>Administration Program Managers</p>	<p>1.1.</p> <p>Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies.</p> <p>Review data</p> <p>Attendance at meetings.</p>	<p>1.1</p> <p>FCAT 6 Point Rubric</p> <p>Student artifacts</p> <p>Meeting minutes</p>
2	<p>1.2</p> <p>Meeting the writing needs of ESE students</p>	<p>1.2.</p> <p>Increase classroom opportunities to write with student and/or teacher feedback.</p> <p>Use Anchor Sets to model scores of 5 or 6.</p>	<p>1.2.</p> <p>Administration Program Managers</p> <p>Language Arts Teachers</p> <p>All Teachers</p>	<p>1.2</p> <p>Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies.</p> <p>Review data</p>	<p>1.2</p> <p>FCAT 6 Point Rubric</p> <p>Student artifacts</p>
3	<p>1.3.</p> <p>Meeting the writing needs of ELL students.</p> <p>Semantics</p> <p>Vocabulary deficiency</p>	<p>1.3.</p> <p>Increase classroom opportunities to write with student and/or teacher feedback</p> <p>Use Anchor Sets to model scores of 5 or 6.</p>	<p>1.3.</p> <p>Administration Program Managers</p> <p>Language Arts Teachers</p> <p>All Teachers</p>	<p>1.3</p> <p>Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies.</p> <p>Review data</p>	<p>1.3</p> <p>FCAT 6 Point Rubric</p> <p>Student artifacts</p>
4	<p>Increase expectations for convention and usage</p>	<p>Increase classroom opportunities to write with student and/or teacher feedback</p> <p>Use Anchor Sets to model scores of 5 or 6.</p>	<p>Administration Program Managers</p> <p>Language Arts Teachers</p> <p>All Teachers</p>	<p>Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies.</p> <p>Review data</p>	<p>FCAT 6 Point Rubric</p> <p>Student artifacts</p>
	<p>Inefficient planning</p>	<p>Increase classroom opportunities to write with student and/or teacher feedback</p>	<p>Administration Program Managers</p> <p>Language Arts</p>	<p>Department and/or grade level Professional Learning Community/Lesson</p>	<p>FCAT 6 Point Rubric</p> <p>Student artifacts</p>

5	Use Anchor Sets to model scores of 5 or 6.	Teachers All Teachers	Study meetings to discuss and analyze the effectiveness of strategies. Review data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students achieving proficiency (Alternate Assessment Level 4) in writing will increase 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4)	62% (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	Lack of student interest Limited knowledge of grammar Low cognitive ability Poor fine motor skills	Small group work Free write guided activities FOCUS writing Review grammar as a whole group then individualize instruction Review and repeat concepts Graphic organizers Parent conferences Write using a rubric	ESE teacher Administrator	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	Student work samples Quizzes Rubric grade

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
FCAT 2.0 Writing Training	9/10	Chuck Ellsworth English Teachers	School wide	Early Release PLC meetings	PLC minutes Student Writing scores	PLC leader BLPT department chair Administration

Elite or Vocational PGP goal	9/10	Program Manager	PLC members	PLC meetings	PLC minutes Student scores	PLC leader BLPT department chair Administration
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Writing Budget:

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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:	Improve Attendance by 2% from 2011-2012. Target students to decrease the number of students who have 6 or more absences. Decrease the number of tardy students in 2010-2011.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
73.07% (574)	75.07% (582)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
17.09% (141)	15.09% (125)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
4	Less than 4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Many school factors contribute to this "anticipated barrier", including but not limited to student diversity, the "culture" of the school and its surrounding community and the surrounding environment among other factors leading to truancy. Substance abuse in the home, domestic violence or other familial conflicts	1.1. Provide a wide variety of extra-curricular and co-curricular activities to engage all students in the high school experience. CINS/Fins Counselor on campus 2 days per week. Increase positive reinforcement activities for good attendance Quarterly recognition events for good	1.1. Student Government and Class Sponsors Athletic Director\ Administrators Attendance Clerk.	1.1 Evaluate all Clubs\Organizations Membership lists. Track absences of habitual offenders Increased number of awards, recognition and fee reduction. Meet the needs and interests of uninvolved students.	1.1. Club Meeting Agendas and Membership. Attendance records Number of awards presented each quarter.

		attendance school recognition and local media recognition. Reduced fees for school activities for good attendance. Program (TSIC).			
2	1.2. Economic factors include employment among students, as well as students who live in single-parent households, have parents with multiple jobs, and whose families lack affordable transportation and/or childcare.	1.2. Increase service learning and internship opportunities within the curriculum. Provide meaningful intervention for truancy issues other than punitive consequence using Life Skills Counselors and Guidance staff.	1.2. Career and Technical Teachers Administration Guidance	1.2. Work with District CTE coordinator and CTE and regular classroom teachers to develop alternative service learning and internship opportunities. Increase communication to parents to engage disenfranchised families in positive educational activities. Increased number of awards, recognition and fee reduction.	1.2. Monthly Truancy Meetings Daily attendance monitoring.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Meetings	School-wide	Blake Fry	Counselor Grade level rep CIN/FIN JDD	monthly	monitor attendance data using Principal viewer	Blake Fry

Attendance Budget:

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

	\$0.00
	Subtotal: \$0.00
	Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Reduce the number of In School and Out of School suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
13.6% (173)	12% (156)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13.6% (173)	12% (156)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1.3% (17)	1.2% (15)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1.3% (17)	1.2% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Decreased funds for Alternative programs. Socio-economic issues in the community.</p> <p>Increased class size in elective areas caused by class size legislation which may increase classroom management issues in larger classes.</p>	<p>1.1 Staff will receive training in district truancy policy.</p> <p>Increase the number of students participating in clubs and school sports.</p> <p>Use after school and lunch detentions as interventions to reduce the rate of suspensions.</p> <p>Monitor discipline data during grade level PLCs</p>	1.1. Administration Guidance Staff	<p>1.1. Monthly review of discipline referrals and suspension data.</p> <p>Bi-Weekly Truancy meetings with selected students.</p> <p>Reinforcement activities for students that are excessively referred for disciplinary issues.</p> <p>Identify areas of instructional improvement to help reduce classroom disruption and</p>	<p>1.1. TERMS data reports.</p> <p>Principal Viewer Reports.</p> <p>Truancy reports</p> <p>Reviews of Disciplinary referral forms.</p>

	and provide discussion on best practices for classroom management during PLCs. Positive reward systems for good behavior and good attendance. Examples: Reduced parking fees, free or reduced admission fees to school events, and increased recognition programs to media and school.		behavioral issues that might lead to disciplinary action. Data will be reviewed with PLCs.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Reduce the number of dropouts and increase the graduation rate 1% in the 2011-2012 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.5 % (12).	.5 (4)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
98.5% (775)	99.5% (773)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students behind in credits/ low GPAs. Students need extra social/academic support in the classroom.	1.1. Utilize the KeysCenter program for those students who are behind in credits/need extra social/academic support. EdOptions Credit Recovery Program MyDistrict FLVS	1.1. Administration Guidance EdOptions Facilitator/Teachers	1.1. Review student status mid-year and end of the year to see if they are back on track for graduation.	1.1. Transcripts
2	1.2. Students are sent to an alternative school site because of behavior/attendance issues.	1.2. Alternative to Out of School Suspension – All teachers send authentic class work for students to complete.	1.2. Administration Guidance Staff Out of School suspension teacher	1.2. Review student status mid-year and end of the year to see if they are back on track for graduation.	1.2. Transcripts

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

Drop out prevention	all	District	Counselor	District Tri annual Counselor meetings	Counselor notes	Counselors
9th grade D/F list	9th	Counselors administration	Counselors Admin	monthly	reduction in 9th grade D/F list	Counselors

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the past school year, how many times have you been to your child's school for a school-related event of any kind?" (Result – 9.32% None / 20.34% 1 - 2 / 29.66% 3 – 5 / 16.95% 6 – 10 / 23.73% More than 10)			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Attended at least 5 events 59.32 % (69)		Parents attending more than 5 events will increase 10% 66.22% (78)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Parents do not know what events are going to take place.	1.1. Connect Ed phone calls, school website, and social media networking	1.1. Administration Guidance Staff Program Managers	1.1 Data from all events will be presented at the SAC meeting following	1.1 Data from all events will be presented at the

1	<p>Parents do not receive phone messages to plan on attending meetings or events.</p> <p>Parents do not attend academic events for students.</p>	<p>sites such as marquee and radio spots, will be utilized to keep parents informed of meetings, events and opportunities for involvement. Messages will be provided in English and Spanish when possible.</p> <p>Quarterly "town hall meetings" on such topics as Preparing for College, Tracking Credits, Financial Aid, general or grade level specific.</p> <p>Provide translation of information. Phone call reminding parents.</p>	<p>Teachers will track attendees at school sponsored events by utilizing sign in sheets.</p> <p>SAC Chair and Secretary will keep track of all attendees at SAC sponsored events and meetings by using sign in sheets and recapping results at the end of each event.</p>	<p>the event.</p> <p>Sign in sheets data</p>	<p>SAC meeting following the event.</p> <p>Sign in sheets data</p>
2	<p>1.2. It is difficult to reach all parents to communicate important deadlines for college applications, athletic schedules, testing information, etc.</p>	<p>1.2. School website and marquee will be kept updated and used as a communication tool to allow parents easy access to school-wide information in a timely manner.</p> <p>Quarterly "town hall meetings" on such topics as Preparing for College, Tracking Credits, Financial Aid, etc.</p>	<p>1.2. Administration Guidance Staff CAPS Counselor Program Managers</p> <p>Teachers will track attendees at school sponsored events by utilizing sign in sheets.</p> <p>SAC Chair and Secretary will track attendees at SAC sponsored events and meetings using sign in sheets.</p>	<p>1.2 Data from all events will be presented at the SAC meeting following the event.</p> <p>Sign in sheets data</p>	<p>1.2 2012 Climate Survey Results</p> <p>Event Mini Survey</p>
3	<p>1.3. Parents do not understand the content of what is taught in their child's classes.</p>	<p>1.3. Open House will be held in the Fall for parents to visit classrooms, meet teachers, learn about what to expect from the teachers and what the teachers expect from the students</p> <p>A "Curriculum Showcase" night will allow parents and students access to classes and teachers in the Spring of 2013 prior to the process of course selection for the 2013-2014 school year.</p>	<p>1.3. Administration Program Managers</p> <p>Teachers SAC Chair and Secretary will track attendees at SAC sponsored events and meetings using sign in sheets.</p>	<p>1.3 Data from all events will be presented at the SAC meeting following the event.</p> <p>Sign in sheets data</p>	<p>1.3 2012 Climate Survey Results</p> <p>Event Mini Survey</p>

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
Counselor 9th grade D/F list	9th	Counselors	Counselors	Bi monthly	increased parent contact with teachers using parent help guide provided with D/F information	Counselors

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		Provide teachers with STEM information and sample ideas for incorporating STEM objectives into their lessons and or projects in math and science.			
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	Lack of information teachers possess about STEM No budget for technology Establishing the connection/relevance between disciplines	Provide teachers with STEM information and sample ideas for incorporating STEM objectives into their lessons	Alesa Rehmann	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze the effectiveness of strategies. Review data	Teacher assessment of student tests, projects and labs

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
Increase teacher knowledge about STEM	Math and science teachers	Alesa Rehmman	Math and science teachers	PLC meetings Early release	PLC minutes	Alesa Rehmman Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:		Increase the number of culinary students who pass the safe staff and Pro-Start industry certifications and increase the number of students with 3 or more consecutive career and technical courses.			
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	Lack of funding for equipment, software, tools and supplies	CTE Culinary will re-teach Industry Certifications through differentiated instruction to accommodate individual students CTE teachers will monitor continuing enrollment in CTE courses for Gold Seal Scholarship.	Jessica Wood All CTE teachers	Department and/or grade level Professional Learning Community/Lesson Study meetings to discuss and analyze effectiveness of strategies. Review data Attendance at meetings	Industry Certification Exams Safe Start and Pro-Start CTE Completers
	Cost of student certification				
	Scheduling restraints and limitations				

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
Increase number of students who earn CTE Certification	All	Michele Thiery	PLC Cohort CTE Team	Early Release PLC Department meeting Thursdays	Michele Thiery Number of students who register for CTE courses the following year CTE certification	Michele Thiery Administration

CTE Budget:

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

Additional Goal(s)

Increase student registration in Advanced Placement (AP) courses by 10%. 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. Increase student registration in Advanced Placement (AP) courses by 10%. Goal Increase student registration in Advanced Placement (AP) courses by 10%. Goal #1:			Increase student registration in Advanced Placement (AP) courses by 10%.		
2012 Current level:			2013 Expected level:		
52.9% (410) matriculations			58.04% (451) matriculations		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents and students are not aware of the benefits of enrolling in AP courses.	1.1. Language Arts, Math, Social Studies, and Science teachers will communicate opportunities within CSHS and feeder K-8 schools focusing on implementation of pre-AP strategies.	1.1. Administration Guidance Staff CAPS Counselor Program Managers All Teachers	1.1. Measure departmentally and school-wide the total registration in all Advanced Placement courses.	1.1. Departmental and total AP registration enrollment in TERMS.
2	1.2. Scheduling conflicts reduce enrollment opportunities	1.2. Utilize individual academic counseling to meet with students when scheduling classes for the next academic school year	1.2. Guidance Counselor CAPS Counselor	1.2. Enrollment	1.2. TERMS Analysis of master schedule
3	1.3. Budget Cuts	1.3. Purchase AP texts through core test book adoptions	1.3. District Personnel	1.3. Material inventory	1.3. Internal invoices and district records

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

End of Increase student registration in Advanced Placement (AP) courses by 10%. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
Increase student registration in Advanced Placement (AP) courses by 10%.				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
Increase student registration in Advanced Placement (AP) courses by 10%.				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Dropout Prevention				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
Increase student registration in Advanced Placement (AP) courses by 10%.				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00

CELLA	\$0.00
Mathematics	\$0.00
Science	\$0.00
Writing	\$0.00
Attendance	\$0.00
Dropout Prevention	\$0.00
Parent Involvement	\$0.00
STEM	\$0.00
CTE	\$0.00
Increase student registration in Advanced Placement (AP) courses by 10%.	\$0.00
Subtotal: \$0.00	
Grand Total: \$0.00	

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
	\$0.00

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

The School Advisory Council has asked the staff at Coral Shores to identify needs and areas of interest that the SAC members may be able to assist. Some of the requests have been to help bi lingual students with course work, attend events as chaperones and contact teachers to ask if they need assistance during special projects or events.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Monroe School District CORAL SHORES HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	88%	84%	59%	290	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	50%	76%			126	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?	49% (NO)	67% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Monroe School District CORAL SHORES HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	85%	85%	51%	283	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	59%	74%			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?	55% (YES)	65% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					536	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested