

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: KEY WEST HIGH SCHOOL

District Name: Monroe

Principal: Amber Archer Bosco

SAC Chair: Mercy Hiller

Superintendent: Mark Porter

Date of School Board Approval:

Last Modified on: 11/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Bachelor of Arts - Elementary Education, Florida Atlantic University; Master of			2011-2012 Florida Report Card-Grade: pending Reading Mastery: 56% Math Mastery: 78% Science Mastery: n/a Writing Mastery: 82% AYP: 90% 2010-2011 Florida Report Card-Grade A Reading Mastery: 82% Math Mastery: 86% Science Mastery: 57% Writing Mastery: 87% AYP: 90% 2009-2010: Grade A Florida Report Card - Reading Mastery: 87% Math Mastery: 82% Science Mastery: 56% Writing Mastery: 82% AYP: 97%

Principal	Amber Archer Bosco	Science- Educational Leadership, Troy State; Teacher and Principal Certification, State of Florida	2	15	<p>2008-2009: Grade A: Reading Mastery: 85%, Math Mastery: 81%, Science Mastery: 50%, Writing Mastery: 90%. AYP: 100%.</p> <p>2007-2008: Grade A: Reading Mastery: 85%, Math Mastery: 84%, Science Mastery: 47%, Writing Mastery: 78%. AYP: 95%, SWD did not make AYP in math.</p> <p>2006-2007: Grade A: Reading Mastery: 87%, Math Mastery: 87%, Science Mastery: 53%, Writing Mastery: 91%. AYP: 87%, SWD did not achieve in Reading, Hispanic and ED sub-groups did not achieve in Reading and Math.</p> <p>2005-2006: Grade A: Reading Mastery: 89%, Math Mastery: 82%, Writing Mastery: 93%. AYP: 100%.</p> <p>2004-2005: Grade A: Reading Mastery: 78%, Math Mastery: 78%, Writing Mastery: 97%. AYP: 100%</p>
Assis Principal	David Perkins	Masters in Ed. Leadership from FSU; B.S. in Biology from Butler University; Principal's Certification State of FL	6	7	<p>Assistant Principal at Key West High School 2011-2012 Grade Pending Reading Mastery: 56% Math Mastery: 78% Science Mastery: n/a Writing Mastery: 82% AYP: 90%</p> <p>Assistant Principal at Sugarloaf Elementary Florida Report Card-Grade A Reading Mastery: 79% Math Mastery: 80% Science Mastery: 74% Writing Mastery: 75%</p> <p>Assistant Principal at Key West High School 2009-2010 B Reading mastery: 55%, Math mastery: 79%, Writing mastery: 86%, Science mastery: 42%, AYP: White, Hispanic, Economically disadvantaged, and students with disabilities were students who did not make AYP in reading. AYP: Hispanic, Economically disadvantaged, and students with disabilities are students who did not make AYP in math.</p> <p>2008-2009 Grade C: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 89%, Science Mastery: 39%, AYP: 79%, White, Black, Hispanic, and SWD did not make AYP in reading; Hispanic and Economically Disadvantaged did not make AYP in math.</p> <p>2007-2008: Grade B: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 77%, Science Mastery: 55%. AYP: 77%, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading. Hispanic, Economically disadvantaged and SWD did not make AYP in math.</p> <p>2006-2007: Grade B: Reading Mastery: 50% Math Mastery: 76%, Writing Mastery: 76%, Science Mastery: 48%. AYP: 79%, Hispanic and Economically disadvantaged did not make AYP in reading. All subgroups made AYP in math.</p>
					<p>Assistant Principal Liberty Middle School Grade 2011-2012: B Reading Mastery: 67% Math Mastery: 79% Science Mastery: 49% Writing Mastery: 85% AYP: 91%</p> <p>Assistant Principal of West Port High School Grade 2010-2011: B Reading mastery 62%, math mastery 77%, and science mastery 55%. AYP: 79%, SWD and 51%, ED did not make AYP in math. 56%, SWD and 45%, ED did not make AYP</p>

Assis Principal	Mike Michaud	MS – Educational Leadership/Administration, Florida State University; BS – Elementary Education, University of Florida; Florida Certification – School Principal, Educational Leadership, Middle Grade Mathematics	10	9	<p>in reading. Grade 2009-2010: B Reading mastery 59%, math mastery 76%, and science mastery 51%. AYP: 80%, SWD and 52%, ED did not make AYP in math. 58%, SWD and 42%, ED did not make AYP in reading. Grade 2008-2009: B Reading mastery 62%, math mastery 72%, and science mastery 48%. AYP: 50%, SWD and 43%, ED did not make AYP in math. 54%, SWD and 41% ED did not make AYP in reading. Grade 2007-2008 C Reading mastery 51%, math mastery 70%, and science mastery 44%. AYP: 54%, SWD and 46%, ED did not make AYP in math. 61% SWD and 38%, ED did not make AYP in reading. Grade 2006-2007: C Reading mastery 55%, math mastery 68%, and science mastery 42%. AYP: 52%, SWD and 39%, ED did not make AYP in math. 66% SWD and 52%, ED did not make AYP in reading. Grade 2005-2006: C Reading mastery 52%, math mastery 70%, and science mastery 39%. AYP: 51%, SWD and 42%, ED did not make AYP in math. 69% SWD and 52%, ED did not make AYP in reading.</p> <p>Assistant Principal Key West High School Grade 2004-2005: B Reading Mastery: 50%, Math Mastery: 75%, Writing Mastery: 81%. AYP: 80%: Hispanic, Economically Disadvantaged and SWD did not make AYP in reading. SWD did not make AYP in math.</p>
Assis Principal	Chris Valdez	Masters in Ed. Leadership from USF; B.S. in Business Management from St. Leo University; Principal's Certification State of FL	24	15	<p>Assistant Principal at Key West High School 2011-2012 Grade Pending Reading Mastery: 56% Math Mastery: 78% Science Mastery: n/a Writing Mastery: 82% AYP: 90%</p> <p>Assistant Principal of Key West High School 2002-current 2010-2011 Florida Report Card-Grade B Reading Mastery: 63% Math Mastery: 83% Science Mastery: 44% Writing Mastery: 84% AYP: 90%</p> <p>2009-2010 Grade Pending Reading mastery: 55%, Math mastery: 79%, Writing mastery: 86%, Science mastery: 42%, AYP: White, Hispanic, Economically disadvantaged, and students with disabilities were students who did not make AYP in reading. AYP: Hispanic, Economically disadvantaged, and students with disabilities are students who did not make AYP in math.</p> <p>2008-2009 Grade C: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 89%, Science Mastery: 39%, AYP: 79%, White, Black, Hispanic, and SWD did not make AYP in reading; Hispanic and Economically Disadvantaged did not make AYP in math.</p> <p>2007-2008: Grade B: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 77%, Science Mastery: 55%. AYP: 77%, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading. Hispanic, Economically disadvantaged and SWD did not make AYP in math.</p> <p>2006-2007: Grade B: Reading Mastery: 50% Math Mastery: 76%, Writing Mastery: 76%, Science Mastery: 48%. AYP: 79%, Hispanic and Economically disadvantaged did not make AYP in reading. All subgroups made AYP in math.</p> <p>2005-2006: Grade C: Reading Mastery:</p>

				<p>47%, Math Mastery: 70%, Writing Mastery: 82%. AYP: 67%: Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Hispanic, Economically Disadvantaged and SWD did not make AYP in math.</p> <p>2004-2005: Grade B: Reading Mastery: 50%, Math Mastery: 75%, Writing Mastery: 81%. AYP: 80%: Hispanic, Economically Disadvantaged and SWD did not make AYP in reading. SWD did not make AYP in math.</p> <p>2003-2004: Grade A: Reading Mastery: 47%, Math Mastery: 77%, Writing Mastery: 92%. AYP: 67%: Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, ELL, and SWD did not make AYP in math.</p>
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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.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Data	Monica Fletchall	Bachelor of Science - Education - NSU Certifications: Elementary Education, ESOL Endorsed, Reading Endorsed	6		<p>2011-2012 Florida Report Card-Grade Pending Reading Mastery: 63% Math Mastery: 83% Science Mastery: 44% Writing Mastery: 84% AYP: 90%</p> <p>2010-2011 Florida Report Card-Grade Pending Reading Mastery: 63% Math Mastery: 83% Science Mastery: 44% Writing Mastery: 84% AYP: 90%</p> <p>2009-2010 Grade Pending Reading mastery: 55%, Math mastery: 79%, Writing mastery: 86%, Science mastery: 42%, AYP: White, Hispanic, Economically disadvantaged, and students with disabilities were students who did not make AYP in reading. AYP: Hispanic, Economically disadvantaged, and students with disabilities are students who did not make AYP in math.</p> <p>2008-2009 Grade C: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 89%, Science Mastery: 39%, AYP: 79%, White, Black, Hispanic, and SWD did not make AYP in reading; Hispanic and Economically Disadvantaged did not make AYP in math.</p> <p>2007-2008: Grade B: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 77%, Science Mastery: 55%. AYP: 77%, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading. Hispanic, Economically disadvantaged and SWD did not make AYP in math.</p> <p>2006-2007: Grade B: Reading Mastery: 50% Math Mastery: 76%, Writing Mastery: 76%, Science Mastery: 48%. AYP: 79%, Hispanic and Economically disadvantaged did not make AYP in reading. All subgroups made AYP in math.</p> <p>2005-2006: Grade C: Reading Mastery: 47%, Math Mastery: 70%, Writing Mastery: 82%. AYP: 67%: Hispanic, Economically Disadvantaged, and SWD did not make</p>

AYP in reading. Hispanic, Economically Disadvantaged and SWD did not make AYP in math.

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	Ongoing Professional Development will be provided to support transitioning.	Principal	On-going	
2	Candidates will be screened and interviewed based on their application submitted in the PATS system.	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
76	3.9%(3)	13.2%(10)	42.1%(32)	39.5%(30)	53.9%(41)	85.5%(65)	10.5%(8)	3.9%(3)	19.7%(15)

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
Kerri McLean David Erhard Christelle Orr Anne Murphy Laura Blythe	Jennifer Allen Beth Zelms Angela Modugno Tammy Hernandez Tara Thompson Meghan Lewis Craig Kerns	Work in same area Positive rapport Similar interests Experience Shared department	PLC meets monthly to discuss school wide information, address concerns, discuss focus topics. Individual mentor/mentees meet to review planning, discuss best practices and arranges for modeling/class visits to view colleagues instruction.

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.

The RTI Leadership Team will meet in conjunction with the administrative team, Building Level Planning team, and academic

coaches to establish clear goals and objectives to meet the needs of these students. The team will be analyzing school wide progress monitoring and other assembled data. In addition, the team will be responsible for organizing, developing, and monitoring the Tier 1, 2, and 3 services.

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 meet in conjunction with the BLPT meetings one Thursday per month. This team will work to implement strategies for students who have been identified as at risk specifically the core Tier 1, 2, and 3. Training, professional development, and coaching will take place in conjunction with the district support.

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 Leadership Team will meet in conjunction with the administrative team, Building Level Planning team, and academic coaches to establish clear goals and objectives to meet the needs of these students. The team will analyze current data to incorporate in strategies in the SIP plan.

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.

Administrators in conjunction with the Building Level Planning Team will observe the results from the Performance Matters and FAIR tests. Progress monitoring will be utilized to determine the instructional focus calendars.

Describe the plan to train staff on MTSS.

The KWHS staff will be trained in faculty and department meetings and all involved individuals will be attending the monthly RtI meetings. Modeling will be demonstrated by the academic coach to assist with students who have difficulties. Data will be analyzed and evaluated through Performance Matters, FAIR, and mini assessments.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Amber Archer Bosco, Principal; Mike Michaud; Monica Fletchall; Kerri McLean; and Peggy Thatcher.

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

Key West High School's LLT will meet on a monthly basis to discuss the progress of the reading initiatives that are in place for the year. Reading initiatives will be discussed in LLT meetings as well as Grade Level meetings that take place weekly. Data from the Progress Monitoring will be used to track the progress of students.

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

The major initiative of the LLT this year are AVID Weekly Strategies in all classes. Teachers will continue to have SWAT chats with students on a quarterly basis.

Public School Choice

Supplemental Educational Services (SES) Notification

*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.

*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?

Key West High School offers a variety of elective courses from culinary, art, computer technology, ROTC, fashion design, cosmetology, video production, music, and foreign languages. All of these courses incorporate future job related activities in their curriculum. Specifically, the Math Department conducts quarterly job exploration activities that involve math related careers. In addition, a job fair will be conducted school wide by the math department to spotlight mathematics in the work force.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

- *The Guidance Department in conjunction with the administrative team conducts a Curriculum Night in February for parents and students to allow communication of academic planning.
- *The Guidance Department meets with individual classes and conducts student course selections in conjunction with the major areas of interest.
- *The Guidance Department coordinates grade level parent night meetings to facilitate communication and curriculum planning. The goal is that every student will graduate with a workforce/college/career plan.

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](#)

- *KWHS will continue to enroll students in upper level math and English courses to encourage postsecondary readiness.
- *KWHS will continue to promote enrollment of our students into DE courses.
- *Over 50% of our juniors and seniors took the SAT test in preparation for post secondary readiness. Guidance and College counselors will continue to encourage participation in the required tests for postsecondary enrollment.
- *The math and English department are incorporating Math and Verbal higher level thinking strategies into lesson planning for preparation for the SAT and ACT test.
- *Students are encouraged to enroll in AP courses utilizing the AP Potential program as an enrollment tool for preparation at the postsecondary level.
- *All 9th, 10th, and 11th graders take the PSAT test in October as preparation for the SAT and AP potential participation.

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:	68%(465)of KWHS 9th and 10th grade students will meet high standards in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (357) of Key West High School 9th and 10th grade students met high standards in reading with a level 3.	68% (465) of 9th and 10th grade students will meet high standards in reading with a level 3 in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive student absences	Attendance Plan - Expectations for attendance will be communicated at the beginning of the year at Back to School Assembly, in the Year Start Newsletter and posted throughout school. Ongoing tracking of attendance will be done by the school faculty, reporting excessive absences, and the MCSD Coordinator. Action plans will be put in place for students with excessive absences through school administration or the MCSD Truancy Committee. The school attendance clerk will assist with monitoring. Parents will be notified of absences through an electronic call out. Incentives and recognition will be given to students with good/improved attendance such as special events and public recognition through radio and newspaper announcements.	School Faculty School Administration School Attendance Clerk MCSD Truancy Coordinator	Attendance records and monitoring	State FCAT or EOC test data Progress Monitoring
2	Low reading ability	School Faculty will utilize Highly Effective and AVID teaching strategies in instruction. FCAT Explorer, Study Island and ELL Reading Smart will be utilized for the target students.	School Faculty	Lesson Plans Observations Progress Monitoring and FAIR data	State FCAT and EOC data Progress Monitoring data

		Tutoring and modeling in class. Differentiating instruction within the class.			
3	Lack of parental support	Increase parent communication to gain parent support and share information about student progress. Conduct parent conferences. Include a newsletter with schedules and each report card that contains important information. Weekly newsletter that includes information on tutorials, exam and testing dates and strategies for parents to help students at home. Electronic phone messages about parent activities such as Open House, Curriculum Night, College Night and School Advisory Council.	School Faculty, Guidance and Administration	Conference logs and analysis of (non) improvement of student progress Calendar of curriculum events and sign in sheets	State FCAT and EOC data Progress Monitoring data

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:	80% (4) students will score level 4, 5, or 6 on the Florida Alternative Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3) students scored Level 4, 5, or 6 on the Florida Alternative Assessment in 2012.	80% (4) students will score level 4, 5, or 6 on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High level of disabilities	To differentiate instruction to address individual needs. Utilize assistive technology to advance learning gains.	School Staff and Administration STaffing Specialist	IEP Report Cards	FAA
2	Ability to move skills from class to natural settings	Explicit and systematic instructional approach. Use alternate input modes. Peer buddies system in place. Use real world tactile materials.	School Staff	Lesson Plans	FAA

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:	30% (181) of 9th and 10th graders scored a Level 4 and 5 in 2012 on the FCAT reading test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (181) of 9th and 10th graders scored a Level 4 and 5 on the FCAT reading test.	35% (235) of 9th and 10th graders will score a Level 4 or 5 in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to rigorous grade level text	School wide reading focus using AVID/Pre-AP/Highly Effective rigorous reading materials. Use of Cornell Notes, marking the text, annotated reading and WICR strategies to raise student reading levels.	School faculty	Analysis of FAIR and progress monitoring data	State FCAT and EOC data Progress Monitoring data
2	New implementation of Common Core	Professional development with a focus on implementing common core in planning and instruction. Professional development and utilizing highly effective strategies in instructional delivery.	Administration School faculty	CWT Formal and informal observations	State FCAT and EOC data Teacher Evaluations in Instruction Domain
3	Lack of student attendance	School wide attendance initiative with incentives implemented by teachers and on administrative level. Parental communication concerning grades and attendance. Attendance initiative involving community clubs and leaders community wide.	School Faculty and Administration	Analysis of school attendance records and student grades	Grades,FCAT, FAIR, and Progress Monitoring
4	Regression	Track students that scored 4 and 5 in middle school to ensure they are in correct class placement with rigorous courses. Provide assistance through Tutorial Center.	School Faculty and Administration	Analysis of Progress Monitoring Data	Progress Monitoring and FCAT Data

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:	60% (3) students will score at or above Achievement Level 7 in reading on the Florida Alternative Assessment in 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) student scored at or above Achievement Level 7 in reading on the Florida Alternative Assessment in 2012.	60% (3) students will score at or above Achievement Level 7 in reading on the Florida Alternative Assessment in 2013.

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	Regression	Increase activities to promote retention of skills utilizing tactile materials and assistive technology.	Staffing Specialist Classroom Teacher	Mini assessments	FAA

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:	56% (357) of Key West High School 9th and 10th grade students made learning gains in reading in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (357) of Key West High School 9th and 10th grade students made learning gains in reading in 2012.	61% (427) of Key West High School 9th and 10th grade students will make learning gains on the FCAT reading test in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low level English Language skills	ELL support in classes. ELL English Class. Use of ELL Reading Smart Program. After school tutorial. Weekly monitoring of grades and attendance.	ELL Facilitator School Administration District ELL Facilitator	Progress Monitoring Grade Monitoring	FCAT
2	Low reading ability	Use of reading programs to promote individual learning reading progress - FCAT Explorer, Study Island, Florida Achieves, FOCUS, Edge Online Coach. Implementation of AVID and WICR Strategies. In depth instruction of grade level vocabulary. Teacher professional development and implementation of Highly Effective Instructional Strategies. Use of RtI when appropriate.	School faculty Administration Academic Coach RtI Team	Program data reports Lesson Plans CWT RtI agendas	FCAT
3	Low student motivation	Provide teacher and school tutorial opportunities. School will provide student/teacher (SWAT) chats. Parent contact to inform of progress. Student data chats. Incentives for grades and effort. Use of paraprofessionals to work with small groups.	School faculty School Administration ELL Facilitator Academic Coach Guidance Counselors	Counselor and Teacher meeting logs Parent conference log Incentive/recognition log Tutorial schedule Paraprofessional schedule	FCAT
	Low student attendance	Attendance Plan- High expectations set at beginning of year for attendance.	KWHS Staff and Truancy Committee	School attendance records and student grades.	FCAT, FAIR, and Progress Monitoring; Truancy Data

4	School wide attendance rewards, and initiatives to improve student attendance. Implementation of District Truancy Plan.		
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	60% (3) students will make learning gains on the Florida Alternative Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students made learning gains on the Florida Alternative Assessment in 2012.	60% (3) students will make learning gains on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to utilize skills in a natural setting	Utilize assistive tools and technology. Structured teaching. Exposure to real world settings focused on skill use. Curriculum mapping.	School Staff and Administration	IEP Report Card	FAA

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:	68% (110) of the lowest 25% students will make learning gains in reading in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (102) of the lowest 25% of students made learning gains in 2012.	68% (110) of the lowest 25% students will make learning gains in reading in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low reading ability	Use of reading programs to promote individual learning reading progress - FCAT Explorer, Study Island, Florida Achieves, FOCUS, Edge Online Coach. Implementation of AVID and WICR Strategies. In depth instruction of grade level vocabulary. Teacher professional	School Faculty School Administration Rtl Team Academic Coach	Program data reports Lesson Plans CWT Rtl agendas	FCAT

		development and implementation of Highly Effective Instructional Strategies. Use of RtI when appropriate.			
2	Lack of student motivation	Provide teacher and school tutorial opportunities. Parent contact to inform of progress. Student data chats. Incentives for grades and effort. Use of paraprofessionals to work with small groups. Assign low 25% to grade level teams to monitor.	School faculty School Administration ELL Facilitator Academic Coach Guidance Counselors	Counselor and Teacher meeting logs Parent conference log Incentive/recognition log Tutorial schedule Paraprofessional schedule Grade level meeting schedule	FCAT
3	Low student attendance	Attendance Plan- High expectations set at beginning of year for attendance. Individual teacher attendance reward program, administrative attendance rewards, and initiatives, and community initiatives to improve student attendance. Implementation of District Truancy Plan	School faculty and Administration	School attendance records and grades, progress on FAIR	FCAT, FAIR, and Progress Monitoring

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 #					
	To close the achievement gap by 3% each year.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		68	71	74	77	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All reading subgroups will attain 86% or the safe harbor level of proficiency in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66% Black: N/A HispaniAmerican Indian: N/A Hispanic: 40% Asian: N/A	86% of the total subgroup or 10% increase of each subgroup will achieve proficiency on the 2012 FCAT.

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
Low attendance	Implementation of school/district	School Faculty Administration	NTI contact logs District Truancy	State FCAT and EOC data

1		attendance policy. Monitoring of excessive absences and tardies. Daily communication home through NTI of absences. Parent contact for excessive absences. Incentive and recognition for improved attendance.	District Truancy Coordinator School Attendance Clerk ELL Facilitator and Parent Educator	Committee Meeting minutes School attendance clerk logs Recognition event list	Progress Monitoring data
2	Low rate of parent involvement	Focus on increased parent communication by translating important newsletters and information. Hold special sessions and Open House for ELL parents. Utilize ELL Parent Educator to support student success. Communication to parents of struggling students regarding progress and opportunities for assistance.	School Faculty School Administration ELL Facilitator District ELL Facilitator	Parent contact logs Calendar of ELL events Newsletters	State FCAT and EOC data Progress Monitoring data
3	Low student motivation	Assign struggling students to a mentor grade level group. Implement incentive/recognition program for grade/attendance improvement. Administration/Guidance student chats to discuss grades and attendance at the end of each nine weeks.	School Administration Guidance Counselors	Logs of student meetings List of calendar and incentive events Grade level meeting dates	State FCAT and EOC data Progress Monitoring data
4	Low reading ability/ lack of student achievement	School wide reading initiative using AVID and other rigorous reading materials and use of Cornell Notes and annotation of reading passages. FCAT Test prep passages and questions weekly on a school-wide basis. Data chats with students. Direct instruction of reading strategies and vocabulary. Parent communication to discuss student progress. AVID WICR activities utilizing writing, inquiry, collaboration, and reading to raise student achievement. After school and in school tutoring in small groups. Peer tutoring. Use of RtI strategies to develop individual learning plans for each student.	School faculty and staff	Analysis of collected data from FAIR, progress monitoring, and CWTs. Also, teacher observation of student progress.	FCAT, FAIR, and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:

Key West High School's ELL population is not large enough to be reflected in the AYP report. However, KWHS continues to utilize the same strategies and expectations for performance.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low attendance	Implementation of school/district attendance policy. Monitoring of excessive absences and tardies. Daily communication home through NTI of absences. Parent contact for excessive absences. Incentive and recognition for improved attendance.	School Faculty Administration District Truancy Coordinator School Attendance Clerk ELL Facilitator and Parent Educator	NTI contact logs District Truancy Committee Meeting minutes School attendance clerk logs Recognition event list	State FCAT and EOC data Progress Monitoring data
2	Low rate of parent involvement	Focus on increased parent communication by translating important newsletters and information. Hold special sessions and Open House for ELL parents. Utilize ELL Parent Educator to support student success. Communication to parents of struggling students regarding progress and opportunities for assistance. Utilize ELL paraprofessional to work with individuals and small groups.	School Faculty School Administration ELL Facilitator District ELL Facilitator	Parent contact logs Calendar of ELL events Newsletters Paraprofessional schedule	State FCAT and EOC data Progress Monitoring data
3	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To reach the target goal of 86% proficiency in reading, the Safe Harbor formula will be applied which requires 28% (30) of the subgroup SWD meet the proficiency target.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% of students with disabilities scored a level 3 or higher on the 2012 FCAT.	28% (30) of the SWD students will score a level 3 or higher on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Providing adequate assistance in class with support staff	Create a paraprofessional schedule that maximizes the staff and meets the needs of the students' IEP's. Utilize SAI funds to provide an additional support staff member. Staffing Specialist will work with regular and ESE teachers to ensure monthly consult meetings take place and that student consultations occur on a regular basis for support.	Staffing Specialist School Administration	Log of monthly consults with teachers and students. Paraprofessional schedule and quarterly meetings with administration.	State FCAT and Mathematics Grades
2	High incidence of non-attendance.	Attendance Plan- High expectations set at beginning of year for attendance. Administrative attendance rewards, and initiatives; and community initiatives to improve student attendance. Ongoing tracking of attendance by truancy coordinator and committee. Parental contact.	School faculty and staff. Truancy Coordinator	Analysis of collected attendance data.	FCAT, FAIR, and Progress Monitoring
3	Low reading ability due to disability	School wide reading initiative using AVID and other rigorous reading materials and use of Cornell Notes and annotated reading passages. FCAT Test prep passages and questions weekly on a school-wide basis. Teacher/student data chats. Individual Education Plans (IEPs). Direct instruction of reading strategies and vocabulary. Parent communication to discuss student progress. AVID WICR activities utilizing writing, inquiry, collaboration, and reading to raise student achievement. After school and in school tutoring in small groups. Peer tutoring. Use RtI strategies to track individual student progress.	School faculty and staff, ESE team	Analysis of collected data from FAIR, progress monitoring, and CWTs. Also, teacher observation of student progress. Student logs of attendance to after school tutoring sessions.	FCAT, FAIR, and 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To reach the target goal of 86% proficiency in reading, the Safe Harbor formula will be applied which requires 56% (115) of the subgroup ED meet the proficiency target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of Economically Disadvantaged students made AYP in 2012.	56% of economically disadvantaged students will make AYP in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal academic support outside of the classroom.	Tutorial Center four days a week to provide academic support on homework, projects and areas of need. Paraprofessionals to assist struggling students in class.	School Administration Tutorial Center Facilitators	Tutorial Center sign in Paraprofessional schedule	State FCAT and EOC
2	High incidence of non-attendance.	Attendance Plan- High expectations set at beginning of year for attendance. School wide attendance rewards, and initiatives; and community initiatives to improve student attendance. Ongoing tracking of attendance by Truancy Coordinator Parental contact.	School faculty and staff, MCSD Truancy Coordinator, MCSD Parent Educator	School attendance records	FCAT, FAIR, and Progress Monitoring
3	Low achievement levels due to lack of reading ability	School wide reading initiative using AVID and other rigorous reading materials and use of Cornell Notes and annotated reading passages. Data chats with students. Direct instruction of reading strategies and vocabulary. Parent communication to discuss student progress. AVID and WICR activities. After school and in school tutoring in small groups. Peer tutoring.	School faculty and staff	Analysis of collected data from FAIR, progress monitoring, and CWTs. Also, teacher observation of student progress.	FCAT, FAIR, and Progress 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
Highly Effective Instructional Strategies	9-12 All Subjects	Administration Team	All Staff	Aug. -May	Observation Lesson Plans Session projects	Amber Bosco Jennifer Barrios
Web Based Thesaurus	9-12	Monica Fletchall, Coach	All Departments except PE	Sept. -Nov.	Follow up project	Monica Fletchall
Individually Determined PD	9-12	PD 360	All Staff	Sept. -May	Implementation through lesson plan or project	Amber Bosco

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide assistance for ESE/ELL students	Paraprofessional	SAI Funds	\$18,000.00
			Subtotal: \$18,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiate Instruction to meet struggling reader needs	Study Island Program	Internal Funds	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Highly Effective Instructional Strategies	Utilizing Teachscape and Best Practices	No cost	\$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: \$20,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		50% (47) students will be proficient in the listening/speaking section of the Cella assessment in 2013.			
2012 Current Percent of Students Proficient in listening/speaking:					
38% (36) students were proficient in the listening/speaking section of the Cella assessment in 2012.					
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	Difficulty with English language	Using ESL Reading Smart (esreadingsmart.com) a web-based learning for ESL students that allows students to listen and record themselves. Use of Word Walls in classrooms. ELL Language Art Classes.	All Staff	ESL reading smart assessment reports. Progress monitoring using Benchmark Assessment for listening and Speaking given to all students that did not score at a proficient level on the listening/speaking portion of the Spring 2012 (Comprehensive English Learning Assessment) CELLA test.	CELLA Test

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

2. Students scoring proficient in reading.

CELLA Goal #2:

50% (50) students will be proficient in the reading section of the Cella assessment in 2013.

2012 Current Percent of Students Proficient in reading:

19% (19) students were proficient in the reading section of the Cella assessment in 2012.

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	Struggling with classwork	Paraprofessional assistance in class. Tutorial Center after school.	Classroom teacher. Tutorial Center teachers.	Progress Monitoring	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

50% (51) students will be proficient in the writing section of the Cella assessment in 2013.

2012 Current Percent of Students Proficient in writing:

22% (22) students were proficient in the writing section of the Cella assessment in 2012.

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	Struggling with English language and vocabulary	Extensive use of word walls and vocabulary development. Tutorial sessions at lunch and after school. Use of paraprofessionals for assistance.	Classroom teachers.	Progress Monitoring Classroom grades	CELLA Writing

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing students opportunities to develop English	ESL Reading Smart	none	\$0.00

skills				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	
Strategies for ESL students	Use of online resources and ELL Facilitator resources	none	\$0.00	
				Subtotal: \$0.00
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
Increase communication with parents	ELL Facilitator District ELL Liason	none	\$0.00	
				Subtotal: \$0.00
				Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	100% (5) students will score at or above Level 4, 5, or 6 in mathematics on the Florida Alternative Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5) students scored at Level 4, 5, or 6 in mathematics on the Florida Alternative Assessment in 2012.	100% (5) students will score at or above Level 4, 5, or 6 in mathematics on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students using skills in a natural setting	Increase exposure to natural tasks and settings for skill use.	Classroom teacher Staffing Specialist	IEP Report Cards	FAA

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:	60% (3) students will score at or above level 7 in mathematics on the Florida Alternative Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students scored at or above level 7 in mathematics on the Florida Alternative Assessment in 2012.	60% (3) students will score at or above level 7 in mathematics on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to real world use of skills	Increase opportunities for students to transfer skills to real world settings through school job roles and experiences. Increase use of tactile materials and assistive technology and modeling of real world situations.	Classroom teacher	Mini assessments	FAA

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.	80% (4) students will make learning gains in mathematics
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Mathematics Goal #3:	on the Florida Alternative Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) students made learning gains in mathematics on the Florida Alternative Assessment in 2012.	80% (4) students will make learning gains in mathematics on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

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

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 #					
	To reduce the achievement gap by 4% on standardized mathematics tests.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		59	63	67	71	

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.	Two subgroups, Hispanic and African American, are not making satisfactory progress in math. The goal is to increase the percentage making progress by 5% in each subgroup.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of African Americans and 49% of Hispanic students made satisfactory progress in 2012.	43% of African American students will make satisfactory progress in 2012-2013. 54% of Hispanic students will make satisfactory progress in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low attendance	Implementation of school/district attendance policy. Monitoring of excessive absences and tardies. Daily communication home through NTI of absences.	School Faculty Administration District Truancy Coordinator School Attendance Clerk ELL Facilitator and Parent Educator	NTI contact logs District Truancy Committee Meeting minutes School attendance clerk logs Recognition event list	State FCAT and EOC data Progress Monitoring data

		Parent contact for excessive absences. Incentive and recognition for improved attendance.			
2	Low rate of parent involvement	Focus on increased parent communication by translating important newsletters and information. Hold special sessions and Open House for ELL parents. Utilize ELL Parent Educator to support student success. Communication to parents of struggling students regarding progress and opportunities for assistance.	School Faculty School Administration ELL Facilitator District ELL Facilitator	Parent contact logs Calendar of ELL events Newsletters	State FCAT and EOC data Progress Monitoring data
3	Low student motivation	Assign struggling students to a mentor grade level group. Implement incentive/recognition program for grade/attendance improvement. Administration/Guidance student chats to discuss grades and attendance at the end of each nine weeks.	School Administration Guidance Counselors	Logs of student meetings List of calendar and incentive events Grade level meeting dates	State FCAT and EOC data Progress Monitoring data

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:	To increase the percentage of ELL students making satisfactory progress by 6% to reach the AMO goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (26) of ELL students made satisfactory progress.	40% (30) of ELL students will make satisfactory progress in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low attendance	Implementation of school/district attendance policy. Monitoring of excessive absences and tardies. Daily communication home through NTI of absences. Parent contact for excessive absences. Incentive and recognition for improved attendance.	School Faculty School Administration District Truancy Coordinator School Attendance Clerk ELL Facilitator and Parent Educator	NTI contact logs District Truancy Committee Meeting minutes School attendance clerk logs Recognition event list	State FCAT and EOC data Progress Monitoring data
	Low rate of parent involvement	Focus on increased parent communication by translating important newsletters and information.	School Faculty School Administration ELL Facilitator District ELL	Parent contact logs Calendar of ELL events Newsletters Paraprofessional schedule	State FCAT and EOC data Progress Monitoring data

2		Hold special sessions and Open House for ELL parents. Utilize ELL Parent Educator to support student success. Communication to parents of struggling students regarding progress and opportunities for assistance. Utilize ELL paraprofessional to work with individuals and small groups.	Facilitator		
3	Low level of English vocabulary	Use of ELLIS computer program	School Faculty	ELLIS Data	State FCAT and EOC data Progress Monitoring Data

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:	To increase the percentage of SWD students making satisfactory progress by 6% to reach the AMO goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of SWD students made satisfactory progress.	41% of SWD students will make satisfactory progress in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing adequate assistance in class with support staff	Create a paraprofessional schedule that maximizes the staff and meets the needs of the students' IEP's. Utilize SAI funds to provide an additional support staff member. Staffing Specialist will work with regular and ESE teachers to ensure monthly consult meetings take place and that student consultations occur on a regular basis for support.	Staffing Specialist School Administration	Log of monthly consults with teachers and students. Paraprofessional schedule and quarterly meetings with administration.	State FCAT and Mathematics Grades

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:	To increase the percentage of ED students making satisfactory progress by 5% to reach the AMO goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:

47% of ED students made satisfactory progress.

52% of ED students will make satisfactory progress in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal academic support outside of the classroom.	Tutorial Center four days a week to provide academic support on homework, projects and areas of need. Paraprofessionals to assist struggling students in class.	School Administration Tutorial Center Facilitators	Tutorial Center sign in Paraprofessional schedule	State FCAT and EOC

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:	The numbers of students scoring at or above Level 3 on the Algebra End of Course Exam in 2013 will increase to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(85) students scored at or above Level 3 on the 2012 Algebra End of Course Exam.	55%(93) students will score at or above Level 3 on the 2013 Algebra End of Course Exam in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive student absences	Attendance Plan - Expectations for attendance will be communicated at the beginning of the year at Back to School Assembly, in the Year Start Newsletter and posted throughout school. Ongoing tracking of attendance will be done by the school faculty, reporting excessive absences, and the MCSD Coordinator. Action plans will be put in place for students with excessive absences through school administration or the MCSD Truancy Committee. The school attendance clerk will assist with monitoring.	School Faculty School Administration School Attendance Clerk MCSD Truancy Coordinator	Attendance records and monitoring	State FCAT or EOC test data Progress Monitoring

		Parents will be notified of absences through an electronic call out. Incentives and recognition will be given to students with good/improved attendance such as special events and public recognition through radio and newspaper announcements.			
2	Low reading ability	School Faculty will utilize Highly Effective and AVID teaching strategies in instruction. FCAT Explorer, Study Island and ELL Reading Smart will be utilized for the target students. Tutoring and modeling in class. Differentiating instruction within the class.	School Faculty	Lesson Plans Observations Progress Monitoring and FAIR data	State FCAT and EOC data Progress Monitoring data
3	Lack of parental support	Increase parent communication to gain parent support and share information about student progress. Conduct parent conferences. Include a newsletter with schedules and each report card that contains important information. Weekly newsletter that includes information on tutorials, exam and testing dates and strategies for parents to help students at home. Electronic phone messages about parent activities such as Open House, Curriculum Night, College Night and School Advisory Council.	School Faculty, Guidance and Administration	Conference logs and analysis of (non) improvement of student progress Calendar of curriculum events and sign in sheets	State FCAT and EOC data Progress Monitoring data
4	Lack of prerequisite math skills	Provide tutorial assistance to build skills through teacher and Tutorial Center sessions.	Classroom teachers	Tutorial session logs	State EOC data Progress Monitoring data

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The number of students who will score at Level 4 or above on the 2013 Algebra End of Course Exam will increase by 8% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(13) of the students who took the Algebra End of Course Exam scored at Level 4 or above in 2012	15%(26) of student taking the Algebra End of Course Exam in 2013 will score at Level 4 or higher.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to rigorous grade level text	School wide reading focus using AVID/Pre-AP/Highly Effective rigorous reading materials. Use of Cornell Notes, marking the text, annotated reading and WICR strategies to raise student reading levels.	School faculty	Analysis of FAIR and progress monitoring data	State FCAT and EOC data Progress Monitoring data
2	New implementation of Common Core	Professional development with a focus on implementing common core in planning and instruction. Professional development and utilizing highly effective strategies in instructional delivery.	Administration School faculty	CWT Formal and informal observations	State FCAT and EOC data Teacher Evaluations in Instruction Domain

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:	50% (88) of students taking the Geometry End Of Course Exam will score at or above Level 3 in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (88)of students taking the Geometry End Of Course Exam will score at or above Level 3 in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Excessive student absences	Attendance Plan - Expectations for attendance will be communicated at the beginning of the year at Back to School Assembly, in the Year Start Newsletter and posted throughout school. Ongoing tracking of attendance will be done by the school faculty, reporting excessive absences, and the MCSD Coordinator.	School Faculty School Administration School Attendance Clerk MCSD Truancy Coordinator	Attendance records and monitoring	State FCAT or EOC test data Progress Monitoring

1		Action plans will be put in place for students with excessive absences through school administration or the MCS D Truancy Committee. The school attendance clerk will assist with monitoring. Parents will be notified of absences through an electronic call out. Incentives and recognition will be given to students with good/improved attendance such as special events and public recognition through radio and newspaper announcements.			
2	Low reading ability	School Faculty will utilize Highly Effective and AVID teaching strategies in instruction. FCAT Explorer, Study Island and ELL Reading Smart will be utilized for the target students. Tutoring and modeling in class. Differentiating instruction within the class.	School Faculty	Lesson Plans Observations Progress Monitoring and FAIR data	State FCAT and EOC data Progress Monitoring data
3	Lack of parental support	Increase parent communication to gain parent support and share information about student progress. Conduct parent conferences. Include a newsletter with schedules and each report card that contains important information. Weekly newsletter that includes information on tutorials, exam and testing dates and strategies for parents to help students at home. Electronic phone messages about parent activities such as Open House, Curriculum Night, College Night and School Advisory Council.	School Faculty, Guidance and Administration	Conference logs and analysis of (non) improvement of student progress Calendar of curriculum events and sign in sheets	State FCAT and EOC data Progress Monitoring data
4	Lack of prerequisite math skills	Provide tutorial assistance to build skills through teacher and Tutorial Center sessions.	Classroom teachers	Tutorial session logs	State EOC data Progress Monitoring data

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:

15% (26) of students taking the Geometry End Of Course Exam will score at or above Level 4 in 2013.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		15% (26) of students taking the Geometry End Of Course Exam will score at or above Level 4 in 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to rigorous grade level text	School wide reading focus using AVID/Pre-AP/Highly Effective rigorous reading materials. Use of Cornell Notes, marking the text, annotated reading and WICR strategies to raise student reading levels.	School faculty	Analysis of FAIR and progress monitoring data	State FCAT and EOC data Progress Monitoring data
2	New implementation of Common Core	Professional development with a focus on implementing common core in planning and instruction. Professional development and utilizing highly effective strategies in instructional delivery.	Administration School faculty	CWT Formal and informal observations	State FCAT and EOC data Teacher Evaluations in Instruction Domain

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
ALEKS Pilot Program	9-10	District/M. Rodriguez	Truhan, Ridenour, Carter, Frankel	Nov.-May	Program Monitoring	Marjorie Rodriguez
Highly Effective Instructional Strategies	9-12	Administration	All staff	Aug.-May	Observation Project completion	Amber Bosco Jennifer Barrios

Mathematics 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

Provide differentiated instruction to promote learning gains.	Study Island Aleks	Internal Accounts District	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Highly Effective Instructional Strategies	Teachscape and other Common Core Resources	none	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide assistance in classrooms for struggling students	Paraprofessional	SAI	\$17,500.00
			Subtotal: \$17,500.00
			Grand Total: \$19,500.00

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.		75% (3) students will score at levels 4, 5, or 6 in science on the Florida Alternative Assessment in 2013.			
Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (2) students scored at levels 4, 5, or 6 in science on the Florida Alternative Assessment in 2012.		75% (3) students will score at levels 4, 5, or 6 in science on the Florida Alternative Assessment in 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills and knowledge	Curriculum Mapping Explicit instruction Tactile materials Use of assistive tools Peer buddies	Classroom Teacher Staffing Specialist	IEP Report Card Classroom assessment	FAA

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.	50% (2) students will score at or above levels 7 in science on the Florida Alternative Assessment in 2013.
Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1) student scored at or above levels 7 in science on the Florida Alternative Assessment in 2012.	50% (2) students will score at or above levels 7 in science on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills and knowledge	Curriculum Mapping Explicit instruction Tactile materials Use of assistive tools Peer buddies	Classroom Teacher Staffing Specialist	IEP Report Card Classroom assessment	FAA
2	Competence Deficits	Increase focus on self-esteem, self-efficacy and skill deficits through classroom instruction and paraprofessional assistance	Classroom Teacher Staffing Specialist	IEP Report Card Classroom assessments	FAA

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:	No current baseline data available for the Biology End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
No current baseline data available for the Biology End of Course Exam	60% (176) of the students who take the Biology End of Course Exam will score Level 3 or higher.

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	Use of reading strategies by content area teachers	AVID - Strategies School-Wide (annotated reading and Cornell note taking) Utilizing the Academic Coach to research reading in the content area strategies to share with colleagues. Incorporated use of supplemental materials for differentiation and enrichment.	Administration, Department Chairs, Academic Coach	Data Analysis of Baseline and Progress Monitoring Assessments CWTs	Teacher-made assessments Progress monitoring assessments EOC results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	No previous data available.
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Biology Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
No previous data available.		20% (33)of the students who take the Biology End of Course Exam will score Level 4 or higher.		
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						

Science Budget:

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

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	92% (302) of 10th grade students will receive a 3.5 and AYP will be achieved in writing in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (334) of 10th grade students received a 3.0 and above.	92%(302) of 10th grade students will receive a 3.5 or above.

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	Writing Stamina	Document-based questions across the curriculum to facilitate higher level thinking and writing. (examples include social studies teachers using DBQs from released AP exams, English teachers using synthesis questions from released AP exams). Common Process Writing Language and extensive revision to single prompts. Collaborative Writing Groups (peer editing/revision; deconstruction of writing prompts and rubrics).	English Department Administration	Progress Monitoring CWT's Lesson Plan monitoring	Florida Writes
2	Lack of prerequisite skills	Use of Springboard	Classroom Teachers	Progress Monitoring	Florida Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100% (3) students will score at or above level 4 in writing on the Florida Alternative Assessment in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) students scored at or above level 4 in writing on the Florida Alternative Assessment in 2012.	100% (3) students will score at or above level 4 in writing on the Florida Alternative Assessment in 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low level of writing skills	Use of assistive technology to assist with the writing process. Increase opportunities for writing in the classroom.	School Faculty and Administration	Observation Classroom writing projects	FAA

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
Springboard Training	9-10 grades	District	Classroom Teachers of 9-10 grade English	Aug.-May	Lesson plans Observations	Administraiton

Writing Budget:

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

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

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
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Although the attendance rate for Key West High School is 91.40% - this figure hides the fact that 481 students had 10 or more absences in school year 2011-12. These attendance issues relate to our inability to reach AYP targets because the students who are absent are highly representative of our disaggregate groups.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Our current rate is 96.80% or 1,137 students.	The expected attendance rate for the 2012-2013 school year is 95% or 1080.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33% or 481 students	28% or 318 students.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
26% or 337 students had 10 or more tardies.	We will decrease the tardy rate by 20% to 227 students.				
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	Poor student engagement	PLC's focus on increasing student engagement; implementation of AVID Strategies and using Highly Effective strategies in instruction	School Administration School Faculty AVID Team	CWT's Lesson Plans Formal and informal Observations	School Average Attendance Summary
2	Absenteesim	Implement the District Truancy Plan. Identification of students with excessive absences and tardies at mid-term progress and report card periods. Recognition and incentives for good or improved attendance.	District Truancy Coordinator School Administration School Faculty	Log of students who work with Truancy Committee Log of conferences with students who have high absenteeism or tardies Calendar of recognition/incentive events	School attendance 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						

Attendance Budget:

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

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

End of 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:	Key West High School will show a 12% (12-OSS) decrease in suspensions in the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
295	265
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
183	163
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
193	174
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
124	112

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 Parental Involvement	Increased parental involvement through NTI phone system to keep parents apprised of information. Parent conferences with teachers or administration for major discipline issues or chronic issues.	School Administration Guidance	Documentation of parent notifications Log of parent conferences	TERMS data of suspensions

2	Students at risk in academics	RtI process. Support through paraprofessionals, tutorials and teacher office hours. Guidance counseling.	RtI team Guidance Counselors School Administration	Documentation of RtI process Paraprofessional, tutorial, office hours schedule	TERMS data of suspensions
3	Negative School Attitudes	Increase reward and recognition programs for positive behaviors. Counseling.	School Faculty and Administration CINS/FINS and Life Skills Counselors	Documentation of recognition programs Documentation of counseling sessions	TERMS data of suspension
4	Drug and/outside issues	SRO class talks. CINS/FINS counselor. LifeSkills counselor. Counseling.	School Administration Guidance Counselors CINS/FINS and LifeSkills Counselor SRO	Counseling logs. SRO class session schedule.	TERMS data of suspensions

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

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>		Key West High School intends to improve its drop-out rate for the 2012-13 school year. Currently, our rate is 1.3% which is 0.7% percentage points lower than the state rate of 2.0%			
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1.3% or 17 students		1.2% or 16 students.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
89% (324) students.		90% (327) students.			
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 engagement in school because of the number of courses to make-up for credit	Credit Recovery through EdOptions, Night School for Math and English. FAT DEC – online program for CORE Classes – can be done from home. Adult High School. Alternative Education placement.	School Administration Guidance Adult/Alternative Education	SPAR Tool	SPAR Tool/Drop out rate
2	Lack of knowledge of resources available	Road Map for Graduation – Academic history reviewed semester by semester – students are placed in Credit Recovery as needed. Contact all parents whose student is not on target for graduation. Parent nights for each grade level to discuss needs.	Guidance	SPAR Report	SPAR Report

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

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

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

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Follow student attendance/notify parents/put interventions in place	Attendance Clerk	SAI funds	\$8,000.00
			Subtotal: \$8,000.00
			Grand Total: \$8,000.00

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	80% (988)of the parents/guardians will attend a minimum of one curriculum event during the year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
No baseline data for this objective.	80% (988) of the parents/guardians will attend a minimum of one curriculum event during the year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents who aren't aware of curriculum, offerings and school news.	Encourage attendance at curriculum related events such as Open House, Grade Level Meetings, College Night, Parent conferences, SAC meetings and Curriculum Night. Notification of events through phone, email and marquee.	School Administration Guidance Department Student Activities Director	Sign in sheets from events NTI call logs Newsletters	Climate Survey Session Feedback
2	Parents do not receive communications/information regarding curriculum.	Create and disseminate a school newsletter on a weekly basis to parents that includes curriculum information. Presentations at SAC meetings. NTI phone calls home about school events and information. Newsletter mailed home at the start of the year and with each report card.	School Administration Student Activities Director	Portfolio of Newsletters NTI call log	Climate Survey

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			To increase the number of students to 127 (from 117) in Advanced Placement Math and Science classes and increase the number of students scoring a level 3 to 32 (from 30).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff turnover	Increase the number of teachers certified to teach AP science/math courses.	Administration	AP Professional Development opportunities	Staff certifications
2	Science teacher prior knowledge and experience with Science Fair project process	Implementation of Science Fair project process for all 9th grade students	School Faculty	Lesson Plans Observation	Science Fair Projects
3	Limited funds that provide for large scale STEM projects	Continue to provide innovative coursework (Solar Energy) that promote students to work in a STEM environment and work on interdisciplinary projects (ie. wind turbine/solar array).	School Administration and Faculty	Lesson Plans Documented Project Work	Documentation of STEM projects

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
Provide PD in the areas of Advanced Placement						

Math and Science Provide training opportunities for STEM projects	All grade levels Science and Math	Administration	School Faculty	Aug.-May	PD follow up	Jennifer Barrios
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of technology in STEM class (Solar Energy)	Computers and technology based equipment	Grants	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Increase the number of students who complete industry certification this school year by at least 4%. We currently have 43 students who completed an industry certification for the 2011-2012 school year.			
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	Availability of time to complete certifications	Increase opportunities to work on certification to include some after school sessions. Continue to provide opportunities to students in class to work on certification.	School Faculty	Certification progress	Completed Certifications

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
PLC of Teachers with a topic focus of increasing certification opportunities and determining which areas students are interested in.	All grade levels	Administration/PLC leader	Those interested in expanding the certification offerings	Nov.-May	Student survey data Certification data PLC minutes	Administration School Faculty PLC Leader

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Adobe software in classrooms	Adobe upgrade software	TV production internal account	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Adobe PD for teachers by Ed Smith	Adobe software	none	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Post Secondary Readiness 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. Post Secondary Readiness Goal Post Secondary Readiness Goal #1:			The Key West High School SAT mean Reading, and Math scores fall below the state and national averages.		
2012 Current level:			2013 Expected level:		
The mean SAT Reading, and Math scores during the 2011-2012 school year were the following: Reading 488 Math 489			The mean SAT Reading and Math scores will rise 7 points in each area for the 2012-2013 school year to match the Florida mean score.		
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	Absence of rigorous curriculum	KWHS is participating in the College Board Partnership program and is utilizing pre-AP strategies shared at meetings and Professional Development opportunities.	Administration, BLPT, and AP trained teachers	College Board Partnership meetings and trainings	SAT pretest/post test, PSAT, mini assessments
2	Lack of experience with higher level questioning and in depth vocabulary	Social Studies teachers utilize DBQ's and/or FRO's to facilitate higher level thinking and writing skills. AVID/WICR strategies	Administration and BLPT; AVID site team	Classroom Walkthroughs, Lesson plan monitoring	PSAT, SAT, mini assessments
3	Inexperience with SAT testing	Make available an SAT prep tutorial session and other available assistance such as a web-based course that is geared to boost individual SAT and ACT scores for any KWHS student. It is called "JROTC College PREP" http://www.jrotccollegeprep.com	Administration, guidance, teachers	Student enrollment in tutorials and course	SAT

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

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

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

Budget:

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

End of Post Secondary Readiness Goal(s)

Advanced Placement 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. Advanced Placement Goal Advanced Placement Goal #1:	Key West High School will maintain its current enrollment in AP courses and 52%(337) of the students taking the exam in May will score a 3 or better
2012 Current level:	2013 Expected level:
42%(257) of the AP exams taken in 2012 scored a level 3 or higher.	Key West High School will maintain its current AP enrollment and increase the percentage of students scoring a 3 or better from 42%(257 out of 616) to 52% (337 out of 648).

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	District expectation of enrollment in AP program to mirror school demographics	Students, in grades 9-11, will participate in the administration of the PSAT to determine AP potential. KWHS will also utilize fee waivers to defray the costs of AP testing.	Testing Coordinator, Administrators, Teachers, and Students	AP Enrollment	PSAT Test Scores AP Enrollment
2	Lack of experience in rigorous curriculum	AVID students will be prepared during the AVID class for AP enrollment.	AVID Coordinator - Murphy	AP Enrollment	AP Enrollment
	Time and lack of recognition	There will be an AP recognition event to spotlight the outstanding AP	Administrators, teachers, and students	Students in attendance for the recognition event. Parents in attendance for Parent	Climate Survey and Student Survey

3		programs and students as well as developing the AP potential. We will also have an AP Parent Night/Curriculum Night.		Night.	
4	Lack of reading strategies across all curricular areas	The Social Studies department will be utilizing selected Pre-AP reading comprehension strategies/writing tasks in their classrooms.	Social Studies Department and Administration	Classroom Walkthroughs and lesson plans	AP Enrollment and AP scores 3 and above
5	Lack of test experience	Students, in grades 9-11, will participate in the administration of the PSAT to determine AP potential. KWHS will also utilize fee waivers to defray the costs of AP testing.	Testing Coordinator, Administrators, Teachers, and Students	AP Enrollment	PSAT Test Scores AP Enrollment

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

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

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

Budget:

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide assistance for ESE/ELL students	Paraprofessional	SAI Funds	\$18,000.00
CELLA	Increasing students opportunities to develop English skills	ESL Reading Smart	none	\$0.00
Writing	Use of comprehensive English program	Springboard	District	\$0.00
				Subtotal: \$18,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiate Instruction to meet struggling reader needs	Study Island Program	Internal Funds	\$2,000.00
Mathematics	Provide differentiated instruction to promote learning gains.	Study Island Aleks	Internal Accounts District	\$2,000.00
STEM	Increase use of technology in STEM class (Solar Energy)	Computers and technology based equipment	Grants	\$0.00
CTE	Use of Adobe software in classrooms	Adobe upgrade software	TV production internal account	\$0.00
				Subtotal: \$4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Highly Effective Instructional Strategies	Utilizing Teachscape and Best Practices	No cost	\$0.00
CELLA	Strategies for ESL students	Use of online resources and ELL Facilitator resources	none	\$0.00
Mathematics	Highly Effective Instructional Strategies	Teachscape and other Common Core Resources	none	\$0.00
CTE	Adobe PD for teachers by Ed Smith	Adobe software	none	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Increase communication with parents	ELL Facilitator District ELL Liason	none	\$0.00
Mathematics	Provide assistance in classrooms for struggling students	Paraprofessional	SAI	\$17,500.00
Dropout Prevention	Follow student attendance/notify parents/put interventions in place	Attendance Clerk	SAI funds	\$8,000.00
				Subtotal: \$25,500.00
				Grand Total: \$47,500.00

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.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council has four goals for the 2012-2013 school year:

1. Increase the graduation rate
2. Increase Advanced Placement and Vocational offerings
3. Decrease failure rate through engaging instructional strategies and plan for credit recovery
4. Promote a positive school culture through increase student, staff and parent activities

In order to accomplish these goals, they plan to have guest speakers at meetings for topics such as Graduation/Senior information and How to Apply for College, Take Stock in Children program, Information about AP classes and Vocational offerings, and What to Freshmen/Sophomores/Juniors need to know. They also sponsor Perfect Attendance and Honor Roll Recognition. Working together with the school staff, they are promoting the positive through emails and newsletter contributions.

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 KEY WEST HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	83%	84%	44%	274	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	56%	78%			134	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?	42% (NO)	69% (YES)			111	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					529	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Monroe School District KEY WEST HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	79%	86%	42%	262	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	53%	72%			125	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?	43% (NO)	66% (YES)			109	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					496	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested