FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CYPRESS CREEK HIGH

District Name: Orange

Principal: Susan Storch

SAC Chair: Cynda Aron

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/16/2012

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

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325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Susan Storch	BA in English M.Ed in Guidance Counseloing Certification in English 6-12, Guidance K-12 Educational Leadership K-12	8	19	AYP decreased to 695 in 2010-11. Improved learning gains of lowest 25% to 63%. Maintained level 3 and above at 45% 2009-10 and 2010-11. Improved school grade from consecutive D's in 2006-07 and 2007-08 to B in 2008-09. Maintained B grade in 2009-10 and 2010-11. Increased AYP from 59% to 77% in 2008-09.
Assis Principal	Debra Haddix	Masters Ed. Leadership BME Music Ed; BM Music Performance.	3	15	CCHS Prelim 2011-12: Increased: Reading High Stds 45%; Math HS 54%; Reading BQ Gains to 63%; Math BQ Gains decreased 1% to 70; AYP data unavailable. CCHS 2010-11 Maintained B; 69% AYP met. Reading: 42% High Standards; 46% Learning Gains; 45% BQ. Math: 71% High Standards; 72% Learning Gains; 56% BQ. Did not make AYP. CHS 2009-10 B; Reading: 39% High Standards; 45% Learning Gains; 39% BQ Math: 67% High Standards; 72% Learning Gains; 64% BQ Did not make AYP.
		B.A. –Hunter			

		College			
Assis Principal	Adele R. Salazar	M.S. –Hunter College Educational Specialist Leadership-Nova Southeastern Univ.	5	6	During the 2010-11 school year 69% of AYP criteria was met for CCHS. Maintained lowest 25% level 3 and above at 45% 2009-10 and 2010-11. Helped increase performance at Cypress Creek High School. Increased AYP from 59% to 77% in 2008-09.
Assis Principal	Capildeo Jadonath	B.S. – Chemistry M.S – Science Education Ed.D. – Curriculum & Instruction Chemistry 6-12 Computer Science Math 5-9 School Principal	5	12	Maintained a B grade during (2010-11) school year with 69% of AYP criteria being met. Assisted in advancing Cypress Creek HS from a D grade (2008-09) to a B grade in (2009-10).
Assis Principal	Harold D.Buchanan	BS from FSU Masters--UCF Certification: administration, science, physical education	4	15	During the 2010-11 school year 69% of AYP criteria was met for CCHS. Maintained lowest 25% level 3 and above at 45% 2009-10 and 2010-11
Assis Principal	Betzebeth Reussow	BS in Exceptional Student Education from the University of Central Florida MS in Educational Leadership from Nova Southeastern University	8	2	CCHS 2011-2012 Reading Level 3 and above at 45%; Reading BQ Gains to 63%; During the 2010-11 school year 69% of AYP criteria was met for CCHS. Maintained lowest 25% level 3 and above at 45% 2009-10 and 2010-11.

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)
Curriculum Resource	Rebecca Mayo	BA, English, Florida State University MAT, English Education, Rollins College English Language Arts Certification 6-12 National Board Certification, ELA-AYA	9	9	2011-2012: (Grade Unknown) Lowest 25%-- 58% making learning gains; 2010-2011: (Grade Unknown) Lowest 25%-45% making learning gains; 2009-2010: B Lowest 25%-45% making learning gains; 2008-2009: B Lowest 25%-49% making learning gains;
ESOL CCT	Zoraida Maldonado	Elem K-6/ESOL Certification/ Ed. Leadership Fordham University: BA in Elementary Education & Spanish Literature with a Minor in Puerto Rican Studies Fordham University: BS in Bilingual Education Barry University: Educational Leadership	6	17	2011-2012: (Grade Unknown) Lowest 25%-- 58% making learning gains; 2010-2011: (Grade Unknown) Lowest 25%-45% making learning gains; 2009-2010: B Lowest 25%-45% making learning gains; 2008-2009: B Lowest 25%-49% making learning gains;
		Ed.D. in Teaching & Learning, University of Central FL; M.Ed. in English Education, University of FL,			2011-2012: (Grade Unknown) Lowest 25%-

Reading	Elizabeth Scanlon	B.A in English, Univerisity of FL; National Board Certified Teacher: ELA-AYA Certification: English 6-12, Reading Endorsement, ESOL Endorsement	8	5	- 58% making learning gains; 2010-2011: B Lowest 25%-45% making learning gains; 2009-2010: B Lowest 25%-45% making learning gains; 2008-2009: B Lowest 25%-49% making learning gains;

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	Consistent Interview Process	Administrative Team	On going	
2	High Quality Learning Opportunities	Administrative Team, Instructional Coach, Reading Coach	On going	
3	Mentors for new teachers	Instructional Coach	On going	
4	Individual Professional Development Plan	Administrative Team	On going	
5	Professional Learning Communities	Andministrative Team	On going	
6	Frequent Data talks with teachers	Administrative Team	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
170	20.6%(35)	27.6%(47)	35.9%(61)	15.9%(27)	35.3%(60)	100.0% (170)	12.4%(21)	6.5%(11)	17.1%(29)

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
Mike Shannabrook	John Dunlop	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching
Heather Trees	Marisol Castano	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching
Rob England	Ray Rowe	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching
Krystin Beavers	Michelle Pascale	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching
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Lee Ann Spillane	Nicole Brichler	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching
Venusha Moodley	Rashunda Jones	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching
Balmatie Sagrimsingh	Ashley Schneider	same certification area	Monthly PLC meetings; peer observations; side-by-side coaching

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Susan Storch, Principal
Betzabeth Reussow, Assistant Principal
Dwayne Buchanan, Assistant Principal
Capildeo Jadonath, Assistant Principal
Guerschom Demosthenes, Dean
Carlos Rivera, Dean
Ben Alvarado, Dean
Regina Mitchell, Counselor
Talani Nelson, Counselor
Tina Bulled, Counselor
Nicole Vaia, Counselor
Tim Harkins, Counselor
Johanny Rivera, Counselor
Linda Shaddix, Counselor
Dr. Zoraida Maldonado, ESOL CT/RtI Coach
Dr. Elizabeth Scanlon, Reading Coach
Rebecca Mayo, Instructional Support
Dwana Dye, Inclusion Coach

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?

Our school is divided into four Smaller Learning Communities (SLC). The school-based leadership team consists of an administrator, dean, counselor, and an instructional support person from each SLC. This team ensures that RtI is occuring systematically and works together to ensure that we follow our implementation plan and revise it as needed. This group meets each nine weeks. Each SLC has its RtI team who will meet bi-quarterly to organize student data and determine invention needs based on data from discipline, attendance and grades. These teams will also include teachers for specific academic interventions depending upon student need as well as support staff such as ESE Case Managers, the Reading Coach, and the CCT. The SLC RtI teams will collaborate monthly with school leadership to review and communicate student progress. The SLC RtI teams will be reponsible for organizing the parent contacts and additional interventions.

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

Members of the school-based MTSS Leadership Team examined data including FCAT Reading, EOC Math and Science, AP and IB exams as well as discipline and attendance data as well as college readiness data in order to detemine growth areas. The data was shared in departments and PLC. Members collaborated to come up with an action plan. All of this information was used to develop the SIP.

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.

> Data Sources include: Student Management System (SMS), Enterprise Database Warehouse (EDW), and Progress Monitoring and Reporting Network (PMRN), IMS (Instructional Management System) were use to summarize data for each tier.

Describe the plan to train staff on MTSS.

> An overview of MTSS will be provided to new faculty members. Online Professional Development for MTSS/RtI will be recommended for returning staff members. Teachers will also be trained in their SLC about their responsibitlies in connection to their students and the RtI process. The leadership team will present updates at the monthly C4 meetings as a way to inform department leaders about the process as well.

Describe the plan to support MTSS.

> Each SLC will meet bi-quarterly to review student data and implement student interventions based on need. Administrators will refer to MTSS/RtI regularly and solicit suggestions to improve the process. Information collected that is found useful will be disseminated to all staff members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The school-based literacy team is comprised of:
> Susan Storch, Principal
> Harold Buchanan, Assistant Principal (supervises reading)
> Adele Salazar, Assistant Principal (supervises ESE and ESOL)
> Elizabeth Scanlon, Reading Coach
> Carole Scala, English language arts (ELA) department chair
> Jeff Oswald, Media Specialist
> Jennifer Kosloski, Reading department chair
> Helen Philpot, ELA instructor
> Dwana Dye, Inclusion coach
> Patricia Collins, Reading instructor
> Elizabeth Nicolai, ELA Instructor
> Craig Olson, ELA instructor
> Greg Jefferson, Social Studies instructor
> Carole Monroe, Reading instructor
> Jeanette Collier, Family & Consumer Science instruction
> Maria Acevedo, ESOL Reading instructor
> Haley Berney, ESOL teacher

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

> The LLT meets monthly after school to review reading data and develop\revise the reading instructional focus calendar. Another role of the LLT is to design events\programs such as Family Literacy Night to build a community of readers including students, parents, staff and community members. The meetings are led by the reading coach.

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

> Our major initiative will be to continue our focus on parent and community outreach which will include our Family Literacy night in the spring. We will continue to expand our Florida Teens Read program by bringing authors to the school. We will also continue to develop our One Book, One Community program based on the Small Learning communities that are in place at our school. We will continue to evaluate data and support the implementation of reading instruction focus calendar.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Cypress Creek High School has a sustainability plan that focuses on teaching reading in content areas. This plan was constructed by the Literacy Leadership team and reviewed by the instructional leadership team. One component is the reading instructional focus calendar. The instructional focus calendar is used across content areas to place emphasis on areas to foster the growth of readers. It is shared with the faculty. The reading coach provides training for departments as well as support for individuals. The administrative team monitors the implementation. Reading data such as FAIR data and reading benchmark data is reviewed monthly to assess progress toward reaching our goals.

*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?

Cypress Creek High School is organized into career pathways. We have all students divided into colleges. Examples are STEM (Science & Technology), IB, HPA(Health and Public Affairs),Arts and Music. We integrate career info in to courses across curriculums.

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?

Guidance counselors visit classrooms to provide lessons in career choice. We use the Choices Planner. We also use EPEP which is an internet advisory tool to help students learn about careers and the requirement needed for those careers.

Postsecondary Transition

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

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

Students in the 11th grade have the opportunity to take Post Secondary Education Readiness Test (PERT) which gives them feedback on their readiness for college. We also use Reading for College Success and Math for College Success from Valencia. We encourage students who are ready to enroll in Dual Enrollment. We use a matrix to help place students correctly in Advanced Placement classes to encourage their success. We also have an IB program that is very successful in preparing students. Many of our students receive scholarships to various institutions of higher learning nation wide.

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:	By June 2013, there will be an increase of 3% at each grade level of students who will achieve scored at Achievement Level 3 in reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In 2012, 24%(193) of ninth graders and 20%(140) of tenth grade students scored at Achievement Level 3 in reading.	By June 2013, there will be an increase of 3% at each grade level of students who will achieve scored at Achievement Level 3 in reading.

	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	Increasing numbers of economically disadvantaged students	AVID strategies

Increase teacher ability to integrate Marzano instructional protocol

Teacher-Leader Book Study | Reading Coach

AVID Coordinator

Administrative Team | Informal classroom observations

Professional Development training

Professional Learning Community (PLC) notes | Increase graduation rate

Decrease drop-out rate

Increase graduation rate of at-risk seniors

Standardized test student achievement data |
| 2 | Teacher understanding of Common Core State Standards | Text Complexity

Integration of Appropriate Leveled Nonfiction Text Across Contents

Common assessments

PLC collaboration

Lesson Study | Reading Coach

Administrative Team

Curriculum Leaders | Notes from PLC sessions

Informal observations | Standardized student achievement data |
| 3 | Lack of reading gains by ESE students | Develop systematic approach for progress monitoring ESE students

Continue collaboration between reading coach and learning strategy teachers

Model lessons in learning strategy classes

PD on using FAIR data | Reading Coach

Inclusion coach

Learning Strategies PLC leader | PLC notes

Inclusion Coach tracking records | Informal Observations

Progress monitoring using FAIR & Reaidng Benchmarks

FCAT reading achievement score |

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:	To increase the number of students scoring at Level 4,5,6
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3) students scored at Levels 4,5, or 6 on Florida Alternate Assessment given in 2012.	At least 35% of current students will score at level 4,5 or 6 on the Florida Alternate Assessment given 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	Varying levels of ability of students in classrooms	increase one on one support as much as possible ACCESS points used to enhance learning experience	Teacher Inclusion Coach ESE Assistant Principal	teacher observation	FAA (Florida Alternate Assessment)
2	Severity of student disability	increase one on one support use ACCESS points and resources with students differintiated instruction	teacher ESE Administrator Inclusion Coach	Weekly and sometimes daily monitoring of student progress	FAA (Florida Alternate Assessment)
3	Fixed mindset that students can not achieve	Set achievable goals for students Celebrate success with students when goals are met	teacher ESE Administrator Inclusion Coach	Daily teacher observation Walk through and observation by administrator and/or inclusion coach	FAA (Florida Alternate Assessment)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To maintain and improve academic achievment/focus through the use of the Continuous Improvement Plan.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 21% (169) of ninth graders and 24%(168) of tenth grade students scored at or above Achievement Level 4 in reading.)	By June 2013, there will be an increase of 3% at each grade level of students who will achieve scored at or above Achievement Level 4 in reading.

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	Increasing numbers of economically disadvantaged students	AVID strategies Increase teacher ability to integrate Marzano instructional protocol Teacher-Leader Book Study	Administrative team AVID Coordinator Reading Coach and CCSS Team	Informal observations Professional development Professional Learning Community (PLC) notes	FCAT Reading Achievement Scores FAIR data Reading Benchmar data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Change of lexile bands; increase in score will make passing more difficult for SWD	Continue collaboration between reading coach and learning strategy teachers Model lessons in learning strategy classes Learning Strategy PLC focus on increasing text complexity and related research.	Reading Coach Learning Strategies PLC leader	PLC notes Reading coach log Informal observations Progress monitoring (FAIR & Reading benchmarks	FCAT reading achievement scores
3	Complexity of text as student grade level increases	Integrating Appropriate Leveled Nonfiction Across Content Areas Integrating Appropriate Close Reading Strategies	Administrative Team Reading Coach Curriculum Leaders	PLC Notes Informal Observations Progress Monitoring using Reading Benchmarks	FCAT reading achievement scores

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	severity of disability	use of manipulatives as needed differentiated one on one instruction	teacher Inclusion Coach ESE Assistant Principal	teacher observation	FAA (Florida Alternate Assessment)

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 62% of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 57.5 % of students made learning gaines in reading.	By June 2013, 62% of students will make learning gains in reading.

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

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

1	Teachers' understanding and implementing differentiated instuction	Professional Learning Communities (PLC) Lesson Study Increase teacher ability to integrate Marzano instructional protocol	Administrative Team RtI team Curriculum leaders	RtI notes PLC notes Informal observations	Student achievement data
2	Teachers' understanding of text complexity and integrating challenging text into content area instruction	Professional development on text complexity Systematic Integration of Reading Instructional Focus Calendar	Administrative Team Reading Coach Curriculum Leaders	PLC Notes C4 Notes Observation Samples	FCAT Reading tests FAIR tests Benchmark tests

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2012, 62% of students in the Lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 59% of students in the Lowest 25% made learning gains in reading.	By June 2013, 62% of students in the Lowest 25% will make learning gains in reading.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher understanding and implementation of differentiated instruction	Establishing a systematic approach to RtI Increase teacher	Administrative team	RtI team notes PLC notes	FCAT reading achievement scores

		knowledge of the Marzano instructional protocol	Curriculum leaders Reading coach	Informal classroom observations	
2	Parental Involvement	FCAT 2.0 Parent Night Parent Outreach Letter Family Literacy Night Conferences	Assistant Princpal Reading Coach Reading Curriculum Leaders Reading Instructors	Parent Outreach Log Parent Survey	FCAT reading achievement data
3	High Learning Expectations	Common Homework Requirements Grade Level Article of the Week in Reading Classes Integreating more complex text	Assistant Principal Reading Coach Reading curriculum Leaders	PLC Notes Student Artifacts Classroom Observation	FCAT reading achievement data
4	Reading teachers' experience integrating small group instruction into readng classes	Professional Development on Small Group Infastructures, CHAMPS, and Guided Reading Observations in Demonstration Classrooms	Reading Coach Assistant Principal Reading Curriculum Leaders	PLC Notes Classroom Observation FAIR Data	FCAT Reading Achievment Data

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 reduce the achievement gap by at least 4% each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	56%	60%	65%	69%	

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:	To maintain and improve academic achievement and consistency through the use of the Continuous Improvement Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, White: 53.6%() of white students were proficient in reading. Black: 36.6 % of black students were proficient in reading. Hispanic: 37.4% of Hispanic students were proficient in reading. Asian: 69.7% of Asian students were proficient in reading. American Indian: N\A	By 2013, White: 58% of white students will be proficient in reading. Black: 40% of black students will be proficient in reading. Hispanic: 43% of Hispanic students will be proficient in reading Asian: 73% of Asian students will be proficient in reading.

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	Mental model of students and parents	Create a college going culture in order to provide the tools and skills that all students need to be successful in	Administrative Team Instructional Coaches	Attend Professional Learning Communities (PLC) meetings and College meetings provide input and feedback to	Attendance at College Night and Financial Aid Night

		college or the career path of their choice. Have high expectations for all students.	AVID Coordinator		teachers.
2	Teachers' lack of understanding about the barriers for Black and Hispanic male students	Professional development Book Study	Administrative Team Curriculum Leaders Reading Coach	C-4 Notes SLC Notes Department Notes Observation	Parent, Student and Teacher Survey Reading Achievement Scores Discipline 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 reading. Reading Goal #5C:	By June 2013, 25% of English language learners will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 16.1% of English language learners were proficient in reading.	By June 2013, 25% of English language learners will be proficient in reading.

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 ELL Population	All students who qualify for ESOL services are placed in English ESOL classes with ESOL certified teachers. All ESOL students will be placed in the appropriate DLA reading class based on the IPT and the OCPS Reading Decision Tree.	Adele Salazar Zoraida Maldonado Reading Coach	ELL student grades Progress Report documentation	ELL student grades FCAT Reading & Writing FAIR Testing
2	Fixed Mindset of Students	ESOL Paraprofessionals will begin working with the <1yr students in the content classes As more students are identified, the para(s) add and rotate their visitations as much as possible to help the LY students succeed. All LY's have access to a bilingual dictionary to assist in classes and at home. These dictionaries are also at testing locations for all school and state exams.	Adele Salazar Zoraida Maldonado	ELL student grades Progress Report documentation	ELL student grades FCAT Reading and Writing FAIR Testing
	Fixed Mindset of Teachers	Teachers are provided an ESOL Teacher's Manual and an ESOL strategies list, and research articles on a regular basis providing insights and ideas on how to serve the LY students. The articles will be archived	Adele Salazar Zoraida Maldonado	ELL student grades Progress Report documentation	Ell student grades FCAT Reading and Writing FAIR Testing

3		on the school's L Drive for easier retrieval. Marzano's ESOL strategies have been provided and also archived in the L Drive. These specifically identify which strategies work best with the level of English proficiency of the student. All teachers provide information on the ESOL Input Form for all LY & LF meetings. All ESOL supports and requirements are reviewed at a Pre-Planning Session for all teachers at the beginning of the year and provided specifically for new teachers.			
4	Multiple levels of ELL students Para's speak Spanish but not other languages of LY students	Use of differentiated instruction to meet student needs; DLA Reading classes and Algebra I classes integrate small group structures to differentiate instruction	Admin Leadership Team Reading Coach	CWT, Instructional coaches follow up Monitoring of poor grades at each report card	FCAT Reading Scores District benchmark assessments; classroom assessments; documentation of strategies implemented
5	Complexity of test as student grade level increases	Integrating Appropriate Leveled Nonfiction Across Content Areas Integrating Appropriate Re-reading strategies	Administrative Team Reading Coach Curriculum Leaders	PLC Notes Informal Observations Progress Monitoring using Reading Benchmarks	FCAT reading achievement scores

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:	In June 2013, 20% of students with disabilities will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 12.2% of students with disabilities were proficient in reading.	In June 2013, 20% of students with disabilities will be proficient in reading.

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	Fixed Mindset of teachers and students on their ability to learn and achieve	Developing better relationships with students Celebrating success Setting achieveable goals PLC meetings to discuss	Teacher Administrative Team Reading Coach Math Department Chair	Teacher observation Classroom assessments District benchmark assessments	District exams End of course exams FCAT 2.0 exam

		strategies			
2	Lack of reading instruction in Learning Strategies classes	Increase collaboration between reading coach and learning strategies teachers Model lessons in learning strategies classes	Administrative Team Reading Coach Inclusion Coach	PLC Notes Meeting Notes Reading Coach Log Informal Observations Progress Monitoring Data (FAIR & Reading Benchmarks)	FCAT reading achievement scores
3	Lack of systematic approach to tracking ESE students in reading	Develop a systematic approach for progress monitoring ESE students receiving reading intervention services	Administrative Team Reading Coach Inclusion Coach Reading & ESE Curriculum Managers	PLC Notes Meeting Notes Reading Coach Log ESE School Profile	FCAT reading achievement scores

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:	In June 2013, 43% of economically disadvantaged students will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 37.1% of economically disadvantaged students were proficient in reading.	In June 2013, 43% of economically disadvantaged students will be proficient in reading.

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	Increasing number of economically disadvantaged students in school population	Text complexity Small group instruction and support as needed	Administrative Team Curricululm Leaders	informal classroom observations	FCAT achievement data District benchmark exams
2	Mental model of students and parents	Continue to Implement AVID Strategies (WICR and Critical Reading Strategies) school-wide	Administrative Team Department Leaders Instructional Coaches AVID Coordinator	Professional Learning Communities (PLC) College Meetings	AVID Binder District Benchmark tests
3	80% of our economically disadvantaged students are level 1 readers	Book Study for the School Leadership Team Ensure that our level 1 students have access to on-site resources such as the Creek Pantry & Boutique	Administrative Team Reading Coach Curriculum Leaders Guidance Counselors	C-4 Notes Informal Observations PLC Notes	FCAT Reading scores

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
Text Complexity	9-12/ All content areas	Reading Coach	School-wide by Department	August-May, after school in department meetings	Collect Samples and Survey Teachers	Reading Coach Administrative Team
Small Group Instruction	9-12, Reading	Reading Coach	Reading PLC ESE PLC	Twice a month after school; Two Saturday Trainings	Classroom Observations Teacher Data Talks	Assistant Principal Reading Coach Reading Leader
Lesson Study	Grade 10 World History Grade 11-12 English Language Arts AP Social Students Grades 9-12	Reading Coach Lesson Study Facilitators	Social Studies, English	3 Cycles of Two Days Each Sept-May	PLC Meeting	Principal
ELA Black Belt Team	9-12 Reading, English & Social Studies Teachers	District	9th Grade English Teacher 10th Grade English Teacher Media Specialist 12th Grade English Teacher Reading Coach 9th Grade Social Studies Teacher 10th Grade Social Studies Teacher	Online PD 2 District Training Days	Department, PLC, and C-4 Meetings	Principal
Marzano Book Study	9-12, All Teachers	Instructional Coach	School-wide	Monthly Meetings	Teacher Observations	Principal
Literacy Across Contents	9-12/ Across Contents	Instructional Coach Reading Coach	Beginning Teachers/Grades 9-12	3 On-site Pull Out Days;	Montly PLC Classroom Observations	Principal
Strategically Integrating Reading in Learning Strategies	9-12/ All Learning Strategy teachers	Reading Coach Inclusion Coach Learning Strategies PLC	9-12 Learning Strategies Teachers	3 Pullout Days; Monthly PLC Meetings	Classroom Observations PLC Notes Collect Samples	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fidelity of instruction	EDGE student workbooks	Supplement Academic Instruction	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Small Group Instruction	Integration of a Technology Center in the reading classes. This requires at least 4-6 computers in each reading classroom. There are 11 reading classrooms. Some computers will be reallocated and	School Budget	$10,000.00

some will be purchased.

			Subtotal: $10,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Small Group Instruction	Teachers will attend 2 Saturday trainings to improve their ability to integrate small group instruction into their reading classrooms.	Title II	$2,604.00
Systematic Approach to Reading in Learning Strategies	Subs will be provided for ESE teachers for 3 days over the course of the year. This time will be use for the reading coach and the inclusion coach to provide training on integrating reading strategies into the learning strategies class.	Title II	$1,500.00
Text Complexity	Reading Coach will train each content area on early release days.	N\A	$0.00
Common Core State Standards	Substitutes are needed for the Black Belt team which will support the integration of Common Core Standards into instruction	District Level Funds & Title II	$1,500.00
Content Area Reading Instruction	Beginning teachers will have 3 TDY days to work with instructional coach and reading coach to learn how to content area reading into their instruction	Title II	$2,100.00
			Subtotal: $7,704.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $21,704.00

End of Reading Goa

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:	To increase the number of students who are proficient in English.

2012 Current Percent of Students Proficient in listening/speaking:

66% (281) ELL students scored Proficient in Listening/Speaking on the CELLA exam given in March 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	Multiple levels of ELL students Para's speak Spanish but not other languages of LY students	Use of differentiated instruction to meet student needs; use of DLA <1yr for newcomers and SIOP for 2nd/3rd yr. LY students	Admin Leadership Team	CWT Instructional coaches follow up Monitoring of poor grades at each report card	CELLA exam District benchmark assessments; assessments; documentation of strategies implemented

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:		To increase the number of students proficient on English		
2012 Current Percent of Students Proficient in reading:				
17% (71) of ELL students scored Proficient in Reading on the CELLA exam given in March 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	Multiple levels of ELL students	Use of differentiated instruction to meet student needs	Admin Leadership Team	CWT, Instructional coaches follow up Monitoring of poor grades at each report card	District benchmark assessments; classroom assessments; documentation of strategies implemented CELLA exam
2	Para's speak Spanish but not other languages of LY students	Use of differentiated instruction to meet student needs; use of DLA <1yr for newcomers and SIOP for 2nd/3rd yr. LY students	Admin Leadership Team	CWT, Instructional coaches follow up Monitoring of poor grades at each report card	District benchmark assessments; classroom assessments; documentation of strategies implemented CELLA exam

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		To increase the number of students proficient in English		
2012 Current Percent of Students Proficient in writing:				
21% (92) of ELL students scored Proficient in Writing on the CELLA exam given in March 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	Multiple levels of ELL students	Use of differentiated instruction to meet student needs; use of DLA <1yr for newcomers and SIOP for 2nd/3rd yr. LY students	Admin Leadership Team	CWT, Instructional coaches follow up Monitoring of poor grades at each report card	CELLA exam; classroom assessments; documentation of strategies implemented
2	Para's speak Spanish but not other languages of LY students	Use of differentiated instruction to meet student needs; use of DLA <1yr for	Admin Leadership Team	CWT, Instructional coaches follow up Monitoring of poor grades at each report	CELLA exam; classroom assessments; documentation of

		newcomers and SIOP for 2nd/3rd yr. LY students		card	strategies implemented

CELLA 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 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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 6% each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34%	40%	46%	52%	58%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	To maintain and improve academic achievement/focus and consistency
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 85% (125) Black: 64% (80) Hispanic: 44% (220) Asian: 16% (14) American Indian: N/A AYP data is not currently available	White: 85% (52) Black: 64% (41) Hispanic: 44% (142) Asian: 16% (4) American Indian: 25% (1) will make adequate yearly progress on Algebra 1 End of Course Exam
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 Mobility	Review data from previous school when new students enter for proper placement	Guidance	PLC data review RtI	District Benchmark EOC exams given each 9 weeks Progress reports PSAT
2	High ELL Population	Differentiated Instruction CCHS Math Tutoring Lab open 3 days a week in	Teachers Administrative Team	Classroom Walk through	District Benchmark EOC exams given each 9 weeks

		the afernoon			

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 maintain and improve academic achievement/focus and consistency
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% of English Language Learners (ELL) did not make satisfactory progress in math	30% of ELL students will demonstrate make satisfactory progress in math and 70% will not make satisfactory progress.

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 absentee and tardy rate	Student attendance will be monitored and interventions in place to ensure student attends all classes	Attendance monitor Guidance Counselors teachers	RtI attendance issue discussed SAFE interventions as needed	Attendance records
2	High mobility	Students will be screened when entering school to ensure proper placement in classes	Registrar Guidance Counselors SAFE coordinator CCT	PLC data review	District benchmark end of course exams given each 9 weeks
3	Access to translated materials for ELL's in various languages	Google translate Identify materials available for different languages Identify needs fo future investments	Department leaders	Maintain list of materials available and add to L drive for staff to search as needed	District benchmark end of course exams given each 9 weeks
4	High ELL population	Differentiated Instruction CCHS Math tutoring lab	Teachers Administrative team	Informal observations Classroom walk through	District benchmark end of course exams given each 9 weeks

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 maintain and improve academic achievement/focus and consistency
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 81% of Students with Disabilities (SWD)are not making satisfactory progress in mathematics.	73% of SWD students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Fixed Mindset of teachers and students on their ability to learn and achieve	Developing better relationships with students Celebrating success Setting achieveable goals PLC meetings to discuss strategies	Teacher Administrative Team Reading Coach Math Department Chair	Teacher observation Classroom assessments District benchmark assessments	District exams End of course exams FCAT 2.0 exam
2	Students need extra support other than just in the classroom	Implement reserached based strategies to support students ESE Learning Lab available for added support CCHS Math Tutoring Lab	Administrative leadership Team Special Education Teachers Instructionaal Support teachers	Provide professional development for teachers Provide classroom support of Special Education Teachers	District benchmark end of course exams given each 9 weeks

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 maintain and improve academic achievement/focus and constistency
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 30% of economically disadvantaged students did not make satisfactory progress in mathematics	27% of our current economically disadvantaged will demonstrate satisfactory progress in math.

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	Increasing number of economically disadvantaged students in school population	Text complexity Small group instruction and support as needed	Administrative Team Curicululm Leaders	informal classroom observations	FCAT achievement data District benchmark exams
2	High mobility rate	students screened and enrolled in the most academically rigorous mathematics course	guidance counselors math teachers	Classroom walk throughs PLC data review	District benchmark end of course exams given each 9 weeks

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:	To maintain and improve academic achievement/focus and consistency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

39% (231) 9th grade students scored at Level 3 on the 2012 Algebra 1 End of Course Exam.			40%(191) of the current 9th grade students will score at Level 3 on the 2013 Algebra 1 End of Course Exam.	

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	Increasing numbers of economically disadvantaged students	AVID strategies Increase teacher ability to integrate Marzano instructional protocol Teacher-Leader Book Study	Reading Coach AVID Coordinator Administrative Team	Informal classroom observations Professional Development training Professional Learning Community (PLC) notes	Increase graduation rate Decrease drop-out rate Increase graduation rate of at-risk seniors Standardized test student achievement data
2	Instructional fidelity with Next Generation Sunshine State Standards and Core Curriculum	Implement purposeful common board Common assessments PLC collaboration Lesson Study	Reading Coach Administrative Team Curriculum Leaders	Evaluation of CBC notes from PLC sessions Informal observations	Standardized test student achievement data
3	Common Goal: Level of rigorous task in classroom instruction	Teachers use Webb's Depth of Knowledge stems to plan lessons. Teachers use the Algebra 1 End of Course exam item specifications to plan task for classroom instruction	Administrative team Algebra and Geometry lead teachers	classroom walk through Common board configuration	CWT data Informal observations
4	High mobility rate	Students placed in appropriate Math class based on previous school records and pretesting along with teacher recommendations	Guidance Counselors Teachers	Data Review through PLC	District Benchmark EOC exams End of course exams both at state and district level

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:	To maintain an dimprove academic achievement/focus and consistency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (78) 9th grade students scored Level 4 or higher on Algebra 1 End of Course Exam 2012.	18%(86) 9th grade students will score Level 4 or higher on the 2012 Algebra 1 End of Course exam.

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
	High mobility rate	Student data review	Algebra Lead Teachers	Professional Learning Communities (PLC)	District Benchmark End of

1			Administrative Team	Algebra Lead teachers	Course exams given every 9 weeks

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:	To maintain and improve academic achievement, focus and consistency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% No data available	30% (137) of current 10th grade students will score at level 3 on Geometry End of Course Exam

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	Increasing numbers of economically disadvantaged students	AVID strategies Increase teacher ability to integrate Marzano instructional protocol Teacher-Leader Book Study	Reading Coach AVID Coordinator Administrative Team	Informal classroom observations Professional Development training Professional Learning Community (PLC) notes	Increase graduation rate Decrease drop-out rate Increase graduation rate of at-risk seniors Standardized test student achievement data
2	76% (347) of current 10th grade geometry students are economically disadvantaged	Implement purposeful common board Higher order questioning AVID strategies	Administrative team AVID coordinator	Informal classroom obersvations Professional Development training Professional Learning Community (PLC) notes	Increase graduation rate Decrease drop out rate Increase graduation rate of at risk seniors
3	level of rigorous task in classroom instructions	Teachers us Webb's Depth of Knowlege stems to plan lessons. Teachers use the Geometry End of Course exam item specifications to plan task for classroom instruction	Administrative Team Geometry Lead Teachers	Classroom walk throughs CBC	Classroom walk through data
4	High mobility rate	Students placed in appropriate Math class based on previous school records and pretesting along with teacher recommendations	Guidance Counselors Teachers	Data Review PLC notes	District benchmark end of course exams given each 9 weeks

	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:	To maintain and improve academic achievement/focus and consistency	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
no data availabe for Geometry End of Course Exam	15% (68) of current 10th grade students will score at level 4 or higher on Geometry End of Course Exam	

	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 mobility rate	Student data review	Geometry Lead teachers Teachers Administrativ team	Professional Learning Communities Geometry Lead Teacher support	District benchmark end of course exams given each 9 weeks

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
Algebra 1	9-12	Algebra 1 Lead Teacher	Algebra 1 teachers	meeting every 4th Wednesday of the month at a minimum	Lead teacher wil be sharing information with curriculum leader and will share at department meetings and C4 meetings	Administrative Team
Advanced Mathematics (Algebra II Honors and above)	9-12	Advanced Math Lead Teacher	Teachers of Algebra II Honors and above	meeting every 4th Wednesday of the month at a minimum	Lead teacher wil be sharing information with curriculum leader and will share at department meetings and C4 meetings	Administrative Team
Geometry	9-12	Geometry Lead Teacher	Geometry teachers	meeting every 4th Wednesday of the month at a minimum	Lead teacher wil be sharing information with curriculum leader and will share at department meetings and C4 meetings	Administrative Team

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
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 Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	To increase the number of students who score at level 4,5, and 6 on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3) of the 2012 students scored at level 4,5 or 6 on FAA given in 2012	Increase the percentage of students who score at level 4,5 or 6 on FAA by 5%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	To increase the number of students scoring at level 7 or above on Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 40% (2) students scored at level 7 or higher on the Science Florida Alternate Assessment	To increase the percentage of students scoring at level 7 or higher by 3% on FAA

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	multiple levels of students in classroom	increase one on one assitance as needed manipulatives ACCESS points materials Differentiated instruction	teacher ESS Administrator Inclusion Coach	classroom observation	Florida Alternate Assessment

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	To maintain and improve the academic achievement in science through the use of best practices.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AYP data currently unavailable for Biology End of Course exam	70%(99) of the current 9th grade Biology students will pass the EOC Biology Exam

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	Teacher understanding and implementation of differentiated instruction	Lesson Study	Team leader	Informal Observations Student achievement data	Biology EOC
2	Fidelity of instruction	Science PLC	Curriculum leader	Evaluation of CBC's PLC minutes	Biology EOC
3	High percentage of economically disadvantaged students	HOT (higher order thinking skills)	Administrative Team	Evaluation of CBC's Informal observations	Increased graduation rate decreased drop-out rate

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

	AYP data is currently not available for Biology End of Course Exam	15% (21) of current 9th grade biology students will score at level 4 or higher on the 2013 Biology End of Course exam

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	65% economically disadvantaged students	Implement purposeful common board Higher order questioning AVID strategies	Administrative team AVID Coordinator	Informal classroom observations Professional Development training Professional Learning Community (PLC) notes	Biology End of Course Exam,

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
BioScopes lesson study	9-12	Lesson Study Facilitator	Biology teachers	periodically as scheduled	observation classroom walkthrough	Administrative Team

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

End of Science Goals

Writing Goals

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:	To maintain and improve academic achievement/focus and consistency through the use of the Continuous Improvement Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(344) students scored level 3 or higher in Writing	50% (466) students will achieve score at a level 3 or higher in Writing.

	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 ELL population	Create portfolio system for all students.	Administrative Team Writing Coach	Monitoring system created by Writing Coach/grade-level teams	Monthly writing prompts
2	Wide range of ability levels	Writing across the content areas Creating grade level writing portfolios	Administrative Team Writing Coach	Monitoring system created by Writing Coach/grade-level teams	semester assessments
3	Increasing number of students who are economically disadvantaged.	Writing across the content areas.	Administrative Team Writing Coach	Student writing portfolios	semester assessments on the portfolios
4	Lack of Teacher understanding of the FCAT 2.0 Writing assessment	Professional development for 9-10 English & ESOL teachers	Writing Coach	FCAT Writing Practice Assessments	FCAT 2.0 Writing Scores

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:	To improve the success rate of ESE students taking Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) students scored at level 4 or higher on Florida Alternate Assessment Writing	Increase the number of students scoring at level 4 or higher on Florida Alternate Assessment

	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	fixed mindset of teachers, students and parents of students ability to achieve	ACCESS points materials Differentiated instruction	teacher ESE Administrator Inclusion Coach	classroom observation teacher observation	Florida Alternate Assessment exam

		One on one assistance				

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
Student writing portfolios	9-12	Writing Coach	School wide	September 2012	semester writing practice PLC monthly	Administrative Team
Monthly instructional presentations connected to the SIP goals	9-12	Curriculum Resource Teacher Teacher leaders	School wide	Monthly	Monthly Department meetings	Administrative Team
Differentiated Instruction	9-12	ESOL CT	School wide	September 2012	Classroom walk through	Administrative Team
Language Arts PLCs	9-12	Curriculum Resource Teacher Teacher leaders	School wide	Monthly	PLC meetings	School wide
ELA 9-10 PLC	9-10	Teacher Leader	All 9 & 10th Grade English\ESOL teachers	2 TDY days	PLC Meeting Student Samples	PLC Leader Teacher-Leader

Writing 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
Professional development for FCAT 2.0 Writing	All ninth and tenth grade teachers will participate in writing training during the school day. Substitutes will be needed.	Title II	$3,690.00
			Subtotal: $3,690.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,690.00

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	To increase the number of students on target with U. S. History
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% of the students were on target based on the OCPS District End of Course Exam; 53% needs improvement; 28% needs much improvement	25% of the students will be on target based on the State of Florida End of Course Exam

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	Increasing numbers of economically disadvantaged students	AVID strategies Increase teacher ability to integrate Marzano instructional protocol Teacher-Leader Book Study	Reading Coach AVID Coordinator Administrative Team	Informal classroom observations Professional Development training Professional Learning Community (PLC) notes	Increase graduation rate Decrease drop-out rate Increase graduation rate of at-risk seniors Standardized test student achievement data
2	Teacher understanding of Common Core State Standards	Text Complexity Integration of Appropriate Leveled Nonfiction Text Across Contents Common assessments PLC collaboration Lesson Study	Reading Coach Administrative Team Curriculum Leaders	Notes from PLC sessions Informal observations	Standardized student achievement data
3	Standardized common assessments are not available to consistently track students' progress across the department No standardized pre/post yearly test	Create Edusoft benchmark exams to monitor progress Analyze data, address weaknesses, and collaborate with colleagues on strategies to increase student learning gains PLC meetings with American History teachers	PLC leader Curriculum leaders Administrative team	Notes from PLC meetings Data from Edusoft benchmark and pre/post exams created by PLC members	Standardized benchmark exams and student achievement data
4	Knowledge of content specific vocabulary	Direct instruction and use of best practices for teaching vocabulary Vocabulary notebooks based on the standards	American History teachers Curriculum leaders Administrative	Classroom discussion Vocabulary foldables and notebooks Word walls	Data from vocabulary quizzes Learning activities and games

			team		Teacher observation
5	Knowledge of computer based testing format and procedures and ability to navigate and read on computers Lack of student access to computer labs.	Students access s textbook websites and work on computer based test taking strategies Designate block of time for American History teachers	American History teachers Administrative team Curriculum leaders	End of Course exam practice tests on textbook websites Teacher observation	Standardized student achievement data through practice tests

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:	To increase the number of students scoring at or above on U. S. History End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% of the students were on target based on the OCPS District End of Course Exam; 53% needs improvement; 28% needs much improvement	25% of the students will be on target based on the State of Florida End of Course Exam.

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	Standardized common assessments are not available to consistently track students' progress across the department No standardized pre/post yearly test	Create Edusoft benchmark exams to monitor progress Analyze data, address weaknesses, and collaborate with colleagues on strategies to increase student learning gains PLC meetings with American History teachers	PLC leader Curriculum leaders Administrative team	Notes from PLC meetings Data from Edusoft benchmark and pre/post exams created by PLC members	Standardized benchmark exams and student achievement data
2	Lack of knowledge of content specific vocabulary	Direct instruction and use of best practices for teaching vocabulary Vocabulary notebooks based on the standards	American History teachers Curriculum leaders Administrative team	Classroom discussion Vocabulary foldables and notebooks Word walls	Data from vocabulary quizzes Learning activities and games Teacher observation
3	Lack of knowledge of computer based testing format and procedures and ability to navigate and read on computers Lack of student access to school based computer labs.	Students access s textbook websites and work on computer based test taking strategies Designate block of time for American History teachers	American History teachers Administrative team Curriculum leaders	End of Course exam practice tests on textbook websites Teacher observation	Standardized student achievement data through practice tests

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
US History teachers will come together to create common assessments to be placed on Edusoft in order to track students' progress towards completion of NGSSS and successful completion of the State of Florida EOC Exam.	American History	Delia Chacon	Mr. Beatty, Ms. Tobin, Mr. Ciminno, Ms. Rovira, Ms. Chacon	Every fourth Wednesday of the month	Observation of PLC meetings; Review of Edusoft data from American History classes	Betzabeth Reussow, Administrator

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:	Student attendance will improve school wide at all grade levels by 1%.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (3197) was the current attendance rate the 2011-2012 school year.	95% (2997)is the expected attendace rate for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
40% (1371)of students had excessive absences of 10 days or more.	35% (1104) will have excessive absences of 10 days or more for the 2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Excessive tardies were not calculated last school year.	Excessive tardies are not calculated.

	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	Consistent monitoring of attendance and student achievement	Attendance and student achievement is monitored through the use of weekly progress reports	Teachers Adminstrative Team	Site Team Meetings	Attendance Report
2	Students with low academic performance causing a lack of interest in school	Teachers will ensure attendance is taken period by period Average Daily Attendance will be placed in Attendance office to motivate students and parents. Utilization of Attendance Contracts during Child Study Team Meetings. Social Worker will make home visits after 5 absences. Increase in parent/guardian notification through use of school messenger. Reminderts of assigned detention/Saturday School. After 2 tardies, when Saturday School has been assigned, and when referral has been issued.	Assistant Principal Attendance Dean Attendance Clerks RTI through CSTM Team District Social Worker	Increase in attendance and decrease in absences as evidenced in monitoring by the Dean of Attendance, Attendance Dean Decrease in tardies as evidenced in monitoring by the Dean of Attendance. Attendance Dean will analyze effectiveness of the strategy and make changes accordingly.	Attendance monitoring report ACST log maintained in attendance Social Worker referral Plasco Tracking System Report on completed school messenger call daily
3	Family issues such as financial hardships, childcare, new immigrants to the area with language barriers.	ACST working with SAFE Coordinator, District Social Worker will provide assistance to families.	Assistant Principal Attendance Dean Safe Coordinator Attendance Clerks District Social	Assistant Principal, Attendance Dean and Social Worker will assess student information, and use interventions and resources available. The ACST Team will analyze effectiveness of strategy and make changes accordingly	ACST Binder

			Worker RTI through CSTM Team		
4	Lack of parental involvement	Increase parental involvement through increased contact with parents regarding attendance and academic success. Work with teachers through ACST to assist in monitoring students with high number of absences. Signs posted in English/Spanish articulating district attendance policy. Communication in English and Spanish regarding Attendance Policy in "Bear Facts" Newsletter. Principal CCHS Community outreach through electronic news letter	Assistant Principal Attendance Dean Safe Coordinator Attendance Clerks District Social Worker RTI through CSTM Team	Assistant Principal, Attendance Dean and Social Worker will assess student information, and use interventions and resources available. The ACST Team will analyze effectiveness of strategy and make changes accordingly	Parent/teacher conference forms Phone log "Bear Facts" Newsletter

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy and attendance	9-12	District	Assistant Principal Attendance Dean Attendance Clerks	Annual	Attendance Dean provides follow-up and disseminates information	Attendance Dean

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:	To decrease the number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year there were 738 offenses	During the 2012-2013 school year the number of offenses will decrease by 3% (22) to 716.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year there were 393 students who received In-school suspension.	During the 2012-2013 school year the number of students will decrease by 3% (12) to 381.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year there 679 offenses.	During the 2012-2013 school year the number of offenses will decrease by 3% (20)to 659.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year there 431 students who received Out-of-School Suspension	During the 2012-2013 school year the number of students will decrease by 3% (13)to 418.

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 lack of knowledge and understanding of Code-of conduct Cultural differences of new students from other countries	Regular review of code-of-conduct and video overviews.	Assistant Principal for Discipline: Mr. Buchanan Deans	Identification of students and tracking of data.	Discipline and suspension report - EDW
	Students lack of knowledge and understanding of Code-of conduct Cultural differences of	1)Survey teachers and identify needs 2)Provide staff/professional	Assistant Principal for Discipline: Mr. Buchanan Deans	1- Identification of teachers who need support with classroom management 2) Identification of	Discipline and suspension report - EDW

| 2 | new students from other countries | development for teachers.

2)Regular review of code-of-conduct and video overviews. | | students and tracking of data. | |
| 3 | | | | | |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom management	All	Deans, Assistant Principal for Discipline,District support	New teachers and other identified for support	First PD- Dec. 1. 2012	Meeting with teachers and tracking data.	Assistant Principal for discipline, DeansD

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			In the school year 2012-2013 the student drop out rate will decrease by 2%		
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
The current dropout rate is 28% (2)			The expected dropout rate is 12% (1)		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
The current graduation rate is 85% (615)			The expected graduation rate is 86% (709)		

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	Increased ACT/FCAT reading concordant score.	Guidance counselors will coordinate ACT registration drive, practice ACT test, and conduct individual and classroom discussions with students regarding the ACT/SAT tests. ACT/SAT test strategies are embedded in FCAT reading classes.	Administrative Team Guidance and Reading teachers	Compile and analyze ACT registration and score data.	ACT Score Report and ACT Attendance data
2	Reduced opportunities for credit recovery.	Continue use of E2020 class at Cypress Creek High School. Individual meetings with students in need of credit recovery to establish an action plan. .	Administrative Team Guidance Counselors	Successful completion of coursework.	E2020 progress report and Night School completion form.

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
Reestablish goals of 5-Star program	9-12	Assistant Principal	Parents, staff, and school wide clubs	Monthly focus at department meetings	Timeline for completion of each task	Assistant Principal

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Develop working relationships with the parents of our students by increasing participation at Cypress Creek High School: School Advisory Council (SAC), Parent Leadership Council (PLC), AVID Parent Association, International Baccalaureate (IB) Parent Group, Athletic Boosters, Theatre Arts Parents, Band parents, Guard Parents, Reading Parent Involvement Events, Culinary Academy Advisory Board, Medical Academy Parents, ROTC Parent Participation, Business Award Ceremony, Health & Public Affairs (HPA)College Expo, Institute of Science Technology Engineering and Mathematics (ISTEM) College Expo, Institute of Arts and Media (IAM) College Expo, Open House, and Parent Events hosted by our Guidance Department.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
54% (1674) parents out of 3100 students	57% (1775) parents out of 3100 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	Increase current level of Parent Involvement	Encourage attendance at School Advisory Council, Parent Leadership Council, and any sport, performing arts, and/or AVID or IB parent meeting.	Assistant Principal	Research the data of parent involvement by charting Addition Volunteer hours	Addition volunteer hours
	Buidling a since of	Organize college	Counselors	Monitoring participation	Overall

2	awareness for students	workshops and new student orientation		at events	attendance at public events
3	Creating a community for Cypress Creek	Utilizing Connect Ed and Bear Channel News to promote parent involvement	Principal	5-Star School Program	Completion of portfolio of 5-Star School
4	Enlisting avenues for students, parents, and teachers to have questions answered regarding English Language Learners. (ELL)	Invite all students, parents and teachers that have any questions that arise regarding English Language Learners to visit the ELL office and to attend Parent Leadership Council that meets 4 times a year.	Assistant Principal	Documented discussion log and Parent Leadership Council minutes.	Assistant Principal along with the staff of the ELL office will discuss effectiveness at weekly office meetings.

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
Reestablish 5-Star Program	9-12	Assistant Principal	Schoolwide	Monthly department meetings	Timeline for 5-Star Program	Principal

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:	75% (2325) of students taking science classes (Biology, Chemistry and Physical Science) in grades 9-12 will participate in a STEM Design Challenge Project.

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	Resources	STEM Projects as part of CIA for Biology, Chemistry and Physical Science.	Shari-Foster Hennighan Cap Jadonath	Science Teachers developing Assessment Rubrics during PLC's.	Science Teachers grading their students STEM Design Challenge Project.
2					
3					

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						

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	In 2011-2012, 85 students obtained industry certification. In 2012-2013, CCHS will increase the number of industry certifications by 10% (9).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Cost of software & licenses for students to take the industry certification tests. 1.2. Cost to students to take the industry certification test. (Health Sciences, Digital Video Production & Culinary) 1.3. Lack of paid internships available.	1.1. All teachers in CAPE Academy are certified. 1.2. Use practice software to prepare students for industry certification test. 1.3. Visit model classrooms to observe similar programs.	1.1. Assistant Principal 1.2. Assistant Principal 1.3. Assistant Principal	1.1. Monitor student data from practice software. 1.2. Monitor the number of students achieving industry certification. 1.3. Teacher Feedback	1.1. Certification Exam 1.2. Pre-Test Data

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Enrollment & Performance in Advanced Programs. 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. Enrollment & Performance in Advanced Programs. Goal Enrollment & Performance in Advanced Programs. Goal #1:	To maintain and improve by 3% academic achievement/focus and consistency through the use of the Continuous Improvement Model in the IB program and increase performance on Advanced Placement Exam.
2012 Current level:	2013 Expected level:
135 IB Diploma Candidates May 2012 Diploma pass rate was 82% (68/83) 53% of Advanced Placement Students scored a 3 or higher on AP Exams	140 IB Diploma Candidates May 2013 Diploma pass rate will be 85% (65/77) 56% of Advanced Placement students will score a 3 or higher on AP exams

	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	SES of IB Diploma candidates on FRL as of 9/6/2012 is 41%. SES of Pre-IB students is 49%. (38/106)	Monitor FRL levels Offer students use of SAFE Coordinator, Creek Boutique, and Creek Pantry Implement meaningful common board, attend available IBO sanctioned professional development, utilize higher order thinking skills.	IB Guidance Counselor IB Coordinator	IB Diploma Pass Rate	IB Diploma Pass Rate
2	Student and parent understanding of the rigors and requirements of the IB Diploma Program	Create a handbook to give to all potential Pre-IB students at IB Programme Open House and Magnet Fair Create Extended Essay and CAS Handbooks to lay out requirements of IB Programme	IB Coordinator CAS Coordinator Extended Essay Coordinator	Increased applications for Program	Retention of IB students through all four years of the Program IB Pass Rate
3	Fixed mindsets of teachers & students	Working with complex text; Professional Learning Communities Writing; Inquiry; Collaboration; Reading; Meaningful Common Boards; Webb's Depth of Knowledge IBO/FLIBS training IB Math Tutoring IB Probation Higher Order Thinking	IB Coordinator PLC Leaders IB Math Teachers IB Guidance Counselor	Weekly Progress Reports Teacher-initiated Parent-Teacher Conferences Proactive interventions Probation System IB Diploma Pass Rate	Retention of IB students through all four years of the Program IB Diploma Pass Rate
	Lack of awareness of benefits of AP classes with students and	Host AP Parent night in January to promote AP courses before	Rebecca Mayo, AP coordinator and Tina Bulled,	Analysis of data for enrollment of qualified, motivated students	PSAT results

4	parents.	registration. Use AP Potential to systematically target underrepresented students for enrollment in AP courses	Guidance Dept chair.		
5	Students lack of test taking strategies.	Coordinate/administer practice tests for all AP subject areas	Rebecca Mayo, AP Coordinator	Analysis of Practice test data	Practice tests from AP Central
6	Students have difficulty accessing higher level material.	Offer PD on AVID strategies to give kids tools to scaffold material.	Courtney Lee, AVID Coordinator	Classroom observation; scores on practice tests	Classroom walkthroughs

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
DBQ PLC	9-12	Nicole Boujaber	Social Studies teachers	Every 4th Wednesday	Classroom observation	Administrative Team
AP SS Lesson Study	9-12	Rebecca Mayo	AP social studies teachers	3 cycles	Classroom observation	Administrative Team
AP taskforce	9-12	Rebecca Mayo	All AP teachers school-wide	Once per 9 weeks	Classroom observation	Administrative Team
AVID Cross-curricular	9-12	Courtney Lee	All teachers school-wide	Once per 9 weeks	Classroom observation	Administrative Team
IB Professional Learning Community focusing on Deliberate Practice	9-12	Jennifer Schinleber	Accessing the Online Curriculum Center Monthly to engage in discussions regarding changes, updates, and best practice for IB	monthly	observation, classroom walkthrough	Administrative Team

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

Increase enrollment and performance in advanced placement programs. Goal:

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

Increase the percentage of AVID students enrolled in AP classes. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Increase the percentage of AVID students enrolled in AP classes. Goal Increase the percentage of AVID students enrolled in AP classes. Goal #1:	Increase the percentage of AVID students enrolled in AP classes
2012 Current level:	2013 Expected level:
31 % (85) AVID students were enrolled in AP classes. 67% of AVID Seniors (37) took the SAT. 73% of AVID Seniors (40) took the ACT. 100% (45) of AVID Seniors will take both SAT and ACT.	50% of AVID students (107) students will be enrolled in AP classes.

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	Mental model of students and parents	Tutorials	1AVID Coordinator Guidance Core Teachers	Professional Learning Community (PLC)	Enrollment in AP courses
2	Mental model of students and parents (no benefit in taking both ACT and SAT)	Emphasis of waivers and continued test-prep for both SAT and ACT in the AVID Elective class for all grade levels.	AVID Coordinator	PLC	AVID Senior Data 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
IB Training of New Teachers	9-12	J. Schinleber	World languages, Psychology, English	June 2013	Use of classroom strategies	IB Coordinator
IB Magnet Teacher Meetings	9-12	J. Schinleber	IB Magnet Teachers	Third Wednesdays of the month	Minutes	IB Coordinator

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 Increase the percentage of AVID students enrolled in AP classes. Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Fidelity of instruction	EDGE student workbooks	Supplement Academic Instruction	$4,000.00
				Subtotal: $4,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small Group Instruction	Integration of a Technology Center in the reading classes. This requires at least 4-6 computers in each reading classroom. There are 11 reading classrooms. Some computers will be reallocated and some will be purchased.	School Budget	$10,000.00
				Subtotal: $10,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small Group Instruction	Teachers will attend 2 Saturday trainings to improve their ability to integrate small group instruction into their reading classrooms.	Title II	$2,604.00
Reading	Systematic Approach to Reading in Learning Strategies	Subs will be provided for ESE teachers for 3 days over the course of the year. This time will be use for the reading coach and the inclusion coach to provide training on integrating reading strategies into the learning strategies class.	Title II	$1,500.00
Reading	Text Complexity	Reading Coach will train each content area on early release days.	N\A	$0.00
Reading	Common Core State Standards	Substitutes are needed for the Black Belt team which will support the integration of Common Core Standards into instruction	District Level Funds & Title II	$1,500.00
Reading	Content Area Reading Instruction	Beginning teachers will have 3 TDY days to work with instructional coach and reading coach to learn how to content area reading into their instruction	Title II	$2,100.00
Writing	Professional development for FCAT 2.0 Writing	All ninth and tenth grade teachers will participate in writing training during the school day. Substitutes will be needed.	Title II	$3,690.00
				Subtotal: $11,394.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $25,394.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

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 council is working on beautification of the school, 5-Star School, involving more parents, monitoring FCAT progress to establish an 'A' school, SAC student members earning cords, and focus on school spirit along with issues of remodeling of the campus.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Orange School District CYPRESS CREEK HIGH 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	71%	73%	43%	229	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	46%	72%			118	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?	45% (NO)	56% (YES)			101	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					458	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District CYPRESS CREEK HIGH 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	76%	79%	39%	241	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%	76%			129	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?	45% (NO)	59% (YES)			104	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					484	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested