

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI CORAL PARK SENIOR HIGH

District Name: Dade

Principal: Dr. Nicholas JacAngelo

SAC Chair: Maria Handal

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/26/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. NickJacAngelo	Bachelor's of Science in Special Education Master's of Science in Guidance and Counseling Master's of Science in Biology Master's of Science in Divinity Master's of Science in Educational Leadership Doctorate of	8	17	'12 '11 '10 '09 '08 School Grade A D C C AYP NO NO NO NO NO High Standards Rdg. 47 52 47 45 42 High Standards Math 57 77 79 77 70 Lrng Gains-Rdg. 63 60 53 51 53 Lrng Gains-Math 65 75 77 75 75 Gains-Rdg-25% 70 61 45 46 53 Gains-Math-25% 69 64 64 68 72

		Education in Educational Leadership			
Assis Principal	ChristinaPerez-Bellon	Bachelor's of Science in Health Education Master's of Science in Secondary Science Education Certificate in Educational Leadership	5	8	'12 '11 '10 '09 '08 School Grade A D C A AYP NO NO NO NO NO High Standards Rdg. 47 52 47 45 42 High Standards Math 57 77 79 77 70 Lrng Gains-Rdg. 63 60 53 51 53 Lrng Gains-Math 65 75 77 75 75 Gains-Rdg-25% 70 61 45 46 53 Gains-Math-25% 69 64 64 68 72
Assis Principal	Dr. David Cadaval	Bachelor's of Science in Elementary Education Master's of Science in Urban Education Doctorate of Education in Educational Leadership	2	10	'12 '11 '10 '09 '08 School Grade C D D D AYP NO NO NO NO NO High Standards Rdg. 47 21 35 29 23 High Standards Math 57 59 64 58 49 Lrng Gains-Rdg. 63 36 44 40 41 Lrng Gains-Math 65 66 69 66 69 Gains-Rdg-25% 70 47 41 45 45 Gains-Math-25% 69 62 61 64 68
Assis Principal	Yvette Sell	Bachelors of Arts in Specific Learning Disabilities and Elementary Education Masters of Science in Educational Leadership Doctorate of Education in Educational and Organizational Leadership	1	8	'12 '11 '10 '09 '08 School Grade A D C A AYP NO NO NO NO NO High Standards Rdg. 47 52 47 45 42 High Standards Math 57 77 79 77 70 Lrng Gains-Rdg. 63 60 53 51 53 Lrng Gains-Math 65 75 77 75 75 Gains-Rdg-25% 70 61 45 46 53 Gains-Math-25% 69 64 64 68 72
Assis Principal	Dr. Isolyn Hillhouse	Bachelor's of Arts in Economics Master's of Science in Educational Computing and Technology Doctorate of Education in Organizational and Instructional Leadership	12	1	'12 '11 '10 '09 '08 School Grade B D C B B AYP Yes NO Y NO NO High Standards Rdg. 79 30 40 50 45 High Standards Math 86 45 48 60 63 Lrng Gains-Rdg. 63 50 63 64 60 Lrng Gains-Math 63 64 76 72 80 Gains-Rdg-25% 70 65 70 72 64 Gains-Math-25% 60 71 84 67 75

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Rosalind Gooding	Bachelor's of Science in Sociology Bachelor's of Science in English Education Master's of Science in Reading	28.5	7	'12 '11 '10 '09 '08 School Grade A D C C AYP NO NO NO NO NO High Standards Rdg. 47 52 47 45 42 High Standards Math 57 77 79 77 70 Lrng Gains-Rdg. 63 60 53 51 53 Lrng Gains-Math 65 75 77 75 75 Gains-Rdg-25% 70 61 45 46 53 Gains-Math-25% 69 64 64 68 72

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional development sessions led by highly effective teachers.	Administration	April, 2013	
2	2. Vertical and Horizontal collaboration	Administration / Department Chairs	April, 2013	

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
1	<p>Teacher will receive guidance from mentor and will register for professional development specifically focused on the content area of English.</p> <p>Ms. Garcia is also in the process of taking classes for her reading endorsement.</p>

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
148	2.7%(4)	8.8%(13)	46.6%(69)	41.2%(61)	42.6%(63)	100.0% (148)	4.1%(6)	11.5%(17)	10.8%(16)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alicia Hartlaub	Ms. veronica Avila-Weibezahn	Mentor will be able to provide guidance as far as IEP completion and compliance as well as assistance with classroom planning.	Grade book training, data chats, classroom modeling, lesson planning.
		Mentor will provide guidance in	

Theresa Morrow	Leia Garcia	creating SMART educational goals, support with utilizing the gradebook.	Grade book training, data chats, classroom modeling and lesson.
Wendy Ferreiro	Robert Vicen	Mentor will provide guidance in creating SMART educational goals, support with the completion of IPDP, and IPEGS	Grade book training, data chats, classroom modeling and lesson planning.
Diana Doria	Marina Garcia	Mentor will be able to provide guidance as far as IEP completion and compliance as well as assistance with classroom planning	Grade book and SPEDMS training, data chats, classroom modeling and lesson planning.

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

Miami Coral Park Senior High School provides services to ensure students requiring additional remediation are assisted through after-school programs or Adult Education. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Another program that is integrated into the school-wide program is Peer Mediation. This is a program that has a peer-to-peer approach to conflict resolution. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

Miami Coral Park Senior High receives funds to support the Educational Outreach Program. Services are coordinated with District Drop-out Prevention Program. Incentives are provided to students with perfect attendance and the parent liaison and the school's social worker assist the administration to contact parents' of students who are truant.

Title II

Miami Coral Park Senior High uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Services are provided through District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

- Tutorial programs to target students' FCAT weaknesses in Reading, Mathematics, Writing, and Science.
- Parent out-reach activities
- Behavioral/mental counseling services
- Professional development on best practices for ELL and content area teachers
- Coaching and mentoring for ELL and content area teachers

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Miami Coral Park Sr. High will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Miami Coral Park Sr. High offers a non-violence anti drug program to students that incorporates community service and counseling.

Nutrition Programs

- 1) Miami Coral Park Sr. High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and vending machine snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High school completion courses are available to all eligible Miami Coral Park Senior High students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parental Involvement:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Miami Coral Park Senior High School's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Additionally, parents will also be introduced to the Parent Liaison to further familiarize themselves with the Programs provided through Title I.

Increased parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Informal parent surveys will be conducted to determine specific needs of our parents. Once assessed, workshops, Parent Academy Courses, etc., may be scheduled to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. Confidential "as-needed services" will be provided to any student at Miami Coral Park Senior High School as situations arise.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Select General Education Teachers (English, Math, and Science Department Chairs), members of the Curriculum Council: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) and English Language Learners (ELL) - (SPE, Gifted, and ELL Department Chairs): Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Reading Instructional Specialist (Reading Coach):

Develops, leads, and evaluates school core content standards/ programs; identify and analyzes existing literature on scientifically based curriculum / behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services Personnel (Student Services Department Chair, CAP Advisor, and Trust Counselor): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students

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?

Miami Coral Park Senior High School's MTSS/RtI Team is an extension of the school's Curriculum Council. Meetings focus around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students?

The team meets once every three weeks to engage in the following activities: Review student data and link outcomes to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at moderate / high risk for not meeting benchmarks. The team will then identify professional development and resources to aid teachers in the development of lesson plans that will incorporate effective strategies. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes while facilitating the process of building consensus among all staff members to produce consistent improvements while providing consistent feedback.

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?

Miami Coral Park High School's MTSS/RtI Leadership Team will meet with the School Advisory Council (SAC), the Curriculum Council, and the Administration to help develop the SIP.

The team will monitor and provide data on academic and behavioral / disciplinary areas that need to be addressed, including, but not limited to: the setting of clear expectations for instruction, the facilitation of the development of a systemic approach to teaching (Higher Order Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing) and align processes and procedures for attendance and disciplinary issues.

The MTSS/RtI team will focus on the utilization of standards to develop the curriculum, and the use of common assessment to determine what students have learned. The MTSS/RtI team will incorporate the MTSS/RtI problem solving model to aid

students who are not meeting standards after analyzing assessment data. Enrichment activities will be provided to students who are meeting standards.

Professional Development activities will be provided to the faculty that aligns with the needs of the students.

The MTSS/RtI team will maintain communication with the administration, leadership team, curriculum council, and student services to provide updated information on procedures, progress, evaluation of daily instruction and interventions in order to meet the school's goals.

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 will be utilized to drive instruction on a continual basis to meet the specific needs of students. The gathering of data will also drive the creation of professional development activities and the allocation of resources so that the faculty has the necessary tools to increase student achievement.

Academic Managed data includes: Interim Assessments (Baseline, Fall and Winter), Florida Comprehensive Assessment Test (FCAT), and Florida Assessments for Instruction in Reading (FAIR), End of Course Exams (Algebra, Geometry, and Biology), Florida Continuous Improvement Model (FCIM), and Focus Calendars.

Behavior Managed data includes: Students Case Management System (Detention, Indoor and Outdoor Suspensions, Expulsion and Attendance).

Describe the plan to train staff on MTSS.

Professional development will be provided at Miami Coral Park Senior High School during teachers' Professional Learning Community (PLC) meeting days and small sessions will occur throughout the year, primarily during Professional Development early release days. Staff will be provided with a network of on-going support to understand the MTSS/RtI principles and procedures through the MTSS/RtI Leadership team.

Describe the plan to support MTSS.

The team will maintain communication with the administration, leadership team, curriculum council, and student services to provide updated information on procedures, progress, evaluation of daily instruction and interventions in order to meet the school's goals. The staff will be provided with a network of on-going support to understand the MTSS/RtI principles and procedures through the MTSS/RtI Leadership team.

Alignment of policies and procedures will take place between grade level, subject matter, and individual classrooms so that all faculty members are both knowledgeable and feel comfortable with the process of providing meaningful interventions.

Faculty will be provided with Professional Development that will instruct them in accessing data pertaining to their educational goals. Data chats will be led by the administration so that help in analyzing pertinent data is done on an individual basis.

Collaborative planning will be conducted through departments so that teachers may discuss, plan, and evaluate instructional methods that align with core student goals.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Dr. Nick JacAngelo, Principal: Acts as the instructional leader for the staff as a whole, and reinforces the idea that all students can learn and improve academically by providing the needed support to the faculty and students body.

Dr. David Cadaval, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures

implementation of intervention support and documentation, ensures adequate professional development for staff members, and communicates with parents regarding school-based initiatives in Reading.

Rosiland Gooding, Reading Dept. Chair: Develops, leads, and evaluates school literacy plan and presents items to the school's Curriculum Council. Models strategies that best correlate to specific content areas. Based on data, classifies student needs to identify appropriate evidence-based intervention strategies to improve students' reading skills. Assists in monitoring, collecting and analyzing data. Designs and delivers Reading professional development to support teachers' delivery of instruction.

Christina Perez-Bellon, Assistant Principal

Isolyn Hillhouse, Assistant Principal

David Cadaval, Assistant Principal

Marcie Levy, Fine Arts Department Chair

Horacio Sierra, ESOL Department Chair

Rachel Sturgeon and Diana Doria, SPED Department Chairs

Richard Quintana, Gifted Department Chair

Theresa Keefe and Wendy Ferreiro, English Department Chairs

Luis Alvarez and Jai Shamdasani, Math Department Chairs

Manuel Rodriguez, Physical Education Department Chair

Sergio Cartas, Science Department Chair

Jan Motley, Social Studies Department Chair

Charlie Delahoz, Vocational/Technology/Business/Co-op Education Department Chair

Jose L. Rodriguez, World Languages Department Chair

John Dinicola, Student Services Department Chair

Robert Monteagudo, Test Chairperson

All members will be responsible for disseminating information to school faculty about reading initiatives taking place in the school. Provide assistance to teachers who need support when integrating reading strategies into core content areas.

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

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. During monthly meetings, the LLT will review student data to make instructional decisions to affect student progress in reading. Data on the Reading Baseline, Fall, and Interim Assessments will be desegregated and presented prior to meeting with the LLT. Data will be reviewed to classify students who are not meeting/exceeding benchmarks. Based on the data, the team will aid teachers in the development of lesson plans that will incorporate reading strategies across all content areas. Professional development(s) will also be provided by the Reading/Language Arts Department Chairs and the LLT Leadership Team to instruct faculty on the implementation of Reading strategies in their class lessons.

Additionally, the principal will expand the LLT by encouraging personnel from various sources, including the District and Regional support staff. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RTI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

- To promote Reading across the curriculum in the content area courses, and especially within electives (including physical education).
- To develop a vocabulary plan highlighting FCAT words for the use in all subject areas.
- To improve attendance in after school and Saturday school tutoring.
- To invite members from the community to read, discuss and analyze literary works to promote the joy of reading.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction / interventions within all the content area classes. Students not making mastery will be offered assistance through after-school tutoring through the Supplemental Education Services (SES) provided through Title I.

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through Reading Plus and FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Teachers in the Social Studies and Science Departments will incorporate instructional reading strategies that specifically target the content cluster of Reference/Research.

Physical Education Department will work closely with students to read informational texts in the style of the Reading FCAT exam to develop students reading comprehension skills.

Students receiving after-school and Saturday school detention will be placed on computers to work on Reading Plus.

*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?

Miami Coral Park Senior High School offers elective courses in art, business, technology, and diversified career training. Students have the opportunity to work towards earning Industry Certification in: Photoshop, AutoCAD, Dreamweaver, Mouse, ProStart, and CDA from the Department of Children and Families. In addition, Miami Coral Park Senior High School has a Magnet Engineering Program that works closely with Florida International University to provide students with a rich curriculum through hands-on activities. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant.

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?

At the beginning of the school year counselors meet with individual students to go over students' academic progress through the analysis of the students' credit profile. Students at each grade level are given their GPA, the list of courses they still need to complete in order to fulfill graduation requirements, and are explained opportunities available to them at Miami Coral Park Senior High School. In the spring of every year, students and parents participate in the course selection process that exposes them to next year's curriculum to inform their course selection. After the course selection process, students meet one-on-one with a counselor to decide what classes will be taken. Parents are encouraged to attend these meetings and final course selection is sent home for parental signature. The school offers students elective courses in art, business, technology, and diversified career education. Many courses focus on job skills and computer skills. A full-time College Advisor (CAP) will spend time with all students on college planning through career fairs, and grade level meetings. The counselor also provides students with a financial aid workshop and sends monthly electronic scholarship bulletins, which are also available on our school's website. Students are encouraged to seek financial support by applying to a variety of scholarships and grant programs. In the past five years Miami Coral Park Senior High School has gleaned more than \$50,000,000 in scholarships.

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](#)

An analysis of the High School Feedback Report, indicated that Miami Coral Park Senior High School has a higher rate than both the district and the state in the following pre-graduation indicators: Percent of 2012 graduates who scored at level 3 or higher on the 10th grade FCAT in math and percent of 2012 graduates who took the SAT and CPT. Miami Coral Park Senior High School also had a higher rate than the district in the following pre-graduation indicators: Percent of 2011 graduates who scored at level 3 or better on the 10th grade FCAT in reading and both reading and math, and percent of 2012 graduates with

standard high school diploma who took the SAT/ACT/CPT and scored at or above college-level cut scores in Math, Reading, Writing.

The High School Feedback Report also indicated that Miami Coral Park Senior High School had a higher rate than both the district and the state in the following post-graduation indicators: Percent of 2012 graduates enrolled in a Florida public postsecondary institution in Fall 2012, percent of 2012 graduates at a community college and technical education center in Florida in 2012, percent of graduates enrolled in college credit courses in Fall 2012 at a Florida public post-secondary institution earning a GPA above 2.0, percent of graduates enrolled in college credit courses at independent college and universities of Florida earning a GPA above 2.0, percent of graduates who successfully completed Intermediate Algebra (for elective credit only) and entry-level math (for math credit), and percent of graduates who successfully completed the remedial reading or writing courses as well as other college-level English.

The following are strategies that have proven to be effective for Miami Coral Park's student population, which we will continue to implement, are the following:

- Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth and eleventh grade student who might be interested in taking the test to do so.
- Students in eleventh and twelfth grade will be provided with SAT preparation for the verbal section of the examination in their language arts classes.
- Partner our engineering students with local colleges to provide support for students through dual-enrollment and summer enrichment programs.
- Students will participate in career planning through the state's Facts.org website and complete the ePEP, portfolio, interest inventory, and monitoring their Bright Futures award eligibility.

• Throughout their high school career (grades 9–12) they will complete a career portfolio through their language arts classes.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 23% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students' proficiency by 11 percentage points to 34%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (319)	34% (468)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Reading Test was reporting Category 2, Reading Application Ninth grade students can regress to a Level 2 because they may not be enrolled in a reading class where reading strategies are used daily.	Items Specs analysis to be reviewed with both teachers and students. Enhance existing curriculum with more non-fiction/ informational texts Incorporate a Reading Carrousel. Infuse the use of more Common Core Exemplar texts Continue scaffolding of reading concepts and strategies across the curriculum.	MTSS/RTI Leadership Team	Ongoing classroom Assessments. Progress Checks from Reading Plus, Jamestown Reading Navigator (JRN), and Hampton Brown Edge (HBE). Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention.	Formative: Bi-Weekly Mini Assessments District Interim Assessments Summative: FCAT 2.0 2013 Assessment
2	An additional area of deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting Category 4: Informational Text and Research Process	Students will utilize instruction in concept maps, anchoring conclusions back to the text and reading from a wide variety of texts to help build their knowledge to understand how multiple elements influence the meaning of text.	MTSS/RTI Leadership Team	Ongoing classroom assessments. Progress checks from JRN, HBE and Reading Plus. Conduct teacher data chats to assess effectiveness of teaching strategies and intervention.	Formative: Bi-Weekly Mini Assessments District Interim Assessments Summative: FCAT 2.0 2013 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 FAA Reading Test indicate that 27% of students achieved a level 4, 5 or 6 "achieved proficiency." Our goal for the 2012-2013 school year is to increase students' proficiency by 5 percentage points to 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:

27% (3)					32% (4)
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	For FAA students, retaining background knowledge is challenging, as is determining the essential message in a text in order to identify cause/effect relationships.	Students will make purposeful responses to pictures paired with words, make predictions and use graphic organizers. Identify differences and similarities in stories. Correctly retell the sequence of events	RtI Leadership Team Assistant Principal in charge of the SPED Department SPED Program Chair	Conduct Teacher Data Chats to assess effectiveness of teaching strategies Ongoing classroom assessments. Progress checks	Formative: Bi-Weekly Mini Assessments District Interim Assessments Summative: FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 22% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 students by 4 percentage points to 26%
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (300)	26% (358)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth was Category 2, Reading Application. Students may not have been sufficiently exposed to a variety of documents containing different text structures because they were not currently enrolled in Intensive Reading classes	Incorporate SAT/ACT practice sessions within their Language Arts classes on a regular basis. Incorporate AP strategies within the honors/gifted level Language Arts classes on a regular basis. Utilize SAT/ACT online practice tests. Avoid interference of prior knowledge. Increase text complexity.	MTSS/RtI Team	Ongoing classroom assessments/observations. Use of district/state rubrics.	Formative: District Interim Assessments Summative: FCAT 2013 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	The results of the 2011-2012 FAA Reading Test indicate that
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reading. Reading Goal #2b:	9% of students achieved levels 7, 8 or 9 proficiency. Our goal for the 2012-2013 school year is to increase level 7-9 students by 3 percentage points to 12%
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1)	12% (1)

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	While level 7-9 students have mastered generalized specific academic skills, an anticipated barrier may include having all students identify a variety of text structures and describe how they impact meaning in the text.	Teach text marking and incorporating graphic organizers on a regular basis.	Assistant principal in charge of SPED SPED Department Chair	Ongoing classroom assessments/observations.	Bi-Weekly Mini Assessments Summative: FAA 2013

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 63% of students made learning gains. The current level of performance will increase 3 percentage points from 63% to 66% of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (771)	68% (832)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 administration of the FCAT Reading Test revealed that 37 percent of students did not make learning gains with deficiencies in the reporting category of Reading Application. As a whole students did not take advantage of after school / Saturday school tutoring. Many students identified as needing intervention had transportation problems or after school employment.	Individual Student Data Chats in both the ninth and tenth grade English classes and Reading classes. Create a team of teachers to make direct contact to parents' of students in need of intervention. Provide incentives for students attending after-school tutoring. Utilize the push-in method to enhance instruction across the curriculum. Identify students in the	MTSS/RtI Leadership Team Assistant Principal in charge of the Reading	Monitor tutoring attendance logs Review reports from instructional tools used in tutoring (FCAT Explorer) to ensure students are making adequate progress. Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention.	Formative: FCAT Explorer Progress data Reading Plus reports District Interim Assessment Summative: FCAT 2.0 2013 Assessment

	<p>Lowest 25% and hold an FCAT Parent Night to address FCAT requirements and schedule students into Saturday Academy and afterschool tutorials.</p> <p>Utilize the push-in method to enhance instruction.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Did not meet the 10 minimum student requirement students
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Most FAA students lack the ability to complete assignments outside of school, thus limiting their potential for growth.	Enhance classroom instruction by incorporating a variety of strategies that target each student's weaknesses and enhance their strengths.	MTSS/RtI Leadership Team	Ongoing classroom assessments/observations.	Bi-Weekly Mini Assessments Summative: FAA 2013

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:	The results of the 2010-2011 FCAT Reading Test indicate that 61% of students in the lowest 25% made learning gains. The current level of performance will increase five percentage points from 61% to 66% of students in the lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(224)	75%(240)

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
	4.1. Students did not take advantage of computer generated programs such as FCAT Focus and Reading Plus. This	4.1. Increase usage of on campus computer labs by generating a schedule for teachers to use the Reading Plus	4.1. RtI Leadership Team Reading Coach	4.1. Review bi-weekly Reading Plus and FCAT Focus reports to ensure progress is being made and adjust intervention	4.1. Formative: Reading Plus/FCAT Focus progress data

1	<p>led to a deficiency in the reporting category of informational Text and Research Process.</p> <p>Students also, do not take advantage of afterschool and Saturday Success Academy tutoring.</p>	<p>Program, FCAT Focus and FCAT Explorer.</p> <p>Ninth grade World History, and Freshman Leadership, will also be given lab time to use the Reading Plus Program.</p> <p>FCAT Focus will be used among tenth grade English classes.</p> <p>Provide incentives for students completing the Reading Plus/FCAT Focus activities successfully.</p> <p>Identify students' in the Lowest 35% and hold an FCAT Parent Night to address NGSS changes and schedule students into Saturday Success Academy and afterschool tutorials.</p>	<p>Assistant Principal in charge of the Reading Department</p>	<p>as needed.</p> <p>Review tutoring logs</p> <p>Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention.</p> <p>Parent Sign-in Sheets for FCAT Parent Night</p>	<p>District Interim Assessment</p> <p>Bi-weekly Mini Assessments</p> <p>Summative: FCAT 2012 Assessment</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from the 2011-2017 is to reduce the present of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 Baseline Test indicates that 59% of the students in the Hispanic sub-group achieved proficiency. Our goal is to increase proficiency of students in the Hispanic subgroup by 4 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(608)	63%(815)

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
	Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup showed deficiencies in Reading Application.	Early identification of students and teachers to allow teachers time to develop differentiated instruction to facilitate students in need.	MTSS/RtI Leadership Team	MTSS/RTI Leadership Team will meet monthly to monitor student progress. Reading Department Chair will monitor participation	Formative: FAIR Data District/School Assessment Data District Interim

1	Appropriate and timely placement of students in tutoring has been an obstacle.	<p>Early notification to parents of the need and importance of intervention</p> <p>Inform teachers of student progress on a monthly basis</p> <p>Create Intensive Reading Plus Class for 9th and 10th grade.</p>		<p>logs.</p> <p>FAIR analysis of data</p>	<p>Assessment</p> <p>Bi- Weekly Mini Assessments</p> <p>Summative: FCAT 2.0 2013 Assessment</p>
2	<p>Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup showed deficiencies in Reading Application.</p> <p>Appropriate and timely placement of students in tutoring has been an obstacle.</p>	<p>Early identification of students and teachers to allow teachers time to develop differentiated instruction to facilitate students in need.</p> <p>Early notification to parents of the need and importance of intervention</p> <p>Inform teachers of student progress on a monthly basis</p> <p>Create Intensive Reading Plus Class for 9th and 10th grade.</p>	MTSS/RtI Leadership Team	<p>MTSS/RTI Leadership Team will meet monthly to monitor student progress.</p> <p>Reading Department Chair will monitor participation logs.</p> <p>FAIR analysis of data</p>	<p>Formative: FAIR Data</p> <p>District/School Assessment Data</p> <p>District Interim Assessment</p> <p>Bi- Weekly Mini Assessments</p> <p>Summative: FCAT 2.0 2013 Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 38% of students in the ELL subgroup achieved proficiency. Our goal is to increase ELL students' proficiency by 5 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(69)	43%(110)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Many students did not take advantage of after school/Saturday Success Academy.</p> <p>ELL students have language barriers causing deficiencies in the reporting category of vocabulary that may inhibit them from achieving progress.</p>	<p>Provide incentives for students completing the Reading Plus / FCAT Focus activities successfully.</p> <p>Identify students in the ELL subgroup and hold an FCAT Parent Night to address FCAT requirements and schedule students into afterschool tutorials.</p> <p>Early development of H-Lab to provide students with additional tutoring based on FCAT scores and grades from the previous academic year.</p>	MTSS/RtI Leadership Team	<p>Monitor tutoring attendance logs</p> <p>Review reports from instructional tools used in tutoring (Focus/FCAT Explorer/Reading Plus</p> <p>H –Lab participation logs</p> <p>ELL FCAT Parent Night attendance logs.</p>	<p>Formative: Reading Plus progress data</p> <p>District Interim Assessment</p> <p>Summative: FCAT 2.0 2013 Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Test indicate the 35% of students in the Students With Disabilities group achieved proficiency. Our goal is to increase the proficiency of SWD students by 6 percentage points to 41%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(28)	41%(57)

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 did not take advantage of after school / Saturday school tutoring. Students did not participate in pullout sessions with fidelity. SWD distinct learning disabilities keep them from making adequate progress in the reporting category of informational text and research process.	Provide incentives for students to participate in pull-out. Implement a Differentiated Instructional model in all self-contained and co-teaching reading and English classes to meet all students' needs. IR Plus/ Intensive Reading Plus – Phonics, Phonemic Awareness and fluency	MTSS/RTI Leadership Team	Monitor tutoring attendance logs Review reports generated from instructional tools used during tutoring sessions	Formative: FCAT Explorer progress data Summative: FCAT 2.0 2013 Assessment HBE Assessments and placement

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate the 56% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase Economically Disadvantaged students' proficiency by 4 percentage points to 60%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(470)	60%(641)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited students participated in after school / Saturday school tutoring because transportation issues and after school employment prohibited them from attending. Additionally, ED students may not have sufficient	Early identification of students/parents to allow parties to make necessary accommodations to attend tutoring sessions. Create an afterschool lab so that students can benefit from the reading software to practice and	MTSS/RTI Leadership Team	Monitor tutoring attendance logs Review reports from instructional tools used in tutoring program	Formative: FCAT Explorer progress data District Interim Assessment Reading Plus evaluations Summative:

technology resources to facilitate their making adequate progress as evidenced in their deficiency in the reporting category of reading application.	to complete assignments			2013 2.0 FCAT Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AEC workshop	9-10	R. Gooding	Reading Teachers (9-12)	November 6, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Language Arts / Reading
Teaching Exemplar Papers	9-10	R. Gooding	Language Arts Teachers (9-12) Reading SPED Language Arts (9-12) ELL (9-12)	December 13, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Language Arts / Reading
Teaching Academic Vocabulary	9-10	R. Gooding	Language Arts Teachers (9-12) Reading SPED Language Arts (9-12) ELL (9-12)	December 13, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Language Arts / Reading
Common Core Standards	9-12	Representative from the National Committee for Common Core	Language Arts Teachers (9-12) Reading SPED Language Arts (9-12) ELL (9-12)	October 25, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Language Arts / Reading

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Hourly compensation for teachers	SBBS-Internal Funds	\$2,500.00
Tutoring	Hourly compensation for teachers	Advance Placement Award Funds	\$2,500.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA indicate the 48% of students in the achieved proficiency in Listening/Speaking. Our goal is to increase students' proficiency by 2 percentage points to 50%			
2012 Current Percent of Students Proficient in listening/speaking:					
48% (223)					
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	ELL students have language barriers which manifest in Extending Listening and situations, causing deficiencies in the reporting category of Listening/Speaking, that may inhibit them from achieving progress.	Teachers will utilize a variety of Speaking / Listening strategies, including the Language Experience Approach and , in order to increase student abilities.	Assistant principal in charge of ELL ELL Department Chair	Administrative walk through Conduct Teacher Data Chats to divine effectiveness of teaching strategies and intervention.	Administrative walk through Conduct Teacher Data Chats to divine effectiveness of teaching strategies and intervention.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2011-2012 CELLA indicate the 26% of students in the achieved proficiency in Reading. Our goal is to increase students' proficiency by 2 percentage points to 28%			
2012 Current Percent of Students Proficient in reading:					
26% (125)					
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
	ELL students have language barriers causing deficiencies in the reporting category	Teachers will regularly utilize word walls and teach context clues strategies in all subject	Assistant principal in charge of ELL ELL Department	Administrative walk through Conduct Teacher Data	Monthly mini-assessments District Interim

1	of vocabulary that may inhibit them from achieving progress.	areas.	Chair	Chats to assess effectiveness of teaching strategies and intervention	Assessment Summative: CELLA 2013 Assessment
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA indicate the 19% of students in the achieved proficiency in Writing. Our goal is to increase students' proficiency by 2 percentage points to 21%
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2012 Current Percent of Students Proficient in writing:

19% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have language barriers causing deficiencies in writing well formulated sentences and paragraphs that may inhibit them from achieving progress.	Teachers will teach the writing process and reinforce sentence structure and paragraphs	Assistant principal in charge of ELL ELL Department Chair	Administrative walk through Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention	Monthly mini-assessments District Interim Assessment Summative: CELLA 2013 Assessment

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



Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2011-2012 FAA Math Test indicate that 27% of students attained "achieved proficiency." Our goal is to increase students' proficiency by 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	32%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are challenged when faced with finding the correct operation to solve real-world problems and when using resources, such as calculators, to verify accuracy of problem solutions.	Teachers will increase the use of visual aids and manipulative, in the classroom when instructing the students on solving real-world problems.	Administrator in charge of SPED SPED Department Chair	Administrative walk through Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention	Monthly mini-assessments District Interim Assessment Summative: FAA 2013 Assessment

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	The results of the 2011-2012 FAA Math Test indicate that 9% of students attained a score of 7, 8 or 9. Our goal is to increase students' proficiency by 3 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(1)	12%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The higher performing students are challenged when faced with finding the correct operation to solve real-world problems and when required to compare/contrast problems.	Teachers will increase the use of visual aids and manipulatives, including computer software, in the classroom when instructing the students on solving real-world problems.	Administrator in charge of SPED SPED Department Chair	Administrative walk through Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention	Monthly mini-assessments District Interim Assessment Summative: FAA 2013 Assessment

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:		Did not meet the minimum requirement of ten students to generate scores.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are challenged when faced with finding the correct operation to solve real-world problems and when using resources, such as calculators, to verify accuracy of problem solutions.	Teachers will increase the use of visual aids and manipulatives, in the classroom when instructing the students on solving real-world problems.	Administrator in charge of SPED SPED Department Chair	Administrative walk through Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention	Monthly mini-assessments District Interim Assessment Summative: FAA 2013 Assessment

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:		On the 2012 administration of the Algebra I EOC, 34% of students achieved proficiency. The expected level of performance for 2013 is 38% achieving proficiency, which is an increase of 4% percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
34%(186)		38%(206)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with the test item specs and difficulty with the computer based testing format of the Algebra I EOC Assessment as evidenced by the deficiency in the reporting category of polynomials.	Rotation of Algebra I students into the math lab to assist students in familiarizing themselves with computer based testing via the utilization of the ePap Launcher software Create common bell ringers for Algebra I that cover the EOC objectives	MTSS/RtI Leadership	Alignment of Scope and Sequence of Algebra 1 And Geometry process in Both the high school and Middle schools. Ongoing analysis by the MTSS/RtI Leadership Team.	Formative: Baseline Assessment Interim Assessments Summative: EOC 2013 Algebra

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:	On the 2012 administration of the Algebra I EOC, 13% of students achieved above the proficiency level. The expected level of performance for 2013 is 15% achieving proficiency, which is an increase of 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(72)	15%(81)

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	Algebra I students have a difficulty with the understanding of reporting category three dimensional geometry.	Utilization of online resources accompanying the Algebra I textbook to provide students with additional means for understanding the algebraic concepts. Utilization of project based learning to expand on new concepts in Algebra. Creation of common lesson plans that incorporate cooperative learning activities and the use of manipulative	Assistant Principal in charge of the Math Department Mathematics Department Chair	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative Interim Assessments Summative: EOC 2013 Algebra

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our goal is to reduce the number of non-proficient students by 50% by the 2016-17 school year. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	On the 2012 administration of the Algebra I EOC, 43% of Hispanic students achieved proficiency. The expected level of performance for 2013 is 5 achieving proficiency, which is an increase of 48% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(302)	59%(307)

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	Hispanic: Lack of familiarity with the test item specs and difficulty with the computer based testing format of the Algebra I EOC Assessment as evidenced by the deficiency in polynomials.	<p>Provide students with opportunities to solve word problems using different approaches, including: nonlinguistic representations, creation of student developed word problems, anchor charts, manipulatives and the integration of technology, such as Carnegie Learning Cognitive Tutor and GIZMOS.</p> <p>Utilize a differentiated instruction model to honor students' learning styles (i.e. visual, spatial, auditory, etc), that promotes individual learning and progress.</p> <p>Conduct subject area meetings to discuss data and align differentiated instruction practices through the utilization of the collaborative group learning model.</p>	MTSS/RTI team	Review ongoing classroom assignments and assessments that target application of the skills taught.	Interim Assessments Summative: EOC 2013 Algebra

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	On the 2012 administration of the Algebra I EOC, 49%(64)% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 51% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(64)	51%(67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The ELL subgroup lacks an understanding of Algebraic concepts specifically number operations, problem, and statistic, because they have a difficulty with the language of the questions being asked.	Assist Algebra teachers with effective strategies that help students develop meaning through mathematical problem solving in a real-world context, provide opportunities for math exploration, demonstration of concepts, discussion, and the use of manipulative to gain understanding in the English language.	MTSS/RTI Leadership Team	<p>Review ongoing classroom assignments and assessments that use effective ESOL strategies.</p> <p>Conduct Teacher Data Chats to assess effectiveness of teaching strategies utilized.</p> <p>Parent Sign-in Sheets for FCAT Parent Night</p>	<p>Formative: Review ongoing classroom assignments and assessments that target application of the skills taught using ESOL strategies.</p> <p>Interim Assessments</p> <p>Summative: 2013 EOC Exam</p>

	Build students algebraic vocabulary through word walls, and repetition.		
	Identify students in the ELL subgroup and hold an EOC Assessment Parent Night in their home language to address NGSS changes and schedule students into Saturday Success Academy and afterschool tutorials.		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	On the 2012 administration of the Algebra I EOC, 33% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 37% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(23)	37%(26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A low percentage of students are not attending the pull-out sessions with fidelity hence leading to deficiencies in fractions	Promote and provide students with incentives to attend pull-out Identify students' deficiencies in Algebra to provide individualized tutoring based on students' readiness and to monitor student progress.	MTSS/RTI Leadership Team	Monitor tutoring attendance logs	Formative: Interim Assessments Summative: 2013 EOC Assessment

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	On the 2012 administration of the Algebra I EOC, 42% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 48 percentage points to 6% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(250)	58%(259)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	A low percentage of students are taking advantage of the after school and Saturday tutorials being offered because they are employed hence leading to deficiencies in expressions, equations, and functions.	Promote and provide students with incentives to attend after school and Saturday school tutoring. Using a differentiated instruction model to honor students' learning styles that promotes individual learning and progress.	MTSS/RtI Team	MTSS/RtI Team	Formative: Interim Assessments Summative: 2013 EOC Algebra
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End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	On the 2012 administration of the Geometry EOC Exam, 29% of students achieved Middle Third proficiency. The expected level of performance for 2013 Geometry EOC will be 32% achieving proficiency, which is an increase of 3% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(191)	32%(214)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with the test item specs and difficulty with the computer based testing format of the Geometry EOC Assessment as evidenced by students' deficiency in applying problems to real-world concepts.	Utilization of online resources accompanying the Geometry textbook to provide students with additional means for understanding the algebraic concepts. Utilization of project based learning to expand on new concepts in Geometry. Creation of common lesson plans that incorporate cooperative learning activities and the use of manipulative	MTSS/RtI Leadership	Alignment of Scope and Sequence of Algebra 1 And Geometry process in Both the high school and Middle schools. Ongoing analysis by the MTSS/RtI Leadership Team.	Formative: Baseline Assessments Interim Assessments Summative: 2013 EOC Geometry

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	On the 2012 administration of the Geometry EOC assessment, 22% of students achieved Upper Third proficiency. The expected level of performance for 2013 Geometry EOC will be 24% achieving proficiency, which is an increase of 2 percentage points from the baseline assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(72)	24%(159)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with the test item specs and difficulty with the computer based testing format of the Geometry EOC Assessment as evidenced by students' deficiency in applying problems to real-world concepts.	Utilization of online resources accompanying the Geometry textbook to provide students with additional means to further expand on the knowledge of related geometric concepts Utilization of project based learning to investigate and explore geometric concepts. Hands-on graphing calculator activities will be provided to students as enrichment for topics learned in class	MTSS/RtI Leadership	Alignment of Scope and Sequence of Algebra 1 And Geometry process in Both the high school and Middle schools. Ongoing analysis by the MTSS/RtI Leadership Team.	Formative: Baseline Assessments Interim Assessments Summative: 2013 EOC Geometry

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # The 2010-2011 data showed that ---% of tested students performed below standards in mathematics. Our goal is to reduce this number by 50% by the 2016-17 school year. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	On the 2012 administration of the Geometry EOC, 43% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by percentage points to 48% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in the	Utilize a Differentiated	MTSS/RtI Team	Review ongoing	Formative:

1	Hispanic subgroup have difficulty with two-dimensional geometry, three-dimensional geometry, trigonometry and discrete math.	Instruction model to honor students' learning styles (visual, spatial, auditory) that promotes individual learning and progress. Conduct subject area meetings to discuss data and align differentiated instruction practices through the utilization of the collaborative group learning model.		classroom assignments and assessments that target application of the skills taught. Conduct Teacher Data Chats to assess effectiveness of teaching strategies utilized.	Interim Assessments Summative: 2013 EOC Geometry Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	On the 2012 administration of the Algebra I EOC, 40% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 45% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The ELL subgroup lacks an understanding of Algebraic concepts specifically number operations, problem, and statistic, because they have a difficulty with the language of the questions being asked.	Assist Algebra teachers with effective strategies that help students develop meaning through mathematical problem solving in a real-world context, provide opportunities for math exploration, demonstration of concepts, discussion, and the use of manipulative to gain understanding in the English language. Build students algebraic vocabulary through word walls, and repetition. Identify students in the ELL subgroup and hold an EOC Assessment Parent Night in their home language to address NGSS changes and schedule students into afterschool tutorials.	MTSS/RtI team	Review ongoing classroom assignments and assessments that use effective ESOL strategies. Conduct Teacher Data Chats to assess effectiveness of teaching strategies utilized. Parent Sign-in Sheets for FCAT Parent Night	Formative: Review ongoing Classroom assignments and assessments that target application of the skills taught using ESOL strategies. Interim Assessments Summative: 2013 EOC Algebra

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	On the 2012 administration of the Algebra I EOC, 23% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 7percentage points to 30% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A low percentage of students are not attending the pull-out sessions with fidelity hence leading to deficiencies in fractions	Promote and provide students with incentives to attend pull-out Identify students' deficiencies in Algebra to provide individualized tutoring based on students' readiness and to monitor student progress.	MTSS/RtI Team	Monitor tutoring attendance logs	Formative: Interim Assessments Summative: 2013 EOC Algebra

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	On the 2012 administration of the Geometry EOC, 42% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 48% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A low percentage of students are taking advantage of the after school and Saturday tutorials being offered because they are employed hence leading to deficiencies in two-dimensional geometry, three-dimensional geometry, trigonometry and discrete math.	Promote and provide students with incentives to attend after school and Saturday school tutoring. Using a differentiated instruction model to honor students' learning styles that promotes individual learning and progress.	MTSS/RtI Team	Monitor tutoring attendance logs	Formative: Interim Assessments, Midterm, and Final Exams Summative: 2013 EOC Geometry 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
Carnegie Learning Training	Algebra I and Geometry	Ms. Gallardo	Algebra I and Geometry teachers	September, 2012	Walk throughs and Best Practices activities.	Assistant Principal in charge of the math department
Algebra I collaboration	Algebra I	Department Chair	Algebra I teachers	Ocotber 25, 2012 December 13, 2012 February 14, 2013	Walk throughs and Best Practices activities.	Assistant Principal in charge of the math department
Geometry collaboration	Geometry	Department Chair	Geometry teachers	Ocotber 25, 2012 December 13, 2012 February 14, 2013	Walk throughs and Best Practices activities.	Assistant Principal in charge of the math department
Project Based Activities in the Math curriculum	All math teachers	Romero and Sanchez	All math teachers	January 17, 2013	Walk throughs and Best Practices activities.	Assistant Principal in charge of the math department

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Hourly compensation for teachers.	SBBS-Internal Funds	\$2,500.00
Tutoring	Hourly compensation for teachers.	Advanced Placement Awards Funds.	\$2,500.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Did not meet the minimum number of students required to generate scores
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	FAA students struggle to match parts of common living things to their functions and recognizing that small parts of a living thing can work together.	Implement inquiry-based, hands on activities that address the necessary benchmarks. Encourage teachers to use manipulatives during instruction.	Assistant principal in charge of SPED. SPED Department Chair	Review ongoing classroom assignments and assessments that use effective SPED strategies. Conduct Teacher Data Chats to assess effectiveness of teaching strategies utilized.	Formative: Review ongoing classroom assignments and assessments that target application of the skills taught using SPED strategies. Periodic mini-assessments Summative: 2013 FAA exam

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Did not meet the minimum number of students required to generate scores
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	FAA students struggle to match parts of common living things to their functions and recognizing that small parts of a living thing can work together.	Implement inquiry-based, hands on activities that address the necessary benchmarks. Encourage teachers to use manipulatives during instruction.	Assistant principal in charge of SPED. SPED Department Chair	Review ongoing classroom assignments and assessments that use effective SPED strategies. Conduct Teacher Data Chats to assess effectiveness of teaching strategies utilized.	Formative: Review ongoing classroom assignments and assessments that target application of the skills taught using SPED strategies. Periodic mini-

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:		On the 2011 administration of the Biology EOC baseline assessment, 01% of students achieved Middle Third proficiency. The expected level of performance for 2012 Biology EOC will be 11% achieving proficiency, which is an increase of 10 percentage points			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
01%(11)		11%(84)			
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	According to the 2012 Biology EOC, 46% of students achieved proficiency. Weak areas include Diversity and Evolution of Living Organisms, which is part of the Life Science Body of Knowledge. 39% of students showed deficiency and need to improve their knowledge of all human body systems in order to increase their levels of proficiency.	Provide all Biology students the opportunity to compare, contrast, interpret, analyze and explain the Life Science body of knowledge during hands-on activities and classroom discussions. Establish subject area collaboration with the Earth Science teachers to create introductory lessons during the 4th grading period in order to prepare students for their Biology course. Review all Biology EOC Exam body of knowledge and standards through the use of homogenous bell ringers in every Biology class.	MTSS/RtI Leadership Team	Collaboration teams will review the results of school-site and district assessment data to monitor student progress. Conduct Teacher Data Chats to assess effectiveness of teaching strategies and intervention.	Formative: School-site Assessments District Interim Assessment Summative: 2013 EOC Biology Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:		On the 2012 administration of the Biology EOC exam, 21% of students achieved an Upper Third Level of proficiency. The expected level of performance for 2013 Biology EOC will be 23% achieving high proficiency, which is an increase of 2 percentage points.			
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(152)	23%(164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities to participate in enrichment and rigorous activities to strengthen their Life Science Body of Knowledge, with special emphasis on Matter and Energy Transformations.	<p>Identify students who are in the top 45% after the administration of the Biology EOC Baseline Assessment.</p> <p>The top 45% students will provide leadership roles during the Biology EOC Exam Competition"</p> <p>established for all Biology students in order to review all standards tested on the Biology EOC Exam.</p> <p>Rigorous lessons will be</p> <p>developed through the utilization of Discovery Learning and the emphasis of HOTS.</p> <p>Individualized data chats will be conducted with all students identified as top 45% in order to maintain current level and to decrease regression.</p>	MTSS/RtI Leadership Team	<p>Lesson Plans reflecting the utilization of HOTS.</p> <p>Completion of Biology EOC Exam Competition activities</p>	<p>Formative: Interim Assessment</p> <p>Summative: 2013 EOC Biology Assessment</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Essential Labs	Grades 9-12	Department Chair	9-12 Science Teachers	December 13, 2012	Utilization of Essential Labs in all Science classes	Administrator Department Chairperson
Item Specification	Biology	Department Chair	Biology Teachers	October 25, 2012	District's Interim Assessment	Administrator Department Chairperson
Edusoft Training	Biology	Department Chair	9-12 Science Teachers	October 25, 2012	Utilization of reports to drive instruction.	Administrator Department Chairperson

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:		Our goal for the 2011-2012 school year is to maintain the percentage of students achieving at or above proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
83%(737)		85%(596)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited skills providing enough supporting details within the body of their essay.	Develop a Writing Focus Calendar and a Department-Wide Writing Plan to broaden students' opportunities to develop their writing skills. Implement both the Six Traits of Writing and	MTSS/RtI Leadership Team	Monitoring the progress of students' increased performance on the baseline, interim, midyear and FCAT 2012 results through data collection. Teacher Data Chats to asses effectiveness of	Formative: Quarterly Assessments. Summative: FCAT Writing 2.0

1	<p>AEC writing strategy in all English classes to develop students' ability to provide rich support on both expository and persuasive essays.</p> <p>Individual teacher-student essay conferences every grading period to review strengths and weakness.</p> <p>Utilize the writing process to edit, revise, and rewrite essays.</p> <p>Provided incentives to those who participate in District Writing Competitions.</p>	teaching strategies and intervention.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	No data was generated.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited skills in structuring paragraphs and in providing enough supporting details within the body of their essay.	Utilize the writing process to edit, revise and rewrite essays. Teach basic sentence structure and paragraph structure, using a formulaic format if necessary.	MTSS/RtI Leadership Team	Monitoring the progress of students' increased performance on the baseline, interim, midyear and FCAT 2011 results through data collection. Teacher Data Chats to asses effectiveness of teaching strategies and intervention.	Formative: Quarterly Assessments. Summative: 2013 FCAT Writes

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
Common Core Standards	9-12	Representative from the National Committee for Common Core	Language Arts Teachers (9-12) SPED Language Arts (9-12) ELL (9-12)	October 26, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Language Arts / Reading
Grammar workshop	9-10	Selected teachers	Language Arts Teachers (9-12) SPED Language Arts (9-12) ELL (9-12)	September, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Language Arts / Reading
AEC workshop	9-10	9-10 M. Marrero and W. Ferreiro	Language Arts Teachers (9-12)	November 6, 2012	Walk-through of classes and Best Practices activities	Assistant Principal in charge of Language Arts / Reading

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:	Our goal is to prepare students to meet the standards of the newly implemented U.S. History EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	25%(165)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited experience in analyzing political cartoons, graphs, timelines, photos, and/or quotes, to be able to generalize or draw conclusions when presented with these primary and secondary source documents.	Common bell ringers focusing on the analysis of political cartoons, timelines, and other graphic representations will be utilized among all United States History teachers to strengthen students' ability to interpret these primary and secondary source documents.	Assistant principal in charge of Social Studies Social Studies Department Chair	Compare the pre-post assessments for each nine weeks grading period developed by the Division of Social Science and Life Skills to monitor student progress. Classroom walk-throughs Periodic data chats	Monthly mini-assessments District/State required assessments 2013 US History EOC
2	Students have difficulty understanding informational text through primary and secondary source documents	Utilize the Social Studies tasks cards to aide students in understanding informational text that may be assessed on the EOC test.	Social Studies Department Chair AP over the Social Studies Department	Compare the pre-post assessments for each nine weeks grading period developed by the Division of Social Science and Life Skills to monitor student progress.	Formative Monthly mini-assessments District/State required assessments Summative 2013 US History EOC
3	Students display difficulty in understanding content –specific vocabulary embedded in US History.	Create opportunities to develop students' in-depth understanding of content- specific vocabulary via vocabulary word maps, concept maps, word walls and, personal dictionaries.	Social Studies Department Chair. AP over the Social Studies Department	Compare the pre-post assessments for each nine weeks grading period developed by the Division of Social Science and Life Skills to monitor student progress	Formative Monthly mini-assessments District/State required assessments Summative 2013 US History EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Our goal is to prepare students to meet the standards of the newly implemented U.S. History EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	25%(165)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a difficult time writing to persuade, developing a thesis statement, and utilizing documents to support their thesis.	Develop FRQ and DBQ style essays to provide students with the opportunity to write to persuade.	Social Studies Department Chair AP over the Social Studies Department	Review student written assignments using FRQ and DBQ rubrics.	Formative 2013 US History EOC Summative 2013 AP American History 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
US History Textbook Training	US History	Frnak Sanchez	All US History Teachers	October 25, 2012	Walk-through of classes and Best Practices activities.	Assistant Principal in charge of Social Studies

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The average attendance rate for the 2011-2012 school year was 94.42%. Our goal for the 2012-2013 school year is to increase the attendance rate to 94.9% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

94.42(2872)	94.92(2887)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1174	1115
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
941	894

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents and students are unfamiliar with District attendance Need for student awareness regarding successful school to work behaviors including but not limited to healthy diet, exercise, and proper sleeping habits.	1.1. Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Team (ATR), Title I Parent Liaison, and the school's social worker. Inform parents of the Districts attendance and tardy policies through CoNect Ed, and school's web site. Provide students with 100% attendance with incentives on a quarterly basis.	MTSS/RtI Team Parent Liaison	Monthly updates during faculty meetings by the ATR. Administrators will monitor daily attendance rates and ensure parental communication strategies are being implemented throughout the school. Improved attendance / tardy rates.	Attendance Rosters TADL Reports Parental Communication Logs
2	Need for student awareness regarding successful school to work behaviors, including, but not limited to: healthy diet, exercise and proper sleeping habits.	Students will be provided with educational seminars related to healthy diet, exercise, and proper sleeping habits.	MTSS/RtI Team Parent Liaison	Monthly updates during faculty meetings by the ATR.	Parental Communication Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct Policies and	9-12 Discipline	Administrator	School wide	June 1, 2013	Review data for students who have been placed on outdoor and	Leadership Team

Procedures				indoor suspension.	
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Students will be able to participate in an ice cream social and an awards ceremony for receiving a 100% attendance	SACS	\$1,500.00
			Subtotal: \$1,500.00
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: \$1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2011-2012 school year is to decrease the number of students who are suspended, both indoor and outdoor.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
976	878
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
558	502
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
293	264
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School		of-School			
201		181			
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. Unfamiliarity with the District's student code of conduct and Miami Coral Park Senior High School's discipline plan	Provide copies of the Code of Student Conduct to all students (print and electronic access). Utilize the Student Code of Conduct and Miami Coral Park's Discipline Plan to implement an extra privileges program to recognize students who exhibit positive behavior. Utilize after school and Saturday academy detentions in place of suspensions for minor student code of conduct infractions.	MTSS/Rtl team	COGNOS reports for students' suspension rates (outdoor and indoor)	Monthly COGNOS suspension reports and records of activities provided to students as incentives. Detention Rosters

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 Code of Conduct Policies and Procedures	9-12 Discipline	Administrator	School wide	June 1, 2013	Review data for students who have been placed on outdoor and indoor suspension.	Leadership Team
Review and revise school-wide discipline plan	9-12 Discipline	Administrator	Discipline Committee	June 1, 2013	Review data for students who have been placed on outdoor and indoor suspension.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Tuesday and Thursday Detention/Saturday School	Hourly funding for teacher supervising detentions.	Special Purpose	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of 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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	During the 2011-2012 school year, the drop -out rate was 1.31%% and the graduation rate was 76.4% The goal for the 2012-2013 school year is to decrease the dropout rate to 1.24% and to increase the graduation rate to 78.4%
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.31%(40)	1.24%(38)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
76.4%(622)	78.4%(638)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of early detection of 9th grade students exhibiting at-risk behaviors in the areas of attendance, engagement, academic success, and disciplinary issues.	Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs and enroll the students in night school or virtual school.	MtssRtI Team	Monitor Enrollment Log tracking at-risk students registering for alternative programs	Enrollment Log

2		Offer regular access to counselors to assist students in developing positive and effective practices to become productive members of society	MtssRtI Team	Monitor Enrollment Log tracking at-risk students registering for alternative programs	Enrollment Log
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	Grades 9-12	Guidance Counselors	School Wide	January 16, 2013	Monitor parent Sign-in Roster and contact parents that did not attend	Guidance Counselors Administration

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.		Parent Involvement. See Title I PIP		
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Community Involvement Specialist	Hourly part-time compensation	Title I	\$17,000.00
			Subtotal: \$17,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$17,000.00

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:		Increase STEM literacy for all students and increase the number of students who pursue advanced academic courses in science, technology math and engineering.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low percentage of enrollment of minority students in advanced STEM courses.	Create incentives to take upper level courses in mathematics, science, technology and engineering. Create STEM-related experiences that excite and interest students of all backgrounds.	Administration Math, Science, CTE Department Chairs	Monitor the implementation and effectiveness of lessons and projects. Periodic classroom walk-throughs, test data and data chats with teachers and students.	Enrollment percentages. Performance on district/state exams

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
Rigor in STEM courses.	Grades 9-12 - STEM Subjects	Select teachers	9-12 STEM teachers	December 13, 2012	Monitor the implementation and effectiveness of lessons and projects. Periodic classroom walk-throughs, test data and data chats with teachers and students.	Administration

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:		Increase STEM literacy for all students and increase the number of students who pursue advanced academic courses in science, technology math and engineering.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low percentage of enrollment of students in advanced career/technical courses.	Meet with feeder middle school representatives to build interest in programs before entering high school, thus increasing enrollment and completion of industry programs. Continue participation in district/state/national competitions.	Administration CTE Department Chairs	Monitor the implementation and effectiveness of lessons and projects. Periodic classroom walk-throughs, test data and data chats with teachers and students.	Enrollment percentages. Performance on district/state exams Percentage of certificate completions

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
					Monitor the	Enrollment

Industry Certifications	CTE Courses	Department Chair	9-12 CTE teachers	December 13, 2012	implementation and effectiveness of lessons and projects. Periodic classroom walk-throughs, test data and data chats with teachers and students.	percentages. Performance on district/state exams Percentage of certificate completions
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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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Hourly compensation for teachers	SBBS-Internal Funds	\$2,500.00
Reading	Tutoring	Hourly compensation for teachers	Advance Placement Award Funds	\$2,500.00
Mathematics	Tutoring	Hourly compensation for teachers.	SBBS-Internal Funds	\$2,500.00
Mathematics	Tutoring	Hourly compensation for teachers.	Advanced Placement Awards Funds.	\$2,500.00
Attendance	Incentives	Students will be able to participate in an ice cream social and an awards ceremony for receiving a 100% attendance	SACS	\$1,500.00
Suspension	Tuesday and Thursday Detention/Saturday School	Hourly funding for teacher supervising detentions.	Special Purpose	\$4,000.00
Parent Involvement	Community Involvement Specialist	Hourly part-time compensation	Title I	\$17,000.00
				Subtotal: \$32,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$32,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



No. Disagree with the above statement.

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

Projected use of SAC Funds	Amount
Attendance Incentives	\$1,500.00

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

In the 2012-2013 school year, the SAC will refine the school's vision and mission, determine the school's needs and recommend strategies to improve said areas and assist in the development and evaluation of the School Improvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District MIAMI CORAL PARK SENIOR HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	77%	79%	43%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	75%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	64% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					521	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI CORAL PARK SENIOR HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	79%	84%	28%	238	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%	77%			130	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	64% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					487	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested