

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: CORAL GABLES SENIOR HIGH SCHOOL

District Name: Dade

Principal: Adolfo Costa

SAC Chair: Stephanie Hoffman

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 15, 2010

Last Modified on: 09-27-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

| Position | Name | Degree(s) / Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year) |
|----------|------|---|------------------------------|--------------------------------|---|
| | | B.S. – English, Florida International University; | | | 2009-2010 School Grade: Pending Reading Mastery: 54%, Mathematics Mastery: 77%, Writing Mastery: 90%, Science Mastery: 40%, Reading Learning Gains: 60%, Mathematics Learning Gains: 79%, Reading Lowest 25%: 55%, Mathematics Lowest 25%: 73%, AYP: 87% 2008-2009 Allapattah Middle School School Grade: D Reading Mastery: 35%, Mathematics Mastery: 35%, Writing Mastery: 90%, Science Mastery: 14%, Reading Learning Gains, Mathematics Learning Gains, Reading Lowest 25%: 73%, Mathematics Lowest 25%, AYP: 77% 2007-2008 Allapattah Middle School School Grade: C Reading Mastery: 35%, Mathematics Mastery: 36%, Writing Mastery: 94%, Science Mastery: 28%, Reading Learning |

| | | | | | |
|-----------------|-----------------|---|----|----|---|
| Principal | Adolfo Costa | <p>Master of Science in ESOL, Florida International University;</p> <p>Educational Leadership Certification- State of Florida</p> | 1 | 12 | <p>Gains: 54%, Mathematics Learning Gains: 65%, Reading Lowest 25%: 61%, Mathematics Lowest 25 %: 69%, AYP: 92%</p> <p>2006- 2007 School Improvement Zone District Supervisor Supervisor Miami Edison Sr. High's Corrective Action Plan. School Grade: D Reading Mastery: 10%, Math Mastery: 32%, Writing Mastery: 80%, Science Mastery: 10%, Reading Learning Gains: 51%, Mathematics Learning Gains: 73%, Reading Lowest 25 %: 82%, Mathematics Lowest 25 %: 89%, AYP: 67%</p> <p>2006 (6 Months) District Supervisor Title 1</p> <p>2005-2006: Supervisor Miami Edison Sr. High's Corrective Action Plan School Grade: F Reading Mastery: 7%, Math Mastery: 29%, Writing Mastery: 66%, Reading Learning Gains: 43%, Mathematics Learning Gains: 72%, Reading Lowest 25 %: 57%, AYP: 62%</p> |
| Assis Principal | Dr. Nestor Diaz | <p>Bachelor of Science – Biological Science, Florida International University</p> <p>Master of Science – Computer Education, Nova Southeastern University</p> <p>Doctor of Education – Computing Technology in Education, Nova Southeastern University</p> <p>Biology (6-12) Chemistry (6-12)</p> <p>Computer Science (K-12) Educational Leadership (all Levels) Mathematics (6-12)</p> | 24 | 3 | <p>2009-2010 Coral Gables Senior High School School Grade: Pending Reading Mastery: 54%, Mathematics Mastery: 77%, Writing Mastery: 90%, Science Mastery: 40%, Reading Learning Gains: 60%, Mathematics Learning Gains: 79%, Reading Lowest 25%: 55%, Mathematics Lowest 25%: 73%, AYP: 87%</p> <p>2008-2009 Coral Gables Sr. High School School Grade: C Reading Mastery: 45%, Mathematics Mastery: 69%, Writing Mastery: 82%, Science Mastery: 30%, Reading Learning Gains: 52%, Mathematics Learning Gains: 67%, Reading Lowest 25%: 43%, Mathematics Lowest 25%: 59%, AYP: 69%</p> <p>2007-2008 Coral Gables Senior High School School Grade: C Reading Mastery: 42%, Mathematics Mastery: 66%, Writing Mastery: 86%, Science Mastery: 35%, Reading Learning Gains: 53%, Mathematics Learning Gains: 72%, Reading Lowest 25%: 54%, Mathematics Lowest 25% 71%, AYP: 67%</p> <p>2006-2007 Coral Gables Senior High School School Grade: C Reading Mastery: 39%, Mathematics Mastery: 62%, Writing Mastery: 86%, Science Mastery: 27%, Reading Learning Gains: 50%, Mathematics Learning Gains: 67%, Reading Lowest 25%: 49%, Mathematics Lowest 25%: 66%, AYP: 72%</p> <p>2005-2006 Coral Gables Sr. High School School Grade: C Reading Mastery: 39%, Mathematics Mastery: 63%, Writing Mastery: 79%, Reading Learning Gains: 56%, Mathematics Learning Gains: 74%, Lowest 25% Reading: 59%, AYP: 69%</p> |
| | | <p>Bachelor of Health Services Administration, Florida University</p> | | | <p>2009-2010 School Grade: Pending Reading Mastery: 54%, Mathematics Mastery: 77%, Writing Mastery: 90%, Science Mastery: 40%, Reading Learning Gains: 60%, Mathematics Learning Gains: 79%, Reading Lowest 25%: 55%, Mathematics Lowest 25%: 73%, AYP: 87%</p> <p>2008- 2009 Miami Edison Senior High School School Grade: F Reading Mastery: 12%, Mathematics Mastery: 38%, Writing Mastery: 70%, Science Mastery: 12%, Reading Learning</p> |

| | | | | | |
|-----------------|---------------------|---|---|---|--|
| Assis Principal | Jean Rachelle Baril | <p>Master of Science - Mathematics Education, Nova Southeastern University Educational Specialist Leadership Nova Southeastern University</p> <p>Educational Leadership (K-12), Nova Southeastern University</p> <p>Mathematics (5-9) French (K-12) Educational Leadership (K-12)</p> | 1 | 3 | <p>Gains 45%, Mathematics Learning Gains 64%, Reading Lowest 25%: 61%, Mathematics Lowest 25%: 71%, AYP: 74%</p> <p>2007-2008 Miami Edison Senior High School School Grade: F Reading Mastery: 14%, Mathematics Mastery: 41%, Writing Mastery: 91%, Science Mastery: 10%, Reading Learning Gains: 35%, Mathematics Learning Gains: 71%, Reading Lowest 25%: 36%, Mathematics Lowest 25% 79%:, AYP: 77%</p> <p>2006-2007 Howard D. McMillan Middle School School Grade: A Reading Mastery: 66%, Mathematics Mastery: 64% Writing Mastery: 95%, Science Mastery: 44%, Reading Learning Gains: 62%, Mathematics Learning Gains: 66%, Reading Lowest 25%: 70%, Mathematics Lowest 25%: 62%, AYP: 95%</p> <p>2005-2006 Howard D. McMillan Middle School School Grade: A Reading Mastery: 65%, Mathematics Mastery: 66% Writing Mastery: 93%, Reading Learning Gains: 73%, Mathematics Learning Gains: 73%, Reading Lowest 25%: 79%, AYP: 90%</p> |
| Assis Principal | Joseph Evans | <p>Bachelor Degree in History, Alabama State University Masters of Science- History, Texas Southern University</p> <p>Masters of Science-Educational Leadership, Nova Southeastern University (K-12)</p> <p>History (6-12) Educational Leadership (K-12)</p> | 1 | 4 | <p>2009-2010 Coral Reef Senior High School School grade: Pending Reading Mastery: 77%, Mathematics Mastery: 91%, Writing Mastery: 98%, Science Mastery: 63%, Reading Learning Gains: 70%, Mathematics Learning Gains: 81%, Reading Lowest 25%: 54%, Mathematics Lowest 25%: 76%, AYP: 95%</p> <p>2008-2009 Coral Reef Senior High School School Grade: A Reading Mastery: 75%, Mathematics Mastery: 92%, Writing Mastery: 99%, Science Mastery: 64%, Reading Learning Gains: 68%, Mathematics Learning Gains: 81%, Reading Lowest 25%: 52%, Mathematics Lowest 25%: 80%, AYP: 95%</p> <p>2007-2008 Coral Reef Senior High School School Grade: A Reading Mastery: 75%, Mathematics Mastery: 92%, Writing Mastery: 97%, Science Mastery: 62%, Reading Learning Gains: 74%, Mathematics Learning Gains: 83%, Reading Lowest 25%: 57%, Mathematics Lowest 25%: 85%, AYP: 100%</p> <p>2006-2007 Coral Reef Senior High School School Grade: B Reading Mastery: 70%, Mathematics Mastery: 90%, Writing Mastery: 98%, Science Mastery: 55%, Reading Learning Gains: 66%, Mathematics Learning Gains: 79%, Reading Lowest 25%: 48%, Mathematics Lowest 25%: 77%, AYP: 97%</p> <p>2005-2006 Coral Reef Senior High School School Grade: A Reading Mastery: 69%, Mathematics Mastery: 90%, Writing Mastery: 97%, Reading Learning Gains: 69%, Mathematics Learning Gains: 82%, Reading Lowest 25%: 66%, AYP: 100%</p> |

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and

Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year) |
|--------------|------------------|--|------------------------------|--------------------------------------|---|
| Reading | Stephen Campagna | Bachelor of Science – Elementary Education, Florida International University Master of Science – Reading, Florida International University Certifications: Elementary Education (1-6) ESOL Endorsement Reading (K-12) | 4.5 | 5.5 | <p>2009-2010 Coral Gables Senior High School School Grade: Pending Reading Mastery: 54%, Mathematics Mastery: 77%, Writing Mastery: 90%, Science Mastery: 40%, Reading Learning Gains: 60%, Mathematics Learning Gains: 79%, Reading Lowest 25%: 55%, Mathematics Lowest 25%: 73%, AYP: 87%</p> <p>2008-2009 Coral Gables Sr. High School School Grade: C Reading Mastery: 45%, Mathematics Mastery: 69%, Writing Mastery: 82%, Science Mastery: 30%, Reading Learning Gains: 52%, Mathematics Learning Gains: 67%, Reading Lowest 25%: 43%, Mathematics Lowest 25%: 59%, AYP: 69%</p> <p>2007-2008 Coral Gables Senior High School School Grade: C Reading Mastery: 42%, Mathematics Mastery: 66%, Writing Mastery: 86%, Science Mastery: 35%, Reading Learning Gains: 53%, Mathematics Learning Gains: 72%, Reading Lowest 25%: 54%, Mathematics Lowest 25% 71%, AYP: 67%</p> <p>2006-2007 Coral Gables Senior High School School Grade: C Reading Mastery: 39%, Mathematics Mastery: 62%, Writing Mastery: 86%, Science Mastery: 27%, Reading Learning Gains: 50%, Mathematics Learning Gains: 67%, Reading Lowest 25%: 49%, Mathematics Lowest 25%: 66%, AYP: 72%</p> <p>2005-2006 Coral Gables Sr. High School School Grade: C Reading Mastery: 39%, Mathematics Mastery: 63%, Writing Mastery: 79%, Reading Learning Gains: 56%, Mathematics Learning Gains: 74%, Lowest 25% Reading: 59%, AYP: 69%</p> |
| Reading | Vicenta Sheppard | Masters of Science in Education Major: Reading and Specific Learning Disabilities University of Miami Bachelors of Arts in Communication Processes and Disorders Major: Speech Pathology and Audiology University of Florida Certifications: Reading (K-12) Exceptional Student Education (K-12) | 4.5 | 4.5 | <p>2009-2010 Coral Gables Senior High School School Grade: Pending Reading Mastery: 54%, Mathematics Mastery: 77%, Writing Mastery: 90%, Science Mastery: 40%, Reading Learning Gains: 60%, Mathematics Learning Gains: 79%, Reading Lowest 25%: 55%, Mathematics Lowest 25%: 73%, AYP: 87%</p> <p>2005-2006 Coral Gables Sr. High School School Grade: C Reading Mastery: 39%, Mathematics Mastery: 63%, Writing Mastery: 79%, Reading Learning Gains: 56%, Mathematics Learning Gains: 74%, Lowest 25% Reading: 59%, AYP: 69%</p> |

HIGHLY QUALIFIED TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|--|-------------------------|--------------------|---------------------------|---|
| | | | | |

| | | | | |
|---|---|--------------------|----------|--|
| 1 | Provide highly qualified teachers with opportunities for professional growth | Principal | On-going | |
| 2 | Review applicant's resumes for appropriate certification for open positions | Principal | On-going | |
| 3 | College Campus Job Fairs and e-recruiting at Universities | Guidance Counselor | On-going | |
| 4 | Partnering new teachers with veteran staff | Principal | On-going | |
| 5 | Give highly qualified teachers opportunities to apply for leadership roles within the school | Principal | On-going | |
| 6 | Regular meeting of new teachers with Principal/APC | Principal | On-going | |
| 7 | Recognizing accomplishments and accolades of teachers through morning announcements, school newspaper, etc. | Principal | On-going | |

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|-------------------|--------------------------------|--|---|
| Deborah Odom | English, Middle Grades English | Intensive Reading | Out of field waiver approved. Currently working towards Reading Endorsement. Reading Coaches provide support and feedback. Assist with instruction and strategies as needed. Early Release activities targeting reading strategies and interpreting and using data. |
| Patricia Lauter | German | German Italian 1 | Out of field waiver approved. Currently working towards certification in Italian. Department Chair provides support and feedback. Assists with instruction and strategies as needed. |
| Claudia Gallego | English | Intensive Reading | Out of field waiver approved. Currently working towards Reading Endorsement. Reading Coaches provide support and feedback. Assist with instruction and strategies as needed. Early Release activities targeting reading strategies and interpreting and using data. |
| Oluwatoyin Bryant | Exceptional Student Education | Intensive Reading English 1 English 2 English 3 World History Reading: 9-12 | Department Chair and Program Specialist provide support and feedback. Assists with instruction and strategies as needed. Currently in the process of becoming highly qualified through HOUSSSE. |

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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 Qualified Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 169 | 0.0%(0) | 22.5%(38) | 40.8%(69) | 36.7%(62) | 43.8%(74) | 61.5%(104) | 4.1%(7) | 4.7%(8) | 17.2%(29) |

Teacher Mentoring Program

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-------------------|-----------------|-----------------------|------------------------------|
| No data submitted | | | |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Coral Gables Senior High ensures that students requiring additional remediation are assisted through extended learning opportunities such as after-school programs, Saturday Academy or summer school. The district coordinates with Title II and Title III to ensure that staff development needs are provided. Support services are provided to students. 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 students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students 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. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part C- Migrant

Coral Gables Senior High provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Coral Gables Senior High School participates in project RYSE. Project RYSE was created to address the specific needs of refugee youth (16-18 years old) while enrolled in adult high school completion programs. The objective of this program is to increase students' self-esteem and decrease the drop-out rate. In addition, it prepares students entering the work force with adequate skills and assists them in preparing for the FCAT.

Title I, Part D

Coral Gables Senior High receives district funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Coral Gables Senior High School 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, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Coral Gables Senior High receives Title III funds to implement and enhance programs for ELL students by providing tutorial programs, Bilingual Parent Outreach workshops, Close-Up for New Americans Program, reading and supplemental instructional materials which include technology (software and hardware).

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

Coral Gables Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Coral Gables Senior High School participates with the City of Coral Gables Chamber of Commerce to promote safety within the community. The school also funds the Tip Line cell phone where students can anonymously text any imminent threat of violence and participates in the Crime Watch program.

Nutrition Programs

The school 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 and school lunch follows the Health 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 Coral Gables Senior High School 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

Coral Gables Senior High School offers five career academies which include Academy of Business Management and Information Technology, Academy of Hospitality, Education and Design, Academy of Health Science, Public Service and Law, Academy of Visual and Performing Arts and Academy of Communication Arts, Film and Digital Media. Each academy allows students to participate in an internship within their area of interest within the community. The academies also afford students the opportunity to graduate with industry certification or industry licenses to become productive citizens within our community. In addition, Coral Gables Senior High offers an outstanding International Baccalaureate (IB) Program, which allows students to graduate with an international high school diploma to attend any university in the world.

Eligible students in special education participate in Project Victory, a special education program that strives to prepare students for financial, personal, and social independence by ensuring that they develop appropriate work ethics and behaviors. Project Victory is designed to provide work related experiences for students with disabilities by developing social, emotional, and employability skills essential for employment and success in the workplace.

Additionally, Coral Gables Senior High School provides students, who are interested in pursuing a career in aviation, an opportunity to enroll half-time in George T. Baker Aviation School.

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 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 a two and four year postsecondary degrees. Student 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

Coral Gables Senior High has partnered with City of Coral Gables and local businesses to offer students hands on job training experiences. These opportunities allow students to learn how to create a resume, dress for success and perform well during job interviews.

Other

Parental Involvement:

Coral Gables Senior High involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs and their rights under No Child Left Behind and other referral services. The school also increases parental engagement/environment 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 Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

In addition, Coral Gables Senior High :

- conducts informal parent surveys to determine specific needs of our parents and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and to build their capacity for involvement
- completes 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 submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118
- provides confidential "as-needed services" to any students in the school in "homeless situations: as applicable

School Improvement Grant Fund/School Improvement Grant Initiative:

The school is receiving funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

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

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

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

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

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

RtI 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.

- Reading baseline data and progress monitoring is managed through the Progress Monitoring and Reporting Network (PMRN), FAIR, Hampton Brown-The Edge, Achieve 3000 (for ELL) and the Jamestown Reading Navigator.
- Mathematics baseline data and progress monitoring is managed through Edusoft.
- Science baseline data and progress monitoring is managed through Edusoft.
- Writing baseline data and progress monitoring is managed through Write Score.
- Mid-Year data: FAIR assessment, Achieve 3000, District Interim Assessment
- End-of-Year data: FAIR assessment, Achieve 3000, District Interim Assessment, Comprehensive English Language Learning Assessment (CELLA), and 2011 FCAT Results
- SnapShots and Student Performance Indicators (SPI) are data tools used to analyze the students' cumulative and historical

results in the Florida Comprehensive Assessment Test (FCAT).

Describe the plan to train staff on RtI.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Adolfo Costa - Principal Patricia Lauter - World Languages Representative
Dr. Nestor Diaz - Assistant Principal Karen Dickinson - PE Representative
Stephen Campagna - Reading Coach Eric Molina - Science Representative
Mercy Hernandez - Voc Representative
Vicenta Shepard - Reading Coach Rebecca Reinoso - Math Representative
Claudia Gallego - Reading Teacher Tracy Barrow - Fine Arts Representative
Jenny Lopez-Ponce - Language Arts Representative Julio Garcia - Social Studies Representative
Marianne Heinze - Media Specialist Julie Sarmiento - SPED Representative
Rita Yager - Business Representative Genevieve Amaris - SPED Teacher
Yvette Camacho - Reading Representative/ Secretary

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

Teachers from each department, and across the curriculum, are invited to join the LLT meetings where conversations are based on how literacy can best be promoted throughout the school in all classrooms. Meetings are focused around a central literacy idea that the team decides is important to implement during the school year. Teachers discuss the best approaches, and/or strategies, of how to implement the literacy theme. The teachers take these ideas back to their departments and share them with their colleagues, and gather any input for the next meeting. Each department representative then shares their knowledge with the LLT and a plan of action is formulated for school wide implementation

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

The major initiatives of the LLT this year will be to continue to build on the previous year's plan of focusing on school wide comprehension and vocabulary development.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the Notification of SINI Status to Parents](#) (Uploaded on 9/16/2010 1:08:01 PM)
- Public School Choice with Transportation (CWT) Notification
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the SES Notification to Parents](#)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers participate in professional development activities in differentiated instruction and how to interpret FCAT and Interim Assessment Data. Individual students' test scores are distributed to the teachers. Every department adopts a reading benchmark and incorporates it in their lesson plans and instruction following the school wide Reading Focus Calendar.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Coral Gables Senior High applies and integrates courses to help students see the relationships between subjects and relevance to their future by:

- incorporating the Academy and Small Learning Community (SLC) Model
- selection of academy by students in grade 9
- incorporating more academic content in vocational courses
- vocational and core teachers plan together to enhance academic competencies in vocational programs
- making the academic curriculum more vocationally 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?

Coral Gables Senior High School encourages students to be active participants in their own learning so that their course of study is personally meaningful and relevant. This is encouraged through:

- selection of a 4 year course of study in an academy
- meeting with counselor to assist in course selection
- placing students in internships with our business partners
- increased use of technology to research careers
- "Career Fairs"
- guest speakers
- E-Pep
- Academy Awareness Day

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 School Feedback Report

All ninth grade students are enrolled in a High School 101 course to help prepare them for career development and postsecondary endeavors. Students' research career offerings and the necessary education requirements. They are also given exposure to all the career academies at the school.

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

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

Coral Gables Senior High School's percentage of graduates completing a college prep curriculum is 70%, enrolled in Algebra I course before 9th grade is 42%, completed at least one level 3 high school math course is 48%, and completed a Dual Enrollment (DE) math course is 3.4 %. These were all above the district and the state's averages.

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

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

Miami-Dade College visits the school campus once a week to assist students with applications and testing information.

Coral Gables has a high percentage of graduates in Florida's public postsecondary institutions (65.4%) and state community and/or state universities (64.9%). This is due in part by the continuous awareness program established in school by our College Assistance Program (CAP). The school CAP counselors create and distribute a monthly newsletter to the students to keep them abreast of the upcoming college visitation information, the scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

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:

| | |
|---|---|
| 1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1: | The results of the 2009-2010 FCAT Reading Test indicate that 24 % of students achieved level 3 proficiency. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 24% (377) | 26% (419) |

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 2009-2010 administration of the FCAT Reading Test was Grade 9- Reference and Research Grade 10- Words and Phrases Limited professional development in addressing the areas of Reference and Research in Reading. | Teachers will instruct students in the use of graphic organizers, note taking, mapping, and summarization activities to help increase student knowledge retention. Encourage teachers across the curriculum to incorporate the use of a variety of real-world texts into classroom instruction to enhance students' level of critical thinking and reference research skills. Provide Professional development in effective teaching strategies addressing the areas of Reference and Research to increase the students' achievement level in this area in grade 9 and 10. | RtI Leadership Team | Ongoing classroom assessments focusing on students' knowledge of reference and research and words and phrases. | Formative: Interim Assessments Classroom Observation Summative: FCAT 2011 Results |

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

| | |
|--|---|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2: | The results of the 2009-2010 FCAT Reading Test indicate that 23% of students achieved levels 4 and 5 proficiency. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| | |

| 23% (372) | | 26% (414) | | | |
|---|--|---|---|---|--|
| 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 integration of reading strategies and computer software through the upper level English classes. | Implementation of Reading Plus program to all students weekly | RtI Leadership Team | Review Reading Plus reports to monitor students' progress. Classroom Observation | Formative: School designed reading assessment Classroom Observation Interim Assessment Results Summative: FCAT 2011 Reading Results |

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

| | |
|--|---|
| 3. Percentage of students making Learning Gains in reading Reading Goal #3: | The results of the 2009-2010 FCAT Reading Test indicate that 60% of students achieved learning gains. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 60% (886) | 70% (1034) |

| 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 | 2010 – 60% 2009 – 52% 2008 – 53% The percent of students making learning gains by 60 percentage points as noted on the 2010 administration of the FCAT Reading Test. A potential barrier is the unavailability of technology due to a limited number of computers and labs that may hinder school-wide software usage. | Increase the fidelity of the Hampton Brown EDGE and Jamestown Reading Navigator Reading Programs. Focused lessons to increase students' literacy and comprehension. Implementation of school wide reading strategies. Availability of 3 additional computer labs to increase the usage of the online reading programs. | RtI Leadership Team | Classroom observation Computer generated Reading reports | Formative : Computer generated Reading tests. Classroom Observation Interim Assessments Summative: FCAT 2011 Reading results. |

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

| | |
|--|---|
| 4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4: | The results of the 2009-2010 FCAT Reading Test indicate that 55% of students in the lowest 25% made learning gains. |
|--|---|

| 2010 Current Level of Performance: * | | 2011 Expected Level of Performance: * | | | |
|---|--|--|---|---|---|
| 55% (203) | | 65% (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 |
| 1 | <p>2010 –55% 2009 – 43% 2008 – 54%</p> <p>As noted on the administration of the 2010 FCAT Reading Test, the number of students in the lowest 25% making learning gains is 55%.</p> <p>A potential obstacle is the low participation in the supplemental enrichment programs offered in school</p> <p>Limited participation in the Saturday School Tutoring</p> | <p>Continue with the availability Tutoring after school, push-ins, and pull-outs at least 3 times a week utilizing CRISS strategies and Reading Plus as supplemental material.</p> <p>Continue with the announcement of the available support programs through the connect- ed messages, PTSA Meetings, Home visits and school announcements</p> | RtI Leadership Team | <p>Review available assessment data reports to ensure progress is being made and adjust intervention as needed.</p> <p>Classroom observation for the implementation of the instructional focus calendar</p> | <p>Formative: classroom Assessments Classroom Observation Interim Assessment</p> <p>Summative: FCAT 2011 Reading results.</p> |

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):

| | |
|--|---|
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading | The results of the 2009-2010 FCAT Reading Test indicate that 48% of the Hispanic subgroup achieved proficiency. |
| Reading Goal #5A: | |

Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

| | | | |
|--------------------------------------|--|---------------------------------------|--|
| 2010 Current Level of Performance: * | | 2011 Expected Level of Performance: * | |
| 48% (203) | | 53% (643) | |

| 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>White: 72% Black: N/A Hispanic: 48% Asian: N/A American Indian: N/A</p> <p>One potential obstacle is their limited participation in the provided support programs available in school</p> | <p>Continue with the availability Tutoring after school, push-ins, and pull-outs at least 3 times a week utilizing CRISS strategies and Reading Plus as supplemental material.</p> <p>Increase the number of announcements for the available support</p> | RtI Leadership Team | <p>Review available assessment data reports to ensure progress is being made and adjust intervention as needed.</p> <p>Classroom observation for the implementation of the instructional focus calendar</p> | <p>Formative: Classroom assessments. Interim Assessments Classroom Observation</p> <p>Summative: FCAT 2011 Reading results</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | programs through the connect- ed messages, PTSA Meetings, Home visits and school announcements | | | |
|--|--|--|--|--|--|

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 not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B: | The results of the 2009-2010 FCAT Reading Test indicate that 16% of the English Language Learner (ELL) subgroup achieved proficiency. |
|---|---|

Reading Goal #5B: English Language Learners (ELL)

| | |
|--------------------------------------|---------------------------------------|
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 16% (36) | 24% (54) |

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 after school exposure to reading enrichment activities. | Continue with the availability Tutoring after school, push-ins, and pull-outs at least 3 times a week utilizing CRISS strategies and Reading Plus as supplemental material. Implement the use of graphic organizers as instructional strategies for the reading classes. Monitor the Teen biz reports for the number of after school reading activities per student | RtI Leadership Team | Review available assessment data reports to ensure progress is being made and adjust intervention as needed. Classroom observation for the implementation of the instructional focus calendar Teenbiz Acitivity reports Reading Plus Reports | Formative: Classroom Assessment Interim Assessments Summative: FCAT 2011 Reading Results |

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

| | |
|---|--|
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C: | The results of the 2009-2010 FCAT Reading Test indicate that 28% of the Student with Disabilities (SWD) subgroup achieved proficiency. |
|---|--|

Reading Goal #5C: Students with Disabilities (SWD)

| | |
|--------------------------------------|---------------------------------------|
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 28%. (36) | 35% (46) |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|-------------------------------------|---|--|
| 1 | Limited after school exposure to reading enrichment activities. | Continue with the availability Tutoring after school, push-ins, and pull-outs at least 3 times a week utilizing CRISS strategies and Reading Plus as supplemental material. | RtI Leadership Team | Review available assessment data reports to ensure progress is being made and adjust intervention as needed. Classroom observation for the implementation of the instructional focus calendar. On Going monitoring that instructional strategies are differentiated to meet students' needs | Formative: Classroom assessments Interim Assessment Summative: FCAT 2011 Reading results |

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

| | |
|---|---|
| 5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D: | The results of the 2009-2010 FCAT Reading Test indicate that 43% of the Economically Disadvantaged subgroup achieved proficiency. |
| Writing Goal #5D: Economically Disadvantaged | |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 43% (399) | 49% (454) |

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 after school exposure to reading enrichment activities. | Continue with the availability Tutoring after school, push-ins, and pull-outs at least 3 times a week utilizing CRISS strategies and Reading Plus as supplemental material. | RtI Leadership Team | Review Edusoft reports to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. On Going monitoring that instructional strategies are differentiated to meet students' needs | Formative: Classroom assessments Interim Assessments Summative: FCAT 2011 Reading results |

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------------|----------------------------------|--|--|--|---|
| CRISS Strategies | ALL | Reading Coach | School Wide | Planning Day | Classrooms observations, Data Analysis, Interim assessment results | Principal, Assistant Principal, Reading Coach |
| Unwrapping the Benchmarks | 9-10 11th and 12th Retake | Department Chair | Reading and Language Arts teachers | Department Meeting Early Release | Classrooms observation, Data Analysis, Interim Assessment results | Principal, Assistant Principal, Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Saturday Academy tutoring | Part time hourly teachers and Materials | Title I | \$10,000.00 |
| | | | Subtotal: \$10,000.00 |
| 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: \$10,000.00 |

End of Reading Goals

Mathematics 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 achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1: | The results of the 2009-2010 FCAT Mathematics Test indicate that 32% of students achieved level 3 proficiency. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 32% (500) | 33% (524) |

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 | 2010 Grade 9: Measurement Grade 10 Geometry 2009 Grade 9: Measurement Grade 10: Geometry Full integration of technology and manipulatives to enhance instructional delivery for these areas of deficiencies. | Unwrapping the benchmarks will be infused through daily instruction to ensure content mastery in the areas of deficiencies. Increase use of the Computer Lab utilizing FCAT Explorer, Riverdeep, Cognitive Tutor and Gizmos. | Math Department Chair, Principal, Assistant Principal. | Maintain a record of strategies and interventions utilized to target strands. Instructional Focus Calendar | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results. |
| 2 | First year implementation of EOC Algebra I for teachers and students. Teachers in need of Professional Development. | All teachers of grade 9 to attend workshops on the Next Generations Standards and EOC Algebra I. Increase use of students taking assessment on line. | Math Department Chair, Principal, Assistant Principal | Review reports generated to ensure that students are making progress. | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results |

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

| | |
|--|---|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2: | The results of the 2009-2010 FCAT Mathematics Test indicate that 39% of students achieved levels 4 and 5 proficiency. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 39% (606) | 40% (630) |

Problem-Solving Process to Increase Student Achievement

| | Person or | Process Used to |
|--|-----------|-----------------|
|--|-----------|-----------------|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|--|
| 1 | First year implementation of grade 9 EOC Algebra I and working with limited number of computers to administer regular practice exams on line. | All teachers of grade 9 to attend workshops on the Next Generations Standards and EOC Algebra I. Increase use of students taking assessment on line with the opening of 3 additional computer labs in school. | Math Department Chair, Principal, Assistant Principal. | Records of tutoring logs and ongoing classroom assignments/assessments that target application of the skills taught. | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results |

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

| | |
|--|---|
| 3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3: | The results of the 2009-2010 FCAT Mathematics Test indicate that 79% of students achieved learning gains. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 79% (1157) | 89% (1303) |

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 | As noted on the 2010 FCAT Mathematics administration, 79% of the students made learning gains. There is limited availability of computers and labs that will hinder the process of maximizing the opportunity for the students to practice tests online, particularly for the EOC Algebra I. Students may be deficient in multiple areas in mathematics | Increase use of the Computer Lab utilizing FCAT Explorer, Riverdeep, Cognitive Tutor and Gizmos through regularly scheduled computer class time and home learning assignments. | Math Department Chair, Principal, Assistant Principal. | Review reports generated from the computer programs such as FCAT Explorer, GIZMO, to ensure that students are making progress. Review usage log of computer labs and mobile labs. | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results |

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

| | |
|--|---|
| 4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: | The results of the 2009-2010 FCAT Mathematics Test indicate that 73% of students in the lowest 25% made learning gains. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 73% (267) | 83% (304) |

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>Mathematics administration, it was noted that students in grades 9 have a deficiency in Number Sense and grade 10 have a significant deficiency in the areas of measurement and Geometry.</p> <p>There is a limited number of computers and labs, that will hinder the process of maximizing the opportunity for the students to practice tests online, particularly for the EOC Algebra I.</p> | <p>Identify lowest performing students and align instruction to individuals through Intensive Math classes. If the budget allows, provide push-in and pull-out tutoring for these students. Cognitive Tutor and Bridge to Algebra will be utilized in the Intensive Math classes. Provide incentives to increase these students' attendance to all the tutoring sessions that are offered.</p> | Math Department Chair, Principal, Assistant Principal. | Review reports generated from FCAT explorer, Edusoft, Gizmos to ensure that students are making adequate progress. | <p>Formative: Classroom assessment Interim Assessments</p> <p>Summative: FCAT 2011 Mathematics results</p> |

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

| | |
|--|--|
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics | 72% of students in the Hispanic subgroup achieved proficiency. |
| Mathematics Goal #5A: | |

Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

| | |
|--------------------------------------|---------------------------------------|
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 72% (866) | 75% (902) |

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>White: 86% Hispanic: 72% Black: N/A Asian: N/A American Indian: N/A</p> <p>Limited students' participation in the provided support programs available after school.</p> | <p>Continue with the availability Tutoring after school, push-ins, and pull-outs at least 3 times a week utilizing CRISS strategies and Gizmo as supplemental material.</p> <p>Increase the number of school announcements of the available support programs through the connect- ed messages, PTSA Meetings, Home visits and school announcements</p> | Math Department Chair, Principal, Assistant Principal. | <p>Maintain a record of strategies and interventions utilized to target strands.</p> <p>Review of lesson plans</p> <p>Review of student work folder</p> | <p>Formative: Classroom assessment Interim Assessments</p> <p>Summative: FCAT 2011 Mathematics results</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:

| | |
|--|--|
| 5B. Student subgroups not making Adequate Yearly | |
|--|--|

| | |
|--|---|
| Progress (AYP) in mathematics Mathematics Goal #5B: | The results of the 2009-2010 FCAT Mathematics Test indicate that 48% of the English Language Learner (ELL) subgroup achieved proficiency. |
| Mathematics Goal #5B: English Language Learners (ELL) | |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 48% (108) | 53% (119) |

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 | On the 2010 FCAT Mathematics administration the ELL subgroup has not made AYP when compared to the 2009 FCAT Mathematics administration. Limited understanding in working with word problems due to English language barrier. | Increase the use of visuals and explicit instruction to address Number Sense, Algebraic Thinking, Data Analysis and Geometry content clusters. Reinforcing the implementation of ESOL strategies in lesson planning. Continue with the daily ELL after school tutoring | Math Department Chair, Principal, Assistant Principal. | Review of lesson plans and classroom walkthroughs to ensure implementation of strategies and visual aids. | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results |

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

| | |
|---|---|
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: | The results of the 2009-2010 FCAT Mathematics Test indicate that 42% of the Students with Disabilities (SWD) subgroup achieved proficiency. |
| Mathematics Goal #5C: Students with Disabilities (SWD) | |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 42% (53) | 48% (60) |

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 | On the 2010 FCAT Mathematics administration the SWD subgroup has not made AYP. Limited prerequisite skills in mathematics particularly the areas of number sense and algebraic thinking for grade 9 and the areas | Daily implementation of warm up activities that will target the prerequisite skills needed for the lesson. Daily implementation of focus calendar to reinforce mastery of assessed benchmarks. Consistent implementation of small | Math Department Chair, Principal, Assistant Principal. | Implement professional development activities to support the delivery of instruction. Conduct classroom observations. Review teachers' lesson plan. Review of students' work folder. | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results |

| | | | | |
|---|---|--|--|--|
| of measurement and geometry for grade 10. | learning group instruction during math block. | | | |
|---|---|--|--|--|

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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D: | The results of the 2009-2010 FCAT Mathematics Test indicate that 68% of the Economically Disadvantaged subgroup achieved proficiency. |
|---|---|

Writing Goal #5D: Economically Disadvantaged

| | |
|--------------------------------------|---------------------------------------|
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 68%.(621) | 71% (648) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|
| 1 | The Economically Disadvantaged students scoring at or above grade level in Mathematics is 68% Limited prerequisite skills in mathematics particularly the areas of number sense and algebraic thinking for grade 9 and the areas of measurement and geometry for grade 10. | Daily implementation of warm up activities that will target the prerequisite skills needed for the lesson. Consistent implementation of small learning group instruction during math block Implementation of the mathematics Instructional Focus Calendar that will address the specific areas of deficiencies weekly. | Math Department Chair, Principal, Assistant Principal. | Review of lesson plans and classroom walkthroughs to ensure implementation. Review of students' work folder | Formative: Classroom assessment Interim Assessments Summative: FCAT 2011 Mathematics results |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|-----------------------------------|---|--|---|---|---|
| Effective Implementation of the Instructional Focus Calendar. Unwrapping the Benchmarks | 10th and 11th/12th grade retakers | Math Department Chair/Assistant Principal | Mathematics Department | Monthly departmental meetings | Classroom visits/walkthroughs, Interim Assessment results | Math Department Chair/Assistant Principal |

| | | | | | | |
|---------------------------------|--------------|---|------------------------|--------------------|--|---|
| Carnegie Learning Program GIZMO | 9th and 10th | Math Department Chair and Intensive Math Teachers | Mathematics Department | Early Release days | Classroom visits/walkthroughs Interim Assessment results | Math Department Chair/Assistant Principal |
|---------------------------------|--------------|---|------------------------|--------------------|--|---|

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|--------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Saturday Academy tutoring | Part time hourly teachers and Materials | Title I | \$10,000.00 |
| | | | Subtotal: \$10,000.00 |
| 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: \$10,000.00 |

End of Mathematics Goals

Science 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 achieving proficiency (FCAT Level 3) in science | | The results of the 2009-2010 FCAT Science Test indicate that 28% of students achieved level 3 proficiency. | | | |
| Science Goal #1: | | | | | |
| 2010 Current Level of Performance: * | | 2011 Expected Level of Performance: * | | | |
| 28% (205) | | 31%(230) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | The areas of deficiency according to three years of trend data have been Life Environmental and Physical Chemical | Develop and implement opportunities for the teachers to discuss, design and share instructional practices to increase inquiry- | Department Chair, Principal Assistant Principal | Review of school based assessment data and classrooms observation. | Formative : Daily observation Weekly or Bi-weekly assessment Interim |

| | | | | | |
|---|--|--|--|--|--|
| 1 | Sciences Common teacher planning time is needed to develop and implement strategies and best practices to address specific students' needs. | based learning of Physical and Chemical Sciences. Provide laboratory activities of physical and chemical systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. Implement weekly integration of Gizmo in the science curriculum. Implementation and monitoring of an instructional focus calendar. | | | Assessments Summative: Final Exam FCAT 2011 Science results |
| 2 | Low participation in Saturday school science program | . Increase awareness of available support programs to the parents via connected, PTSA meetings, School advertisement. | Department Chair, Principal Assistant Principal | Review of school based assessment data and classrooms observation. | Formative : Daily observation Weekly or Bi-weekly assessment Interim Assessment Summative: Final Exam FCAT 2011 Science results |

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

| | |
|--|--|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: | The results of the 2009-2010 FCAT Science Test indicate that 6% of students achieved levels 4 and 5 proficiency. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 6% (47) | 10% (72) |

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 participation in after school and Saturday school science enrichment programs. | Provide daily FCAT focus activities through their upper level science classes. Increase awareness of available support programs to the parents via connected, PTSA meetings, School advertisement. | Department Head and Assistant Principal | Review of school based and district assessment. Classroom observation Science Lab journal and lab reports | Formative : Daily observation Weekly or Bi-weekly assessment Interim Assessments Summative: Final Exam FCAT 2011 Science results |

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|--|--|--|--|
| GIZMO | ALL | Science Department Chair | Teachers Grade 9-12 | Planning day not available to opt | Classroom walkthroughs Results of Interim Assessment and school designed assessment | Science Department Chair, Principal, Assistant Principal |
| Differentiated Instruction | ALL | Science Department Chair | School Wide | Early Release Department Meeting | Classroom walkthroughs Results of Interim Assessment and school designed assessment | Science Department Chair, Principal, Assistant Principal |
| Helping your children prepare for the FCAT | ALL | Science Teachers | Parents | PTSA monthly meeting | Monitor the number of students attending after school and Saturday tutoring | Principal, Assistant Principal |
| Effective implementation of Instructional focus calendar and Unwrapping the benchmarks | Grade 11 | Science Department Chair | Science Department Grade 11 Teachers | Department Meeting | Classroom walkthroughs Results of Interim Assessment and school designed assessment | Science Department Chair, Principal, Assistant Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 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 |
| Science Camp Review | Part time Hourly | Title I | \$4,000.00 |
| | | | Subtotal: \$4,000.00 |
| | | | Grand Total: \$4,000.00 |

End of Science Goals

Writing Goals

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

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

| | |
|---|---|
| 1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1: | Results from the 2010 FCAT Writing Test indicate that 94% of 10th grade students achieved above proficiency in writing. |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| 94% (696) | 94% (696) |

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 | Time available to increase opportunities for students to write in a variety of formats across the curriculum in order to better prepare them for the writing requirements in more rigorous academic classes. | Implement the use of rubrics among the students to enhance their writing skills. Review and monitor that the teachers evaluate the samples of students work according to the type of writing required and the associated rubrics. | Department Chair, Principal and Assistant Principal | Review school based assessment data and classrooms observation. Review of Write scores | Formative : Daily observation Weekly or Bi-weekly assessment District Pre-Test District Post Test Summative: Final Exam FCAT grade 10 Writing |

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A: | |
| Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | |
| 2010 Current Level of Performance: * | 2011 Expected Level of Performance: * |
| | |

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|--|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | |
|---|--|

| | | | | |
|---|----------|---|---|-----------------|
| Writing Goal #2B: | | | | |
| Writing Goal #2B: English Language Learners (ELL) | | | | |
| 2010 Current Level of Performance: * | | 2011 Expected Level of Performance: * | | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| | | | | |
|---|----------|---|---|-----------------|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | | | | |
| Writing Goal #2C: | | | | |
| Writing Goal #2C: Students with Disabilities (SWD) | | | | |
| 2010 Current Level of Performance: * | | 2011 Expected Level of Performance: * | | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| | | | | |
|---|--|---------------------------------------|--|--|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | | | | |
| Writing Goal #2D: | | | | |
| Writing Goal #2D: Economically Disadvantaged | | | | |
| 2010 Current Level of Performance: * | | 2011 Expected Level of Performance: * | | |
| | | | | |

Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|---|--|
| Write Score Rubrics | 10 | Language Arts Department Chair | Grade 10 Language Arts and Writing teachers | Early Release Departmental Meeting | Review of Writing scores, classroom walkthroughs, observation and analysis of sample writings | Language Arts Department Chair, Principal, Assistant Principal |

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 |
| Write Score | Scoring tool | School Discretionary Budget | \$11,000.00 |
| | | | Subtotal: \$11,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Saturday Writing Camp | Part time Hourly | School Discretionary Budget Title I | \$4,000.00 |
| | | | Subtotal: \$4,000.00 |
| | | | Grand Total: \$15,000.00 |

End of Writing Goals

Attendance Goal(s)

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

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

| | |
|--|---|
| 1. Attendance Attendance Goal #1: | The average daily attendance rate for the 2009-2010 is 94.41%. |
| 2010 Current Attendance Rate: * | 2011 Expected Attendance Rate: * |
| 94.41% (2936) | 94.91% (2952) |
| 2010 Current Number of Students with Excessive Absences (10 or more) | 2011 Expected Number of Students with Excessive Absences (10 or more) |
| 1153 | 1095 |
| 2010 Current Number of Students with Excessive Tardies (10 or more) | 2011 Expected Number of Students with Excessive Tardies (10 or more) |
| 1987 | 1888 |

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 | Adjusting to New School hours changing to 7:15am | <p>Involve the parents in promoting perfect attendance and timeliness in getting to school through our monthly PTSA parent meeting, connect Ed messages and marquis.</p> <p>Closely monitor the absent and tardy reports to provide intervention and parental contact for the identified students.</p> <p>Provide incentives for perfect attendance every grading period.</p> | Assistant Principal and the Attendance Committee | <p>On going monitoring of students arriving to school late</p> <p>Monitor students' absence rate after contacting the parents.</p> | Daily Attendance bulletin Gradebook |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | Follow up with | |

| | | | | | | |
|---|------|---|-----------------------|---------------------------------|--|--|
| Discussing attendance incentive program | 9-12 | Academy Leader/ Administrator/Counselor | 9-12 Academy Teachers | Early Release September 23,2010 | individual academy leader on progress of attendance program at monthly SLC meeting | Academy Leaders/ Student Services Department |
| Attendance Reports | 9-12 | Technology Coordinator | Student Services | 2nd Quarter | Excel. Principal Viewer | Student Services Department |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--------------------------|----------------|--------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Incentives for Students with perfect attendance | Certificates, Gift cards | EESAC | \$1,400.00 |
| | | | Subtotal: \$1,400.00 |
| | | | Grand Total: \$1,400.00 |

End of Attendance Goal(s)

Suspension Goal(s)

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

| | |
|---|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal #1: | The number of students suspended in school for 2009-2010 is 307. |
| 2010 Total Number of In –School Suspensions | 2011 Expected Number of In- School Suspensions |
| 392 | 353 |
| 2010 Total Number of Students Suspended In School | 2011 Expected Number of Students Suspended In School |
| 307 | 276 |
| 2010 Number of Out-of-School Suspensions | 2011 Expected Number of Out-of-School Suspensions |
| | |

| | |
|---|--|
| 226 | 203 |
| 2010 Total Number of Students Suspended Out of School | 2011 Expected Number of Students Suspended Out of School |
| 193 | 174 |

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 and parents unfamiliar with the Code of Student Conduct. | <p>Review the Student code of conduct with all students at the beginning of the year and ensure that they signed the acknowledgement form.</p> <p>Review the student code of conduct with the parents during the PTSA meetings.</p> <p>Have available copies of the student code of conduct in school.</p> <p>Counselors will review the student code of conduct during their individual meetings with students and through classroom presentations as well.</p> | Administrative team | Review the nature of referrals received. Weekly review of number of students with violations | <p>Daily In door suspension reports.</p> <p>Monthly suspension reports.</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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

Suspension Budget:

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

| | | | |
|---------------------------------|--------------------------|----------------|---------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

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 2009-2010 school year.</i> | In 2009-2010 3.86 % of our student dropped out. Our goal is to decrease the percentage for the 2010-2011 school year to 3.36 %. |
| 2010 Current Dropout Rate: * | 2011 Expected Dropout Rate: * |
| 3.86%. (120) | 3.36% (104) |
| 2010 Current Graduation Rate: * | 2011 Expected Graduation Rate: * |
| 71.94% (631) | 73.94% (648) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | Then number of students in grade 12 with excessive absences in school. | Monitor the attendance bulletin and failure report. Continue to establish parent contact to include home visits. Provide counseling services to the students in order to increase their | Assistant Principals and Counselors | Daily review of attendance bulletin Monitoring of grade reports Monitoring of withdrawals | Number of students withdrawn Attendance reports Cognos Reports |

| | | | | | |
|--|--|---|--|--|--|
| | | participation in school and improve their attendance. | | | |
|--|--|---|--|--|--|

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal # 1:

Our goal for the 2010-2011 school year is to increase the

| | | | | | |
|---|---|--|---|---|-----------------------------|
| *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated. | | percentage of parents who have participated in school events by 5 percentage points. | | | |
| 2010 Current Level of Parent Involvement: * | | 2011 Expected Level of Parent Involvement: * | | | |
| 10% (310) | | 15% (465) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Parents work hour's conflict with the parent meeting time. Lack of participation in school wide activities by parents of ELL students due to language barrier. | Provide opportunities with the PTSA to conduct meeting at different time, morning, evening and on weekends. Availability of translator at all parent meetings to promote participation and ensure understanding of all discussed items. | Principal CIS Assistant Principal | Monitoring parents' attendance at monthly parent meeting and school sponsored events. | Attendance Sign – In Sheets |

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

Additional Goal(s)

Graduation Goal:

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

Based on the analysis of school data, identify and define areas in need of improvement:

| | |
|---|---|
| 1. Graduation Goal Graduation Goal #1: | The graduation rate for the 2009-2010 school year is 71.94% |
| 2010 Current level of Parent Involvement: * | 2011 Expected level of Parent Involvement: * |
| 71.94% (631) | 73.94% (648) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|--|
| 1 | The number of students in grade 12 with excessive attendance | During academy orientation meetings with students, the student services department will inform the student body of the attendance incentive program. | Administrative Staff and Student Services Department | Monitor student daily attendance bulletin | Quarterly attendance reports. Cognos reports. Attendance bulletin. |
| 2 | The number of student in suspension and opting to drop out. | . Monitor the seniors' suspension rate and counselors meeting with seniors to ensure that graduation requirements have been met. | Administrative Staff and Student Services Department | Monitor suspension reports for all seniors. | Monthly suspension reports Attendance bulletin. |
| 3 | Meeting Graduation Requirements | Counselors will meet with all seniors to ensure that they review their student history and graduation requirement. | Administrative staff and Student Services Department | Review number of students who enrolled in recovery classes | FCAT retake results. ACT and SAT results |

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|--|--|---|---|---|
| Discussing attendance incentive | 9-12 | Academy Leader/ Administrator/Counselor | 9-12 Academy Teachers | Early Release September 23, 2010 | Follow up with individual academy leader on progress of attendance program at | Academy Leaders/ Student Services |

| | | | | | | |
|--------------------|------|------------------------|------------------|-------------|----------------------------|------------------------------|
| program | | | | | monthly SLC meeting. | Department |
| Attendance Reports | 9-12 | Technology Coordinator | Student Services | 2nd Quarter | Gradebook Principal Viewer | Student Services Department. |

Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Attendance Incentive Program | Rewards | PTSA | \$500.00 |
| | | | Subtotal: \$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: \$500.00 |

End of Graduation Goal(s)

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|---|---|-------------------------------------|--------------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Saturday Academy tutoring | Part time hourly teachers and Materials | Title I | \$10,000.00 |
| Mathematics | Saturday Academy tutoring | Part time hourly teachers and Materials | Title I | \$10,000.00 |
| Graduation | Attendance Incentive Program | Rewards | PTSA | \$500.00 |
| | | | | Subtotal: \$20,500.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Writing | Write Score | Scoring tool | School Discretionary Budget | \$11,000.00 |
| | | | | Subtotal: \$11,000.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Science | Science Camp Review | Part time Hourly | Title I | \$4,000.00 |
| Writing | Saturday Writing Camp | Part time Hourly | School Discretionary Budget Title I | \$4,000.00 |
| Attendance | Incentives for Students with perfect attendance | Certificates, Gift cards | EESAC | \$1,400.00 |
| | | | | Subtotal: \$9,400.00 |
| | | | | Grand Total: \$40,900.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/17/2010 9:59:54 AM)

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.

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|------------|
| Funds will be allocated for the clerical hours to maintain the Media Center open for students after school from 2:45pm to 4:45pm. | \$4,000.00 |
| Funds will be allocated to the Mathematics and Science Department for the purchase of supplies. | \$6,000.00 |
| Funds will be allocated to promote the school's programs and academies. | \$1,400.00 |

| | |
|---|------------|
| Funds will be allocated for FCAT and attendance incentives. | \$1,400.00 |
| Funds will be allocated to the Business department to upgrade their computers | \$3,100.00 |
| Funds will be allocated to the Physical Education department for supplies. | \$237.60 |
| Funds will be allocated to the Language Arts department for supplies | \$56.90 |

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

Review and monitor the implementation of the SIP. Review and make recommendation for the use of budget. Participate in the discipline committee. Review and approve the Secondary School Reform. SAC will evaluate the uniform policy and make necessary adjustment as needed.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

| Dade School District CORAL GABLES SENIOR HIGH SCHOOL 2008-2009 | | | | | | |
|--|----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 45% | 69% | 82% | 30% | 226 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 52% | 67% | | | 119 | 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? | 43% (NO) | 59% (YES) | | | 102 | 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. |
| Points Earned | | | | | 447 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Dade School District CORAL GABLES SENIOR HIGH SCHOOL 2007-2008 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 42% | 66% | 86% | 35% | 229 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 53% | 72% | | | 125 | 3 ways to make gains: <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? | 54% (YES) | 71% (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. |
| Points Earned | | | | | 479 | |
| Percent Tested = 98% | | | | | | Percent of eligible students tested |
| School Grade | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Dade School District CORAL GABLES SENIOR HIGH SCHOOL 2006-2007 | | | | | | |
|--|----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 39% | 62% | 86% | 27% | 214 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 50% | 67% | | | 117 | 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? | 49% (NO) | 66% (YES) | | | 115 | 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. |
| Points Earned | | | | | 446 | |
| Percent Tested = 98% | | | | | | Percent of eligible students tested |
| School Grade | | | | | C | Grade based on total points, adequate progress, and % of students tested |