FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FOREST HILL COMMUNITY HIGH SCHOOL

District Name: Palm Beach

Principal: Mary Stratos

SAC Chair: Janine Spokoine

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2012 School Grade Pending 2010-2011: CONNISTON Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math. 2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met

Assis Principal	Mary Stratos	Certified in Social Sciences, ESOL K-12, Masters in Educational Leadership	1	14	for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math. 2008-2009: Grade: B, Reading Mastery: 59%, Math mastery: 59%, Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in math. 2007-2008: Grade: C, Reading Mastery: 56%, Math Mastery: 56%, Science Mastery: 20%, Writing Mastery: 90%, AYP: 72% of criteria satisfied. Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math. 2006-2007: Grade: C, Reading Mastery: 51%, Math Mastery: 54%, Science Mastery: 24%, Writing Mastery: 87%, AYP: 69% of criteria satisfied. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.
Assis Principal	David Reilly	B.S. Industrial Arts Education; M.S. Industrial Arts Education. Certifications: Driver Education, Endorsement; Educational Leadership (all Levels); Local Director of Vocational Education; School Principal (all Levels); Teacher Coordinator of Cooperative Education, Endorsement; Teacher Coordinator of Work Experience Programs, Endorsement; Technology Education (6-12)	9	16	AYP- 2011-76% 2010-86% 2009-72% 2008-79% 2007-67% 2006-72% 2005-67% 2004-67% School Grade- 2009-C 2008-C 2007-C 2006-C 2005-B 2004-C
Assis Principal	OsvaldoGarcia	B.S. Psychology ESE K-12 certification, Elementary Education, and Physical Education K-12 M.Ed. Educational Leadership (all levels)	4	4	AYP- 2006-Reading 41%, Math 32% 2007-Reading 67%, Math 67% 2008-Reading 75%, Math 63%AYP- 2006-Reading 41%, Math 32% 2007-Reading 67%, Math 67% 2008-Reading 75%, Math 63% AYP- 2006-Reading 41%, Math 32% 2007-Reading 67%, Math 67% 2008-Reading 75%, Math 63% No school grade at Indian Ridge School 2010- 86% AYP, School Grade B 2011- 76% AYP, School Grade Pending
Assis Principal	Allison DeGregory	Education Leadership, English 6 -12, ESOL endorsement and Reading endorsement	2	2	2012 School Grade Pending 2011 School Grade B
					2012 School Grade Pending 2010-2011: CONNISTON Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with

					Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math. 2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.
Principal	Mary Stratos	Certified in Social Sciences, ESOL K-12, Masters in Educational Leadership .	1	14	2008-2009: Grade: B, Reading Mastery: 59%, Math mastery: 59%, Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in math. 2007-2008: Grade: C, Reading Mastery: 56%, Math Mastery: 56%, Science Mastery: 20%, Writing Mastery: 90%, AYP: 72% of criteria satisfied. Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math. 2006-2007: Grade: C, Reading Mastery: 51%, Math Mastery: 54%, Science Mastery: 24%, Writing Mastery: 87%, AYP: 69% of criteria satisfied. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.
Assis Principal	Mary Wilson-Killeen	B.A. in English/Music; M.A. in English; certified in Ed Leadership; School Principal (all levels); 60 hours of ELL coursework; 300 hours of Reading Endorsement Coursework	1	10	FHHS 2012 School Grade Pending. Roosevelt Middle Assistant Principal 2007-2012: A-graded in 2010, 2011, and 2012, B-graded 2008 and 2009. 100% AYP for first time ever in 2010. 2002-2007: As the District's Language Arts Curriculum Supervisor, District writing scores climbed steadily and outscored other districts throughout the state.
		Masters in Special Education			2012 School Grade Pending 2010-2011: CONNISTON Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math. 2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.

| Assis Principal | John Provenzano | and Educational Leadership from Florida Atlantic University | 1 | 8 | 2008-2009: Grade: B, Reading Mastery: 59%, Math mastery: 59%, Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in math.

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2006-2007: Grade: C, Reading Mastery: 51%, Math Mastery: 54%, Science Mastery: 24%, Writing Mastery: 87%, AYP: 69% of criteria satisfied. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math. |
| Assis Principal | Jay E. Darr | B.S Mathematics; M.Ed. Educational Leadership. Certifications: Elementary Education (1-6); Mathematics (6-12); Middle Grades Endorsement; School Principal (all Levels) | 8 | 14 | 2012 School Grade Pending AYP- 2011-76% 2010-86% 2009-72% 2008-79% 2007-67% 2006-72% School Grade- 2009-C 2008-C 2007-C 2006-C |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Keturah Howard		10	1	AYP-Students scoring at or above grade level in reading 2006-31%; 2007-30%; 2008-30%; 2009-36%. Students scoring 3 and above- 2006-26% 2007-27%, 2008-26%, 2009-29%
Math	Heather Cleary		10	1	2012 School Grade Pending

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Conduct staff development to build the capacity of all teachers and enhance knowledge of strategies in their subject area to increase teacher confidence as well as achievement.	Coaches, Learning Team Facilitator	On-going throughout the year via learning team meetings and targeted professional development.	

2	3. Implement Professional Learning Communities for teachers to dialogue and collaborate with their colleagues within the learning team structure.	Administrators, Coaches, Learning Team Facilitator	On-going	
3	4. Full implementation of school-wide positive behavior support systems with direction from teacher-led committee.	Support cadre of teachers, coaches, and administrators.	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
115	5.2%(6)	51.3%(59)	27.8%(32)	15.7%(18)	22.6%(26)	87.8%(101)	10.4%(12)	1.7%(2)	14.8%(17)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			Collaborative Planning/Sharing Best Practices/Formative Assessments

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

Services are provided to ensure students requiring additional remediation are assisted through after school and Saturday Success programs. A Math coach assists in the implementation of instructional strategies to assist teachers in modeling lessons, using lesson plan designs, analyzing and interpreting data, and implementing best teaching practices. Push in and pull out programs addressing the lowest 25 percent and are also part of a remedial plan. The Title I allocation funds an English teacher and a math teacher to further reduce class size. Title I funds also support parent involvement and communication by providing student agendas and materials for parent trainings.

Title I, Part C- Migrant

Ms. LeBlanc, ESOL coordinator, is the Migrant Liaison.

Title I, Part D

Family involvement will include afterschool activities such as SAL-P information nights, Night of Expectations, College & Financial Aid Night, Parent Training in core subject areas. These events will be given in order to provide a strong parental awareness of their child education through High School. In addition, AYP meetings will be held twice a year in order to provide an update on the school grade and AYP status.

Title II

N/A

Title III

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Administrators provide a pull-out cyber bullying program to address the needs of students. Also, there is a bullying hotline to allow students to call if they feel they are being harassed by other students.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity through special events and programs.

Nutrition Programs

All students are allowed to eat breakfast at no cost regardless of free or reduced lunch status. Monthly Newsletter on Health and Wellness is a part of our onging communication with parents and the community.

Housing Programs

N/A

Head Start

N/A

Adult Education

Provide students with the opportunity to attend a credit recovery lab after school to obtain credits that will count toward graduation.

Career and Technical Education

Students are able to enroll in the Environmental Science Academy, the Engineering Academy, The Culinary Academy, The Hospitality & Tourism program, and Junior Army ROTC.

Job Training

Many students are allowed the opportunity to job shadow and be exposed to on-the-job-training while acquiring their education through the Career and Technical Education programs. Students have unique opportunities afforded them on a regular basis, and the skills necessary to succeed in these internships are reinforced through coursework and attendance at district-wide conferences.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Members of the school based RtI Leadership Team work with the School Advisory Council (SAC) to help develop goals and objectives, especially with regard to SWPB supports, suspension reduction strategies, and dropout prevention. Utilization of the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focused attention on deficient areas will be discussed.

---MTSS Implementation---

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

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
ACT/SAT/CPT

Describe the plan to train staff on MTSS.

Staff will be trained during the pre-school meeting by the school-based RtI facilitator, and throughout the year.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Developing the Problem-solving Model
Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Teacher cadre and administrative supports have been constructed to maintain the integrity of the RtI process and to monitor its outcomes. Meetings are documented and data is reviewed to ascertain the effectiveness of proposed strategies and plans.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading/Math Coach, ESE/ESOL contact, Guidance Coordinator.

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

The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT meets to analyze data. Topics of discussion include technology usage, fluency rates, appropriate scheduling of students, grades, incentives, push-ins/pull-outs, and data chats.

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

The major initiative of the LLT for this year is to address the needs of the lowest 25% of our student population and improve upon the performance of our level 3's, 4's, and 5's in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers attend professional development regarding teaching reading strategies for each content area. The staff development consists of vocabulary strategies, de-coding strategies, building background knowledge, and implementing the Reading Plus program within the Rotational Instructional Model.

*High Schools Only

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

Beginning in the ninth grade, the International Baccalaureate program offers a continuum of coursework that prepares students for the diploma program in the upper grades. Courses are threaded together in such a way as to build a foundation of knowledge from year to year, and students are required to explore a personal project topic that helps students create an in-depth, relevant relationship between their studies and their futures after high school.

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?

Students and parents are given the opportunity to meet with guidance counselors to select courses of study in relation to graduation and their career interests as well as engage in multiple curriculum nights for further refining and exploration of career pathways.

Postsecondary Transition

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

The offerings of AP classes will increase to assist students with college readiness. Students will participate in dual enrollment to assist with college credits for entrance into the community college. PSAT, CPT, and SAT/ACT testing will be encouraged. Students will have an option of taking an SAT/ACT preparation course as an elective during their Junior or Senior year. Informational sessions will be schedule by the Guidance Department for students to meet with admissions officers from various college and universities. Students will be encouraged to take courses in subject areas beyond high school graduation requirements to prepare for college when scheduling permits. Also, the ESE coordinator will work with the graduation coach to increase the number of SWD to graduate with a standard diploma.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The 2012 scores reflect an average increase of 5 percentage points over the 2011 score of 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT, 36% of 9th grade students scored at or above grade level, while 38% of 10th graders achieved proficiency.	On the 2013 Reading FCAT, student performance will increase by at least 5% to reflect a reading proficiency of 40% or higher.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of proficiency on standardized tests and in coursework as grade levels progress.	Implement the AVID elective course of study with high Level 2 and Level 3 students to provide organizational strategies needed to excel in accelerated classes.	Administration, teachers, AVID coordinator.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance i all classes.
2	Updating and introducing cutting-edge materials and media that motivate and challenge students to excel in their classwork and on standardized tests.	Utilizing iPAD2 mobile labs in paperless classrooms, and online tutorial materials to keep students engaged and successful across disciplines.	Administration, tech instructors, content area teachers, support coaches.	Teacher and leadership input at regular meetings regarding classroom and media center inventories.	Overall student performance in classes, diagnosti test results, FCAT and EOC results.
3	Building a thorough, in-depth continuum of MYP coursework that will lead to more IB diploma opportunities for all students in addition to increasing proficiency levels, with academy and AP options intertwined.	Provide every teacher with professional development in unit planning, IBMYP and AP core and elective assessments, and the personal project.	Administration, all instructors, support coaches, IBMYP coordinators.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance i all classes.
4	Increasing attendance for targeted students at after-school and Saturday tutorials.	Provide creative incentives to keep students motivated to attend and succeed.	Adminstrators, tutors, support coaches, and student leadership groups.	Regular review of student attendance records and discussion and revision of motivational practices.	Student attendance records.
5	Infusing the new common core literacy standards into core content areas in addition to reading classes with intensity and fidelity.	Provide targeted professional development through faculty meetings, leadership team meetings, and learning team meetings to properly infuse these crucial standards.	Administration, teacher leaders, reading coach, all instructors.	Marzano-based feedback attached to classroom walkthroughs, unit and lesson plans, student/teacher/guidance data chats.	Common core mini assessments, structured diagnostics, standardized tests (FCAT and EOCs).

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing timely instructional intervention to students who are not showing progress on intermediate assessments leading up to the FAA.	Implementing mini-assessments to be analyzed during bi-monthly learning team meetings and during quarterly guidance meetings with parents and students.	Administration, intensive instructors, ESE coordinator, guidance counselors.	Rigorous analysis of assessment results and documentation of feedback to parents and students.	Assessment result and meeting logs.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2012 FCAT, student scoring above proficiency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.5% of 9th and 10th graders earned a level 4 or level 5	On the 2012 FCAT, student scoring above proficiency will increase by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining high levels of student achievement from grade level to grade level.	Fostering a climate of self-motivation and pride in achievement by sustaining motivation through celebratory activities including Honor Roll breakfasts and assemblies.	Administration, guidance counselors, instructors.	Longitudinal data regarding student achievement growth and maintenance will be collected and perused at regular intervals.	FCAT 2.0 test results.
2	too few rigorous assignments and assessments matching FCAT cognitive complexity	Provide teachers with professional learning on cognitive complexity and rigorous assessments	Administration	Use Standards in Practice to determine alignment and rigor of assignments and assessments	Summative and Common Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	

Reading Goal #2b:				
2012 Current Level of Performance:		**2013 Expected Level of Performance:**		

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Encouraging students to continue working at a highly productive level and linking this tested achievement to real-world coursework and ability.	Celebrating student achievement at regular events including quarterly Honor Roll activities and special events designed to keep students engaged and focused upon continuing success.	Administration, guidance counselors, instructors.	Quarterly review of student grades and mini-assessments, as well as targeted communication with parents and students.	Test reports, attendance at special events recognizing students, and parent event attendance.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 9th and 10th, at least 86% of students will make learning gains.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In Reading, 47% of students made learning gains on the 2011 FCAT test.	On the 2012 administraion of the FCAT, 86% of students will make learning gains.

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continuing significantly measurable progress and learning gains for every student.	Increasing classroom instruction of vocabulary, teacher accessibility to ACT, IBMYP and AP professional development, and increasing alignment of standards-based instruction to the best research-based test-taking practices available.	Administration and instructors.	Continuous review of student achievement through the learning team structure.	Standardized testing and school-based mini-assessments.
2	Teachers lack professional development in infusing reading strategies into core content.	All content area teachers explicitly infuse the seven habits of good readers into their lesson plans and instructional delivery.	Administraion, Reading Coach, Department Instructional Leaders (DIL)	Learning Team Meetings, improved student grades	Assessments, Progress Reports, Data Chats
3	Students have low interest in reading due to outdated reading materials	Increase students' independent reading time by increasing the availiability of reading materials such as classroom libraries and magazines.	Administraion, Reading Coach	Classroom visits, lesson plans	Assessments, fluency probes,
	Students lack of	Each student with the	Reading Coach,	Student data chats	Reading Goal

	4	motivation and understanding to make learning gains	assistance of teachers will set goals to motivate students to make learning gains.	DIL, Reading teachers, administraion		Setting Form/Agreement

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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	Continuing significantly measurable progress in the learning gains of all students.	Increasing the complexity of intensive vocabulary instruction, building the assessment confidence students have in themselves by producing a climate of cooperation, and increasing the usage of research-based learning practices in the small group setting.	Administration, intensive instructors.	Periodic review of assessment results and direct feedback from students and teachers.	FAA 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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 9th and 10th, at least 86%of the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Reading,49% of the lowest 25% made learning gains on the 2011 FCAT test.	In grades 9th and 10th, at least 86%of the lowest 25% will make learning gains.

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	Overcoming the pitfall of material overuse and saturation; materials must be fresh and engaging, and students who find themselves in the lowest 25% annually must be challenged by innovative instructional resources and	Providing engaging, new materials and activities that will encourage students to reach high levels of achievement.	Administration, instructional coaches, teachers.	Continuous review of student progress during classroom instruction and assessments.	School-based mini-assessments, standardized testing.

			Person or	Process Used to	
	approaches that they have not yet seen.				
2	Teachers mus t be able to idenitfy and monitor the lowest 25% consistently in all classes.	Provide all teachers with a list of the lowest 25% of students to monitor and differentiate instructional strategies to meet thier needs.	Administration, Reading Coach, LTM facilitator	Data chats with teachers and students	Assessments/Diagnostic
3	Lack of attendance by the lowest 25% for afterschool and Saturday tutorials on a consistent basis.	Provide students with transportation and incentives for attending afterschool and Saturday school.	Administration, Reading Coach and Teachers	Data chats with students and teachers, improved student grades	Attendance logs from tutorial programs
4	Students lack the stamena needed to complete the test successfully.	Implement rigor and higher level questions in lessons to allow students to think critically.	Administraion, Reading Coach, Teachers, LTM facilitator	Lesson plans, student work samples, improved grades	Assessments, Classroom walk through feedback
5	teachers lacking the school wide professional managment plan for students of level 1's and 2's	Provide every teacher with the school wide PMP (Profession Management Plan)	Administration	updated plans after each diagnostic as the student need changes	Diagnostic test results, mini assessments, and classroom walk through along with observations

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2012 administrion of the FCAT 86% of students will score a level 3 or above or subgroup will make AYP using Safe Harbor or the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black studetns 9th grade-20% (99 students)10th-18% (87 students) White students 9th grade-57% (109 students)10th-48% (74 students) Hispanic students-9th grade 49% (271 students)10th grade-32%(218 students) Asian students-9th grade 71% (15 students) 10th grade-50% (10 students) American Indian-10th grade 100% (2 students)	On the 2012 administrion of the FCAT 86% of students will score a level 3 or above or subgroup will make AYP using Safe Harbor or the Growth Model.

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	Increasing academic exposure and time-on-task (ooportunity to learn) to complete assignments and understand core subjects and crucial concepts.	Providing tutorials to all students who are not progressing in an adequate manner as determined by formative and summative assessments.	Administrators, support coaches, classroom instructors.	Regular review of EDW data during the learning team structure, faculty meetings and regular professional development.	EDW data, tutorial student sign-in sheets, teacher, student, and parent feedback.
2	lack of student and teacher efficacy	Efficacy Training for teachers and students	administration	Classroom Visits	Feedback Form
3	lack of parental involvement	community outreach and providing training for parents on FCAT	administration	parental attendance logs and calendar	Parent Survey
4	lack of parental awareness in regards to graduation status, and test scores	SAL-P and Graduation check evenings for parents to come in and ask questions and receive student reports	administration	parental attendance logs and calendar	Parent Surveys and feedback

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	On the FY 2012 Spring FCAT 86% of ELL students will be proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	On the FY 2012 Spring FCAT 86% of ELL students will be proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing academic exposure and time to learn and complete assignments as well as understand core subjects and crucial, tested concepts.	Providing tutorials to all students not making adequate yearly progress.	Administration, instructors, coaches.	Regular review of EDW data during the learning team structure.	EDW data, tutorial student sign in sheets, teacher, student, and parent feedback.
2	Insufficient use of research-based ESOL strategies and lack of language proficiency	Professional Learning on effective implementation of research based ESOL strategies and individual and small group tutorials	Administration	Classroom Walk-throughs	Classroom Walkthrough data
3	Lack vocabulary knowledge and language skills needed to be successful in the reading comprehension process	Provide choices for student to expand thier vocabulary utiizing a thesarus	Administraion/Reading Coach	Clasroom walk through	Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2012 administraion of the FCAT, 86% of Students with Disabilites will score a level 3 or above on the FCAT or a profecient level on the alternate assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| On the 2011, 17% (144) of Students with Disabilities scored a level 3 or above on the FCAT. | On the 2012 administraion of the FCAT, 86% of Students with Disabilites will score a level 3 or above on the FCAT or a proficent level on the alternate assessments. |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing academic support and exposure that supports the new common core standards and makes them available and understandable to all.	Providing tutorial support for all students on a regular, accessible basis that provides research-based strategies to meet the demands of the new common core standards.	Administration, support coaches, instructors.	EDW data regularly perused during the learning team meetings.	EDW data, tutorial student sign-in sheets, teacher, student, and parent feedback.
2	Team of teachers lack understanding of their role in the classroom.	Provide inclusion classes with support facilitation teachers to assist with strategies in helping Students with Disabilities	ESE contact, administration	Feedback from teachers, student work samples, improved test scores/grades	Classroom walk through, assessments
3	Students with Disabilities attend Saturday and after school tutorials on a consistent basis	Provide students with the opportunity to attend tutorials and recieve individualized instruction	Title I contact/administraion	Feedback from tutorial teachers, student work samples, improved test scores/grades	Assessments, after shcool sign-in sheets
4	Many students have not passed the FCAT.	Provide an FCAT Re-take Academy in an effort to target more students to participate	Re-take teachers, administraion, Reading Coach	Monitoring log from Reading Plus and data chats with teachers and students	Sign-in sheets, monitoring log from Reading Plus

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012 administraion of the FCAT, 86% of Economically Disadvantaged students will score a level 3 or above on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 administrion of the FCAT, 29% (580) of students scored a level 3 or above.	On the 2012 administraion of the FCAT, 86% of Economically Disadvantaged students will score a level 3 or above on the FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the availability of remedial opportunities for all students.	Increasing student accessibility to prescriptive tutorial practices during and after-school, and during Saturday tutorials by exploring solutions to transportation difficulties.	Administration, support coaches, tutors.	Review of anecdotal data including teacher and student surveys, and tutorial attendance rosters.	Surveys, assessment data, attendance data.
2	Students do not come prepared for school due to lack of resources at home.	Provide students and parents resources i.e. paper, pencils, etc. through the parent resource room.	Title I contact, Parent contact	Student work, improved grades and attendance	Parent/student participation at parent workshops, parent resouce center log
3	Economically Disadvantage students must be scheduled	Make certian students are scheduled appropriately in classes	Administration, Reading Coach	Master Schedule/teacher rosters, improved student grades	Classroom walk throughs,

	appropriately				
4	Communitcate with parents consistently	Communicate school information to parents through parent link, newsletters, Edline, and the marquee in front of school	Title I Contact, Parent contact	Feedback and parent participation and support	Sign in sheets from parent meetings
5	Parental awareness of student test scores	Communicate SAL-P information to parents with explanitions of its meaning to each grade level	Administration	Feedback and parent participation and support	Surveys, sign in sheets, parental input

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

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

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

Reading 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 Reading Goal

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of proficiency on standardized tests and in coursework as grade levels progress.	Implement the AVID elective course of study with high Level 2 and Level 3 students to provide organizational strategies needed to excel in accelerated classes.	Administration, teachers, AVID coordinator.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance i all classes.
2	Updating and introducing cutting-edge materials and media that motivate and challenge students to excel in their classwork and on standardized tests.	Utilizing iPAD2 mobile labs in paperless classrooms, and online tutorial materials to keep students engaged and successful across disciplines.	Administration, tech instructors, content area teachers, support coaches.	Teacher and leadership input at regular meetings regarding classroom and media center inventories.	Overall student performance in classes, diagnosti test results, FCAT and EOC results.
3	Building a thorough, in-depth continuum of MYP coursework that will lead to more IB diploma opportunities for all students in addition to increasing proficiency levels, with academy and AP options intertwined.	Provide every teacher with professional development in unit planning, IBMYP and AP core and elective assessments, and the personal project.	Administration, all instructors, support coaches, IBMYP coordinators.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance i all classes.
4	Increasing attendance for targeted students at after-school and Saturday tutorials.	Provide creative incentives to keep students motivated to attend and succeed.	Adminstrators, tutors, support coaches, and student leadership groups.	Regular review of student attendance records and discussion and revision of motivational practices.	Student attendance records.

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

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

Algebra Goal #2: | |

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining high levels of student achievement from grade level to grade level.	Fostering a climate of self-motivation and pride in achievement by sustaining motivation through celebratory activities including Honor Roll breakfasts and assemblies.	Administration, guidance counselors, instructors.	Longitudinal data regarding student achievement growth and maintenance will be collected and perused at regular intervals.	FCAT 2.0 test results.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

Algebra Goal #3B: | |

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Increasing academic exposure and time-on-	Providing tutorials to all students who are not	Administrators, support coaches,	Regular review of EDW data during the learning	EDW data, tutorial student sign-in

| | 1 | task (ooportunity to learn) to complete assignments and understand core subjects and crucial concepts. | progressing in an adequate manner as determined by formative and summative assessments. | classroom instructors. | team structure, faculty meetings and regular professional development. | sheets, teacher, student, and parent feedback. |

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra.

Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing academic exposure and time to learn and complete assignments as well as understand core subjects and crucial, tested concepts.	Providing tutorials to all students not making adequate yearly progress.	Administration, instructors, coaches.	Regular review of EDW data during the learning team structure.	EDW data, tutorial student sign in sheets, teacher, student, and parent feedback.

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

| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.

Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing academic support and exposure that supports the new common core standards and makes them available and understandable to all.	Providing tutorial support for all students on a regular, accessible basis that provides research-based strategies to meet the demands of the new common core standards.	Administration, support coaches, instructors.	EDW data regularly perused during the learning team meetings.	EDW data, tutorial student sign-in sheets, teacher, student, and parent feedback.

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. | |

	Algebra Goal #3E:				

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the availability of remedial opportunities for all students.	Increasing student accessibility to prescriptive tutorial practices during and after-school, and during Saturday tutorials by exploring solutions to transportation difficulties.	Administration, support coaches, tutors.	Review of anecdotal data, including teacher and student surveys, and tutorial attendance rosters.	Surveys, assessment data, attendance data.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of proficiency on standardized tests and in coursework as grade levels progress.	Implement the AVID elective course of study with high Level 2 and Level 3 students to provide organizational strategies needed to excel in accelerated classes.	Administration, teachers, AVID coordinator.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance in all classes.
2	Updating and introducing cutting-edge materials and media that motivate and challenge students to excel in their classwork and on standardized tests.	Utilizing iPAD2 mobile labs in paperless classrooms, and online tutorial materials to keep students engaged and successful across disciplines.	Administration, tech instructors, content area teachers, support coaches.	Teacher and leadership input at regular meetings regarding classroom and media center inventories.	Overall student performance in classes, diagnostic test results, FCAT and EOC results.
	Building a thorough, in-depth continuum of	Provide every teacher with professional	Administration, all instructors,	Regular perusal of available data and	Student GPA, credits received,

| 3 | MYP coursework that will lead to more IB diploma opportunities for all students in addition to increasing proficiency levels, with academy and AP options intertwined. | development in unit planning, IBMYP and AP core and elective assessments, and the personal project. | support coaches, IBMYP coordinators. | evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs. | and performance in all classes. |
| 4 | Increasing attendance for targeted students at after-school and Saturday tutorials. | Provide creative incentives to keep students motivated to attend and succeed. | Adminstrators, tutors, support coaches, and student leadership groups. | Regular review of student attendance records and discussion and revision of motivational practices. | Student attendance records. |

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining high levels of student achievement from grade level to grade level.	Fostering a climate of self-motivation and pride in achievement by sustaining motivation through celebratory activities including Honor Roll breakfasts and assemblies.	Administration, guidance counselors, instructors.	Longitudinal data regarding student achievement growth and maintenance will be collected and perused at regular intervals.	FCAT 2.0 test results.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing academic exposure and time-on-task (ooportunity to learn) to complete assignments and understand core subjects and crucial concepts.	Providing tutorials to all students who are not progressing in an adequate manner as determined by formative and summative assessments.	Administrators, support coaches, classroom instructors.	Regular review of EDW data during the learning team structure, faculty meetings and regular professional development.	EDW data, tutorial student sign-in sheets, teacher, student, and parent feedback.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing academic exposure and time to learn and complete assignments as well as understand core subjects and crucial, tested concepts.	Providing tutorials to all students not making adequate yearly progress.	Administration, instructors, coaches.	Regular review of EDW data during the learning team structure.	EDW data, tutorial student sign in sheets, teacher, student, and parent feedback.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Increasing academic support and exposure that supports the new common core standards and makes them available and understandable to all.	Providing tutorial support for all students on a regular, accessible basis that provides research-based strategies to meet the demands of the new common core standards.	Administration, support coaches, instructors.	EDW data regularly perused during the learning team meetings.	EDW data, tutorial student sign-in sheets, teacher, student, and parent feedback.

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the availability of remedial opportunities for all students.	Increasing student accessibility to prescriptive tutorial practices during and after-school, and during Saturday tutorials by exploring solutions to transportation difficulties.	Administration, support coaches, tutors.	Review of anecdotal data including teacher and student surveys, and tutorial attendance rosters.	Surveys, assessment data, attendance data.

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

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

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	On the 2012 administraion of the FCAT, 44% of students will score at or above grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT, 37% of students scored at or above grade level	On the 2012 administraion of the FCAT, 44% of students will score at or above grade level on the FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of proficiency on standardized tests and in coursework as grade levels progress.	Implement the AVID elective course of study with high Level 2 and Level 3 students to provide organizational strategies needed to excel in accelerated classes.	Administration, teachers, AVID coordinator.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance in all classes.
2	Updating and introducing cutting-edge materials and media that motivate and challenge students to excel in their classwork and on standardized tests.	Utilizing iPAD2 mobile labs in paperless classrooms, and online tutorial materials to keep students engaged and successful across disciplines.	Administration, tech instructors, content area teachers, support coaches.	Teacher and leadership input at regular meetings regarding classroom and media center inventories.	Overall student performance in classes, diagnostic test results, FCAT and EOC results.
3	Building a thorough, in-depth continuum of MYP coursework that will lead to more IB diploma opportunities for all students in addition to increasing proficiency levels, with academy and AP options intertwined.	Provide every teacher with professional development in unit planning, IBMYP and AP core and elective assessments, and the personal project.	Administration, all instructors, support coaches, IBMYP coordinators.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance in all classes.
	Increasing attendance for targeted students at	Provide creative incentives to keep students motivated	Adminstrators, tutors, support coaches, and student leadership groups.	Regular review of student attendance records and	Student attendance records.

4	after-school and Saturday tutorials.	to attend and succeed.		discussion and revision of motivational practices.	
5	Unfamiliar with the NGSSS	Align curriculum to the Next Generation Sunshine State Standards	Administration/Department Instructional Leader	. Lesson plan development and common assessments	Common assessments aligned to standards administered weekly
6	Inadequate materials in labs	Adequate materials that support student learning are readily accessible for the instructional day.	Administraion/DIL	Adequate materials that support student learning are readily accessible for the instructional day.	. Student progress and behavior in classroom.
7	Unfamiliar with all students' data	Utilize assessments to monitor student growth.	Administrator	Science teachers will review results from assessment data every week to determine progress toward benchmark	. Results or assessments tied to Science standards
8	Students unaware of instructional expectations	Teachers will post instructional goals so they are clearly defined and understood by the students.	Administrator	Teacher will post instructional goals so they are clearly defined and understood by the students.	Classroom walkthroughs and class visits
9	Lack of reading support in the content areas	Infuse into the curriculum the Seven Habits of Good Readers strategies	Administrator	Classroom walk throughs and lesson plans	Assessment results
10	Lack of transportation to Saturday tutorials	Students will attend Saturday and after school tutorials for enrichment and remediation	Administraion/Science DIL	Students improved grades	Attendance sheets for tutorials
11	Lack of content reinforcement	Teachers will utilize Gizmos to guide instruction and to reinforce skills student have not mastered.	Administrator	Classroom walkthroughs, review results of assessments to determine progress toward benchmarks	Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2012 administrion of the FCAT, 93% of student will score a 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT, 74% of students were profiecient on the writing test	On the 2012 administrion of the FCAT, 93% of student will score a 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor oversight of retained 10th grade students	All retained students will be monitored and given the Palm Beach Writes at designated scheduled time.	Administration	Scores from the Palm Beach Writes	Palm Beach Writes
2	Implementing a comprehensive professional development program for every teacher	All teachers will be trained and implement a writing plan to assist all students	Administration	Writing samples	Essays scored by teachers
3	Lack of consistent implementation of writing plan	Schedule common planning periods for English II teachers to collaborate and create lesson plans.	Administration	Feedback from academic planning meetings	Lesson plans/classroom walk throughs
4	Lack of additional support in classes	Schedule pull-out and push in writing sessions for students to obtain additonal practice	Administration	Feedback from students and teachers	Writing Samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of proficiency on standardized tests and in coursework as grade levels progress.	Implement the AVID elective course of study with high Level 2 and Level 3 students to provide organizational strategies needed to excel in accelerated classes.	Administration, teachers, AVID coordinator.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance in all classes.
	Updating and	Utilizing iPAD2 mobile	Administration,	Teacher and leadership	Overall student

2	introducing cutting-edge materials and media that motivate and challenge students to excel in their classwork and on standardized tests.	labs in paperless classrooms, and online tutorial materials to keep students engaged and successful across disciplines.	tech instructors, content area teachers, support coaches.	input at regular meetings regarding classroom and media center inventories.	performance in classes, diagnostic test results, FCAT and EOC results.
3	Building a thorough, in-depth continuum of MYP coursework that will lead to more IB diploma opportunities for all students in addition to increasing proficiency levels, with academy and AP options intertwined.	Provide every teacher with professional development in unit planning, IBMYP and AP core and elective assessments, and the personal project.	Administration, all instructors, support coaches, IBMYP coordinators.	Regular perusal of available data and evaluation of student performance, in addition to Marzano-based feedback for classroom walkthroughs.	Student GPA, credits received, and performance in all classes.
4	Increasing attendance for targeted students at after-school and Saturday tutorials.	Provide creative incentives to keep students motivated to attend and succeed.	Adminstrators, tutors, support coaches, and student leadership groups.	Regular review of student attendance records and discussion and revision of motivational practices.	Student attendance records.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To reduce the number of absences by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
12%	3%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
272 students had excessive absences for the 2011 school year.	100 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9%	7%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of motivation to	Conduct ramdom tardy	Administration	Feedback from teachers	Lockout list

1	get to class on time	lockouts in order for students to get to class on time.		and hall monitors	
2	Lack of consistent supervision	Make certain all teachers stand by their doors to assist in students getting to class on time/assign teachers duty throughout the day	Administraion	Feedback from teachers and hall monitors	A-17 screen

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	To reduce the number of suspensions by 3%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
12%	11%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
12%	11%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
620	520
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
620	520

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack positive interaction with adults	Implement a mentoring program to assist students with discipline issues	Administraion/Guidance Dept.	Feedback from classroom teacher/mentor	Conferences with parents and students
2	Students lack the knowledge of resolving conflicts	Implement conflict mediation with students to prevent incidents	Administration/Guidance	Follow-up mediation with students	Discipline referral
3	Students unaware of classroom policies	Teachers will implement a classroom management plan to address classroom expectations. Scheulde CHAMPS training for teacher with Safe Schools	Administration	Feedback from teachers	RtI process

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	During the 2011-12 school year the Dropout Prevention rate will decrease by 5%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
9%	5% decrease in the dropout rate
2012 Current Graduation Rate:	2013 Expected Graduation Rate:

82%	95%	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation	Encourage students to attend credit lab to increase credits needed to obtain for graduation	Guidance Counselors	Credit lab participation	Credits obtained
2	A decrease in Graduation rate with new state formula	Provide a program through a graduation initiative grant to prevent students from dopping out of high school. "Night Time on Time" program.	Graduation Coach, Administration, Guidance Counselors	Students credit recovered with GPA increase reports	Graduation status reports
3	A decrease in interest with current technology certification program	Provide a certification program which meets the students demand and interest which are up to date with technology use today	Teacher, Assistant Principal,	Certification completions, student and parent surveys, and Grades	Reports on vocational completion rates and program effectiveness surveys
4	A decrease college readiness scores on ACT and SAT college board testing.	Provide ACT and SAT instructional prepatory software to students	Guidance Counselors, Assistant Principal	ACT and SAT student results, and EDW college readiness score	

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

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

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

Dropout Prevention Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parent participation by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2010 school year, 10% of parents actively participated in school trainings and meetings.	To increase parent participation by 10%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of child care for parents	To offer child care for parents in order for them to participate in parent trainings	Title I contact/parent contact	Feedback from parents	Sign-in sheets from parent trainings
2	Consistently communicate with parents	Communicate school information to parents through parent link, newsletters, Edline, and the marquee in front of school	Title I	Attendance, recieved call out messages through parent link	Sign-in sheets from parents and parent link reports
3	Lack of knowledge of student acadmeic progress	Teachers will contact parents when students grades are a D or an F in their class.	Administraion	Classroom walk throughs, feedback from teachers	Parent Contact phone log
4	Lack of parental involvement with the design, implementation, and evaluation of the schoolwide program	Hold grade level parent meetings regarding schoolwide program including the Title I Annual Meeting.	Administration	Attendance	Sign in sheets
5	parental knowledge of Title I program and proficiency levels students are expected to meet	Correspondance regarding Title I	Title I Contact/parent contact	Feedback from parents	Parental sign in sheets
6	Lack of parental involvement with the design, implementation, and evaluation of the schoolwide program	Parent liaison will assist in communicating to parents and preparing for parent trainings for example (FCAT Math	Title I Contact/parent contact	parent evaluations	Title I parent surveys

#					
		Night, Reading Parent Training, College and Financial Aid Night)			
7	Lack of parent volunteers	Recurit and retain volunteers and business partners by hosting informational meetings, advertising with flyers and posting through Edline, schools website, and marquee.	Administration/VIPS coordinator/parent contact	Volunteer log information and business partner contacts	VIPs, SAC agenda and minutes
8	Lack of parental input on rules, regulations, and expectations	Involve parents with providing them opportunity to provide input on Parent-School Compact	Title I Contact/parent contact	Parent-School Compact	Discipline reports, attendance reports, and drop out reports
9	Lack of parent knowledge of student assessments, Title I program, and curriculum	SAL-P and Information nights with each grade levels. Parent teacher conferences. Edline information	Administration	Parent Feedback	Parent Sign In documentation, teacher phone logs and Edline information
10	Lack of parental participation on developing a better SIP and attendance at SAC meetings	Administer Annual Title I Parent Survey and use resultes to evaluate schoolwide program and plan for future parent trainings	Parent contact/ SAC Chair	Parent Surveys, Parent feedback, SAC minutes	School Improvement Plan

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

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

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

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

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

CTE Budget:

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

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

Professional Development

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

Other

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

End of CTE Goal(s)

Additional Goal(s)

To increase the accleration and participation rate of AP and IB students Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. To increase the accleration and participation rate of AP and I B students Goal To increase the accleration and participation rate of AP and I B students Goal #1:	To increase the AP participation rate by 10%
2012 Current level:	2013 Expected level:
42%	To increase the AP participation rate by 10%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of assessment resources used for practice to achieve mastery	Provide an electronic software focuses on testing and education reference center with career module			

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

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

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

Budget:

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

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

Professional Development

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

Other

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

End of To increase the accleration and participation rate of AP and IB students Goal(s)

To increase the proficiency rate of AP students Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. To increase the proficiency rate of AP students Goal To increase the proficiency rate of AP students Goal #1:	To increase the AP/IB proficiency rate by 10%
2012 Current level:	2013 Expected level:
32%	To increase the AP/IB proficiency rate by 10%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of assessment resources to provide practice to achieve mastery	Provide software focused on testing and education reference center with career module which include AP testing, college prep, SAT/ACT, and ASVAB assessments			

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

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

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

Budget:

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

End of To increase the proficiency rate of AP students Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

◯ Priority	◯ Focus	◯ Prevent	◯ NA	

Are you a reward school: ◯ Yes ◯ No

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

No Attachment (Uploaded on 9/1/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
FOREST HILL COMMUNITY HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	74%	78%	37%	228	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	78%			125	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	76% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					488	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
FOREST HILL COMMUNITY HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	74%	91%	36%	247	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	76%			127	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	71% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					496	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested