

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SANTALUCES COMMUNITY HIGH

District Name: Palm Beach

Principal: Dr. Kathleen Weigel

SAC Chair: Laura Messler

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/18/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Kathleen Weigel	AA-Journalism, BA-English with Education Certification, MS-Administration and Supervision, Ed. D- Educational Leadership		30	Principal of Atlantic High School: 2009-2010: Grade B Reading Mastery 52%, Math Mastery 72%, Science Mastery 42%, Learning Gains Read 55%, Learning Gains Math 77%, Low 25% Read Gains 40%, Low 25% Learning Gains Math 71% 2008-2009: Grade B Reading Mastery 52%, Math Mastery 74%, Science Mastery 43%, Learning Gains Read 56%, Learning Gains Math 76%, Low 25% Read Gains 49%, Low 25% Learning Gains Math 67% 2007-2008: Grade C Reading Mastery 49%, Math Mastery 69%, Science Mastery 44%, Learning Gains Read 57%, Learning Gains Math 73%, Low 25% Read Gains 45%, Low 25% Learning Gains Math 67%
					2011-2012: Grade Pending

Assis Principal	Terry Gaddy	MA-Educational Leadership, BA-Speech	5	10	<p>Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Grade A Reading Mastery , 43%, Math Mastery,76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math,72%</p> <p>2008-2009 : Grade D Reading Mastery, 35%, Math Mastery,73%, Science Mastery, 32%Learning gains-46% reading, 74% Math, Lowest 25%- Reading, 44%(no) , Math, 68%(yes)</p> <p>2007 – 2008: Grade C: Reading Mastery, 38%, Math Mastery, 69%, Science Mastery, 36% AYP: 64%, White subgroup made AYP in math, did not make AYP in any other subgroup for math or reading; AP of Gold Coast Middle</p> <p>2006 – 2007: Grade P: Reading Mastery, 21%, Math Mastery, 13%, Science Mastery, 3%, AYP: 77% Did not make AYP in any subgroups for reading or math;</p>
Assis Principal	Cara Hayden	MS/BS-Emotional Disturbances/Learning Disabilities,Educational Leadership BS-Social work	1	1	<p>2011-2012: Grade Pending Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p>
Assis Principal	Jim Krupa	BS- Education/Physical Education, MA- Educational Leadership, Certifications: PE K-12, School Principal, k-12	16	23	<p>2011-2012: Grade Pending Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Grade A Reading Mastery , 43%, Math Mastery,76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math,72%</p> <p>2008-2009 : Grade D Reading Mastery, 35%, Math Mastery,73%, Science Mastery, 32%Learning gains-46% reading, 74% Math, Lowest 25%- Reading, 44%(no) , Math, 68%(yes)</p> <p>2007 – 2008: Grade C: Reading Mastery, 38%, Math Mastery, 69%, Science Mastery, 36% AYP: 64%, White subgroup made AYP in math, did not make AYP in any other subgroup for math or reading;</p> <p>2006 – 2007: Grade C:</p>

					<p>Reading Mastery, 35%, Math Mastery, 64%, Science Mastery, 34%,</p> <p>AYP: 59% White subgroup made AYP in math, did not make AYP in any other subgroup for math or reading;</p> <p>2005 – 2006: Grade: C Reading Mastery, 29%, Math Mastery, 69%</p> <p>AYP: 72%, White, Hispanic, Econ. Dis. Subgroups made AYP in math, did not make AYP in any other subgroups for math or reading;</p> <p>2004 – 2005 Grade: D Reading Mastery, 26%,</p>
Assis Principal	Wakisha Mawali	MA-Educational Leadership, BA-Business Education	4	5	<p>2011-2012: Grade Pending Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Grade A Reading Mastery , 43%, Math Mastery,76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math,72%</p> <p>2008-2009 : Grade D Reading Mastery, 35%, Math Mastery,73%, Science Mastery, 32% Learning gains-46% reading, 74% Math, Lowest 25%- Reading, 44%(no) , Math, 68%(yes)</p> <p>AP of Lake Worth Middle 2007 – 2008, Grade C: Reading Mastery, 40%, Math Mastery, 50%, Science Mastery, 28%, AYP: 67%, did not make AYP in any other subgroups for math or reading;</p> <p>2006 – 2007 Grade C: Reading Mastery, 43%, Math Mastery, 54%, Science Mastery, 22%, AYP: 67%, did not make AYP in any other subgroups for math or reading;</p>
		BA-Hotel/Restaurant Management, MBA-,			<p>2011-2012: Grade Pending Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Grade A Reading Mastery , 43%, Math Mastery,76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math,72%</p> <p>2008-2009 : Grade D Reading Mastery, 35%, Math Mastery,73%, Science Mastery, 32% Learning gains-46% reading, 74% Math, Lowest 25%- Reading, 44%(no) , Math, 68%(yes)</p> <p>2007 – 2008 Grade C:</p>

Assis Principal	Jim Utterback	Educational Leadership, Certifications: School principal, (all levels), Business(6-12), elementary	5	14	<p>Reading Mastery, 38%, Math Mastery, 69%, Science Mastery, 36%</p> <p>AYP: 64%, White subgroup made AYP in math, did not make AYP in any other subgroup for math or reading;</p> <p>2006 – 2007: Grade C: Reading Mastery, 35%, Math Mastery, 64%, Science Mastery, 34%,</p> <p>AYP: 59%</p> <p>White subgroup made AYP in math, did not make AYP in any other subgroup for math or reading;</p> <p>Principal of Palm Beach Military Academy Charter School 2006 -2007 AP/Community School Director of Conniston Middle School 2005 – 2006 Grade A: Reading Mastery, 59%, Math Mastery 59%, Science Mastery, 29%, AYP: 85%</p> <p>White, black, Hispanic, econ. disadv. Subgroups made AYP in reading: white, Hispanic subgroups made AYP in math. 2004 – 2005 Grade B: Reading Mastery, 53%, Math mastery, 59%, AYP: 77%, White, Hispanic, econ. disadv subgroups made AYP in reading and math, did not make AYP in any other subgroups in reading or math.</p>
Assis Principal	David Montoya	BA- Secondary Ed. Biology MA-Educational Leadership	1	4	<p>2011-2012: Grade Pending Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p>

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)
Math	Tracy Paletti	BA- business, MA-Curriculum and Instruction, Educational Leadership, K-12 Math, Reading endorsement	3	3	<p>2011-2012: Grade Pending Reading Mastery 39%, Math Mastery 57%, Science Mastery N/A, Learning Gains Reading 55%, Learning Gains Math 64%, Low 25% Reading Gains 59%, Low 25% Math Gains 76%</p> <p>2010-2011: Grade B Reading Mastery 39%, Math Mastery 76%, Science Mastery 40%, Learning Gains: 45% in Reading, 74% in Math, Low 25% Learning Gains: 46% in Reading, 66% in Math</p> <p>2009-2010 Reading Mastery , 43%, Math Mastery, 76%, Science Mastery, 47% Learning gains-56% in reading, 80% in Math, Lowest 25%- Reading, 52% Math, Lowest 25%-Math, 72%</p>
Reading	Dr. Catherine Bishop-Temple	BS-Biology-Health Physical Education and Recreation, MEd-Curriculum and Instruction, Doctorate in Education		2	<p>Atlantic High School 2011-2012: Grade Pending Reading Mastery 55%, Math Mastery 59%, Science Mastery N/A, Learning Gains Reading 65%, Learning Gains Math 44%, Low 25% Reading Gains 68%, Low 25% Math Gains 54%</p> <p>2010-2011: Grade A Reading Mastery 53%, Math Mastery 72%, Science Mastery 47%, Learning Gains Reading 53%, Learning Gains Math 74%, Low 25% Reading Gains 43%, Low 25% Math Gains 71%</p>

					2009-2010: PBCSD Secondary Reading Program Planner
Graduation	Debbie Tanguay	BS-ESE, Certification-ESE	7		<p>Boynton Beach High School 2011-2012: Grade Pending Reading Mastery 27%, Math Mastery 42%, Science Mastery N/A, Learning Gains Reading 53%, Learning Gains Math 56%, Low 25% Reading Gains 63%, Low 25% Math Gains 64%</p> <p>2010-2011: Grade B Reading Mastery 28%, Math Mastery 60%, Science Mastery 22%, Learning Gains Reading 42%, Learning Gains Math 70%, Low 25% Reading Gains 48%, Low 25% Math Gains 61%</p> <p>2010-2009: Grade B Reading Mastery 25%, Math Mastery 56%, Science Mastery 20%, Learning Gains Reading 37%, Learning Gains Math 67%, Low 25% Reading Gains 37%, Low 25% Math Gains 70%</p>

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	District New teachers Mentoring program	District personnel	on-going	
2	Regular meetings of new teachers with the principal and/or Assistant Principal	Principal and Assistant Principal	on-going	
3	Partner new teachers with veteran teachers	Assistant Principal	on-going	
4	TIPS Training	District personnel	on-going	
5	Common Planning Meetings	Assistant Principal	on-going	
6	AVID Training	Assistant Principal, AVID coordinator	on-going	
7	National Board certified Teachers meet with new and 2nd year teachers to mentor	Teachers, Assistant Principal	on-going	
8	Hire Highly Qualified teachers and paraprofessionals.	Principal, Assistant Principals		

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
8%[10] teachers are out-of-field 0%[0] received less than an effective rating	<p>*Mentoring support from reading and academic coaches</p> <p>*Establishment of professional learning communities to support teacher development and best practices</p> <p>*Establish teacher "buddy" program to provide support to out-of-field teachers</p>

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
133	4.5%(6)	17.3%(23)	34.6%(46)	43.6%(58)	35.3%(47)	92.5%(123)	16.5%(22)	2.3%(3)	28.6%(38)

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
Dorathy Shroader	Chaquita Collie	Mrs. Shroader is ClinEd trained and is familiar with Academies and requirements	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.
Lucy Moriera	Rubria Guillen-DeSanabria	Mrs. Moriera is ClinEd trained and teaching the same subject matter	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.
Michael Woods	Cynthia Klinger	Mr. Woods is ClinEd trained and teaches in the same department	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.
Laura Hamilton	Janice Labat	Mrs. Hamilton is ClinEd trained and teaches in the same department	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.
DeeAnne Feulner	Cari Woodward	Mrs. Woodward has worked as the inclusion teacher with Mrs. Feulner	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.
Richard Andracchio	Kelsey Lin	Mr. Andracchio teaches within the same department.	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.
Laura Hamilton	Melini Latham	Mrs. Hamilton is ClinEd trained and teaches in the same department	Participation in monthly ESP meetings that cover best practices, concerns, procedures, etc.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A- Title I funds will be used for a full time reading teacher, part time Reading Coach, and part time Math Coach to

provide services to minority and low income students. In addition, teachers will be provided with staff development to increase their capacity to teach literacy. Remediation in the form of after school and Saturday tutorials will be provided. Parents will be involved to participate in on- going informational and training sessions to assist in preparing their students to be successful in high school and beyond. A summer transition program for incoming 9th graders and their parents will also be offered, in addition to course remediation through E2020.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs throughout the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide interventions for Level 1, 2 readers, as well as, retake students

Violence Prevention Programs

Administrators provide a pull-out cyber bullying program to address the needs of students. In addition, 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 and Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Classes are offered through Community Education. Some classes include English for Speakers of other Languages

Career and Technical Education

Career and Technical Education programs are provided at SCHS. They include: early childhood education, culinary, band/music industry, visual arts, web design and CAD.

Job Training

Both ESE and regular education students can participate in on -the -job training programs

Other

Required instruction listed in Fla. Stat. 1003.42(2), as applicable to appropriate grade levels.

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 Team is comprised of the following members:

Principal, assistant principal, ESE contacts, school psychologist, classroom teacher, reading/math coach and guidance staff (Which includes an ELL and ESE counselor).

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based team (SBT) is implementing RtI processes
- Assessment of RtI skills of school staff is conducted.
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs

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 meeting. Based on data and discussion, the team will identify student 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 will meet with the School Advisory Council (SAC) and will help develop the 2012-2013 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services

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
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals

- Algebra, Geometry, Biology EOC
- Retentions
- Absences

Midyear data:

- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)

End of year data:

- Florida comprehensive Assessment Test (FCAT)
- FCAT Writes
- ACT/SAT/CPT
- End of the year course assessments

Describe the plan to train staff on MTSS.

The SBT leader will provide professional development to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- 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.

Describe the plan to support MTSS.

The School-Based Leadership team will meet every 4 weeks to review students' diagnostic data and determine if Tier 2 or Tier 3 interventions plans are needed, successful and/or if adjustments are required.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Kathleen Weigel-Principal
 Cara Hayden-Assistant Principal
 David Montoya-Assistant Principal
 Dr. Catherine Bishop-Temple-Reading Coach
 Tracy Paletti-Academics Coach
 Debbie Tanguay-Graduation Coach
 Dana Rosenstein-Reading Instructional Leader / Teacher
 DeeAnne Feulner-English Teacher
 Allison Moe-Media Specialist
 Cindy Corcoran-ESE Contact / Guidance Counselor
 Stacie Lipten-Block-ELL coordinator
 Judy Lehman-Graduation Coach / Academy Coordinator

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

LLT will meet to develop and implement a comprehensive reading program to address the needs of all students. They will meet two times a month to analyze data and to revise the reading plan as needed.

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

The major initiative will be to focus on the needs of the lowest 25% and seniors.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading teachers will explicitly teach the Primary Reading Benchmark to the students in the Intensive Reading classes. All other teachers will be provided with reading staff development (i.e. CRISS I and CRISS II, FCAT 2.0 Item Specs, and AVID strategies) and a secondary reading benchmark calendar based on schoolwide weaknesses. Teachers will be expected to utilize strategies learned, while embedding secondary benchmarks into their everyday lessons. Student samples of assessments (including listed secondary benchmarks) will be required as evidence of instruction.

On Late Start Days, the reading coaches and Assistant Principals will review an activity from the FCAT item specs to build the knowledge base of all teachers.

*High Schools Only

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

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

The school offers students elective courses in art, business, technology, music, fashion design, culinary arts, early childhood education, and visual technology. Many of these courses focus on job skills and offer students internships. Diversified Cooperative Training is also offered to the students.

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 are given the ability to choose a Major Area of Interest(MAI) or Academy when they complete their course selection sheet. As they progress through high school, their courses are structured around the MAI/Academy. Students take the PSAT to ascertain their success in Advanced Placement courses. Informational sessions are held for parents and students on topics such as Advanced Placement, Dual Enrollment and college planning. Counselors conduct informal sessions relative to course selection through classroom visits. They , also, meet with students individually to discuss and determine course selection.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Based on the 2011-2012 High School Feedback Report, Santaluces High School students ranked below the district and state in the percentage of students who completed at least one AP , dual enrollment , or ACIE course. The same can be said for the areas of participation and performance in college readiness tests such as SAT and CPT. The new state grading system , as well as, the Advanced Placement Initiative Program and Smaller Learning Communities Grant Initiatives, places an increased emphasis in all of these areas.

ACT/SAT/PERT Preparation Courses will be promoted throughout the school year. Various options such as on site courses designed in collaboration with PBSC, and courses through Virtual School will be pursued to provide convenient access to any interested students. Students scoring in ranges not considered college ready will be directly solicited for participation.

ACT/SAT/PERT Preparation courses will also be offered on Saturday mornings during our Saturday Success Academy as well as

after school.

Direct solicitation for Dual Enrollment qualified students will be aggressively pursued in the 12-13 school year. Special invitations for students to informational sessions, parent trainings and presentations from the College and University contacts will be utilized to cultivate in interest and participation. In addition, the AP Potential Tool by College Board for identification of prospective students will be used to target participants and communicate to their parents. Special Programs to increase participation and performance in these areas are APIP Summer Enrichment Program, Summer Bridge/Trio Program through PBSC, AP Institutes and 1 day trainings for teachers, Incoming 9th Grade Trailblazer (Pre-AP) Summer Boot Camp Program.

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:	45% of students will be proficient or meet the state standards on FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (445)	45% of students will be proficient or meet the state standards on FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with fluency and comprehension in grade level content area/literacy passages.	Utilize Reading Plus twice weekly in all reading classes and once weekly in 9th and 10th grade social studies and science classes.	Administration, content area teachers, and reading coach.	Monitor weekly "Reading Plus" progress reports.	FCAT 2.0, Classroom Assessments, FAIR Results, Fluency Probes, Fall/Winter Diagnostic Results.
2	Low attendance for Saturday and after-school tutorial program due to lack of interest and transportation after school and on Saturdays.	Small group direct reading instruction on annually assessed benchmarks, Reading Plus tutorial groups, Biology and Mathematics homework help / test remediation on Tuesday, Thursday, and Saturday.	Administration	Monitor attendance and gradebook for students participating in tutorial. Advertise success to throughout school	FCAT 2.0, Algebra 1, Geometry, and Biology EOC assessment results.
3	Teachers lack professional development in infusing reading strategies into core content.	All content area and elective teachers will infuse reading secondary benchmarks into daily lessons. Teachers will also incorporate secondary reading benchmarks into classroom assessments.	Administration, reading coach	Classroom Walkthroughs, lesson plan reviews, learning team discussions, "Backward Design" and administrative review of assessments prior to units/concepts covered in classes.	Walkthrough Logs, FAIR Results, Learning Team notes, FCAT 2.0 Reading, Classroom Assessment Results.
4	Students struggle with higher order thinking questions which is a determinant to their success on the FCAT.	Utilize Collegeboard's Springboard Curriculum in all English classes where a scaffolded approach to critical thinking is utilized. Additionally, AVID, Springboard, and CRISS strategies will be implemented in all CORE and ELECTIVE classes.	Administration, AVID Coordinator, AVID Teachers.	Research on AVID and Collegeboard's Springboard strategies.	Walkthrough log, PLC notes, Lesson Plans, FCAT 2.0 Reading, FAIR Results
5	Students have low interest in reading.	Increase students' independent reading time by increasing the availability of reading materials such as classroom libraries and magazines.	Literacy Team, Administration	Lesson Plans, Classroom Visits	Assessments, fluency probes

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:	19% of students will score a 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2)	19% of students will score a 4,5, or 6.

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 with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into reading classrooms containing Students with Disabilities.	Assistant Principal, Reading coach, ESE coordinator	IEP meetings, Diagnostic testing	Knowledge checks, Diagnostic tests, Semester exams, FAA
2	Lack of training for teachers to implement the program effectively	Wilson reading program	Assistant Principal, Reading coach, ESE coordinator	Diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	21% percent of students will earn a level 4 or 5 on FCAT 2.0 2013 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (206)	21% percent of students will earn a level 4 or 5 on FCAT 2.0 2013 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low attendance for tutorial program due to lack of interest and transportation on Saturdays	Target students who are in the Advanced Placement and Pre-AP/Honors courses and recruit for Saturday and after school tutoring	Assistant Principal, Reading Coach	All students will be given the opportunity to be involved in after school and Saturday Tutoring. Advanced Placement, Pre-AP, and Honors students will be highly encouraged.	FCAT 2013, Advanced Placement exams
2	Students have not internalized reading strategies.	Utilize Writing, Inquiry, Collaboration, and Reading Strategies in all classes to increase student ability to answer higher order thinking questions.	Administration, Literacy Team	Classroom walkthroughs, PLC meetings, Lesson Plans, Common Assessments.	Diagnostic Tests, Common Assessments, FCAT 2.0 Reading Assessment, AP Exams.
	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to	Assistant Principal	Classroom walkthroughs, SLT meetings	Diagnostic Tests, Common Assessments,

3	use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom.	FCAT 2.0 Reading Assessment, AP Exams, PSAT Results.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	75% of the students will be at proficiency level of 7 or higher on FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (8)	75%

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 with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into reading classrooms containing Students with Disabilities	Assistant Principal, Reading coach, ESE coordinator	IEP meetings, Diagnostic testing	Knowledge checks, Diagnostic tests, Semester exams, FAA
2	Teachers lack professional development in infusing reading strategies into core content	All content area and elective teachers will infuse reading secondary benchmarks into daily lessons; Teachers will also incorporate secondary reading benchmarks into classroom assessments	Administration, reading coach	Classroom Walkthroughs, lesson plan reviews, learning team discussions, "Backward Design" and administrative review of assessments prior to units/concepts covered in classes.	Walkthrough logs, FAIR results, Learning Team notes, Classroom assessment results, FAA
3	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to use critical thinking; use Cornell Notes, WICR and CRISS strategies in the classroom	Assistant Principal	Classroom walkthroughs, SLT meetings	Walkthrough logs, FAIR results, Learning Team notes, Classroom assessment results, FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	60% of students will make learning gains in Reading on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(383)	60% (685)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Scheduling students into reading classes	Disfluent readers will be placed in 1 block of Intensive Reading and 1 Block of a Content Area Class with a Reading Endorsed Teacher; Supply opportunity to take an 8th period if an intensive reading class does not fit into a student's day schedule.	Administration, Guidance	Review of Fall and Winter Diagnostics, FAIR, Reading Plus and Common assessment data.	Fall and Winter Diagnostics, FAIR, FCAT 2013, and Common assessments
2	Lack of teacher development needed to implement the program effectively	Reading teachers will utilize the Rotational Instructional Model, Edge and Reading Plus in the Intensive Reading classes	Administration, Literacy Team, Reading coach	Administrative, Reading coach, and Literacy Team Classroom walkthroughs, Monitor weekly Reading Plus progress reports	Walkthrough logs, FAIR reports

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:	88% of students will make a learning gain on FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(10)	88% of students will make a learning gain on FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into reading classrooms containing Students with Disabilities.	Assistant Principal, Reading coach, ESE Coordinator	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA
2	Teachers lack professional development in infusing reading strategies into core content.	All content area and elective teachers will infuse reading secondary benchmarks into daily lessons. Teachers will also incorporate secondary reading benchmarks into classroom assessments.	Administration, reading coach	Classroom Walkthroughs, lesson plan reviews, learning team discussions, "Backward Design" and administrative review of assessments prior to units/concepts covered in classes.	Walkthrough Logs, FAIR Results, Learning Team notes, Classroom Assessment Results, FAA
3	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom.	Assistant Principal	Classroom walkthroughs, SLT meetings	Walkthrough Logs, FAIR Results, Learning Team notes, Classroom Assessment Results, FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	65% of students in the Lowest 25% will make learning gains on the FCAT 2.0 Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	65% of students in the Lowest 25% will make learning gains on the FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in tutorials	Tutoring after school and Saturdays with transportation will be provided; in addition to pull-outs	Principal, Assistant Principal, Reading coach	All students will be given the opportunity to be involved in after school and Saturday Tutoring	FCAT 2.0 Reading Assessment 2013
2	Students struggle with higher order thinking questions which is a determinant for them to score at proficiency level.	AVID reading strategies will be utilized	Administration, Reading Coach, Teachers	Lesson Plans, Classroom walkthroughs	Fall and Winter Diagnostics, FAIR Assessments, Common Assessments, and FCAT 2.0 Reading Assessment.

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 # In 2010-2011 42% of the students were scoring at Level 3 or higher on FCAT 2.0 Reading; by 2016-2017, 71% of students will score a level 3 or higher on FCAT 2.0 Reading. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	52%	57%	61%	66%	

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:	60% Black, 51% Hispanic, and 65% White students will meet proficiency in FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 58% (174), Black 26% (105), Hispanic 39% (145)	60% Black, 51% Hispanic, and 65% White students will meet proficiency in FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come to high school with existing low reading levels.	Reading plus will be an integral part of our reading classes and tutorials.	Reading coach, Administration, Literacy Team	Reading Plus assessments	Reading Plus Diagnostics
2	Lack of participation in tutorials	After school and Saturday tutorials will be provided with transportation; in addition, to pullouts	Reading Coach, Literacy Team, Administration	Attendance rosters	FCAT 2013

		during the school day.			
3	Students struggle with higher order thinking questions which is a deterrent in them being successful on the FCAT	AVID reading strategies will be utilized	Administration, Reading Coach, Literacy Team	Lesson Plans	Diagnostic testing, Classroom Walkthrough Logs, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	24% of ELL students will meet proficiency on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (7)	24% of ELL students will meet proficiency on the Reading FCAT 2.0.

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 come to high school significantly behind in their reading	Disfluent readers in Intermediate ELL courses will be placed in a double block of reading in addition to multiple core courses with ELL and Reading Endorsed Teachers.	Administration, Guidance, ELL Coordinator.	Monitoring Fall and Winter Diagnostics, FAIR, and Common Assessment data	Fall and Winter Diagnostics, FAIR, FCAT 2013, and Common Assessments
2	ELL students often have trouble reading in their native language and have tremendous difficulty reading english.	After school, and Saturday tutorials will be offered. In addition, pullouts for small group remediation will be provided.	Assistant Principal, ELL coordinator, Reading Coach, ELL district personel	Increase in students reading levels	Fall and Winter Diagnostics, FAIR, FCAT 2013, 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	29% of Students with Disabilities will be proficient in reading as measured on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (38)	29% of Students with Disabilities will be proficient in reading as measured on the FCAT 2.0.

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 with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into reading classrooms containing Students with Disabilities.	Assistant Principal, Reading coach, ESE Coordinator	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams
	Lack of training for	Wilson reading program	Assistant Principal,	Diagnostic testing	FCAT 2013

2	teachers to implement the program effectively	Reading Coach, ESE coordinator	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	47% of students will be proficient in Reading as measured on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (329)	47% of students will be proficient in Reading as measured on the FCAT 2.0.

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 come to school with existing low reading levels	Reading Plus will be an integral part of our reading classes and tutorials.	Reading Coach, Assistant Principal	Reading Plus assessments	Reading Plus Diagnostics
2	Lack of participation in tutorials	After school and Saturday tutorials will be provided with transportation; in addition, to pullouts during the day.	Assistant Principal, Reading Coach	Attendance roster	FCAT 2013, Diagnostic assessments
3	Students struggle with higher order thinking questions which is a determinant in them being successful on the FCAT.	AVID reading strategies will be utilized.	Assistant Principal, Reading coach, teachers	Lesson Plans	Diagnostic testing

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
Content Enhancement	9-12, Social Studies Teachers	Social Studies Instructional Leader	Social Studies teachers	Late Start Day, PLC	Agendas, Lesson Plans	Administration
AVID	9-12, all subjects	Avid Site Team	All Teachers	Late start day, Professional Development Day, Faculty Meetings	Classroom walkthroughs	Administration
RtI	9-12, all subjects	School Based Team	All teachers	Late start day	Agendas sign in	Administration
Item Specs Training for FCAT Reading 2.0	9-12, all subjects	Administration / Literacy Team	All Teachers	Late Start Day, Professional Development Day, Common Planning and Learning Team Meetings	Classroom Walkthroughs, Lesson Plans, Assessments including Item Specs	Administration

Student Engagement Strategies and Training	9-12, all subjects	Educational Strategies and Student Engagement Institute	Guidance Counselor	October	Agendas & Lesson Plans from student implementation	Administration
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance instructional materials to implement reading strategies. Provide students with materials for success.	Classroom libraries, chart paper, binders, dividers, paper & ink for classroom use, markers, etc.	Title 1	\$9,000.00
Increase the students scoring a 3 or above on FCAT Reading.	Reading Teacher	Title 1	\$63,644.00
Provide reading endorsed resource teacher for pull outs and push ins after diagnostics.	.5 Resource Teacher	Title 1	\$31,822.00
			Subtotal: \$104,466.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize technology to implement Reading Plus program and other research based educational supports.	Lap Top Cart	Title 1	\$35,000.00
Utilize technology to implement a rotational model in additional reading classroom.	Desk Top Computers	Title 1	\$4,000.00
			Subtotal: \$39,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide PD such as modeling lessons, student engagement strategies, write curriculum, develop mini-assessments, analyze data with teachers, facilitate trainings	State Reading Conference, AVID conference, 2012 Educational Strategies & Student Engagement Institute, District and in school professional development (Including registration fees, travel expenses, lodging, and meals.)	Title 1	\$4,000.00
Supplies for professional development activities	Paper, ink for EDW reports, resource books, anchor charts, markers, poster machine paper, laminating film, etc	Title 1	\$1,000.00
Provide substitutes for teachers in need of reading strategy professional development.	Substitutes for teacher release time to attend professional development (Benefits 4.3%)	Title 1	\$3,000.00
Hire a 1/2 time reading coach to provide professional development to teachers to include modeling lessons, student engagement strategies, write curriculum, develop mini-assessments, analyze data with teachers.	Reading Coach	Title 1	\$33,794.00
			Subtotal: \$41,794.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Transportation for after school and Saturday tutoring	Transportation for Tutorials	Title 1	\$500.00
Tutoring for students	Salaries for teachers in tutorials	Title 1	\$18,000.00
Supplies for student tutorials	Paper, ink, folders, ect.	Title 1	\$2,216.00
Subs for Title 1 funded classroom teachers.	substitutes to provide coverage when Title 1 teacher is absent.	Title 1	\$1,200.00
			Subtotal: \$21,916.00
			Grand Total: \$207,176.00

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:			77% of ELL students will make gains by moving up proficiency level(s) per AMAO.		
2012 Current Percent of Students Proficient in listening/speaking:					
39% (73)					
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 come to high school significantly behind in their reading	Disfluent readers in Intermediate ELL courses will be placed in a double block of reading in addition to multiple core courses with ELL and Reading Endorsed Teachers.	Administration, Guidance, ELL Coordinator.	Monitoring Fall and Winter Diagnostics, FAIR, and Common Assessment data	Fall and Winter Diagnostics, FAIR, FCAT 2013, and Common Assessments
2	ELL students often have trouble reading in their native language and have tremendous difficulty reading English.	After school tutorials will be offered. In addition, pullouts for small group remediation will be provided.	Assistant Principal, ELL coordinator, Reading Coach, ELL district personnel	Increase in students reading levels	FCAT 2013, diagnostics, FAIR, CELLA

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:			63% of ELL students will make gains by moving up proficiency level(s) per AMAO.		
2012 Current Percent of Students Proficient in reading:					
12%(22)					
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 come to high school significantly behind in their reading	Disfluent readers in Intermediate ELL courses will be placed in a double block of reading in addition to multiple core courses with ELL and Reading Endorsed Teachers.	Administration, Guidance, ELL Coordinator.	Monitoring Fall and Winter Diagnostics, FAIR, and Common Assessment data	Fall and Winter Diagnostics, FAIR, FCAT 2013, CELLA, and Common Assessments

2	ELL students often have trouble reading in their native language and have tremendous difficulty reading english.	After school, and Saturday tutorials will be offered. In addition, pullouts for small group remediation will be provided.	Assistant Principal, ELL coordinator, Reading Coach, ELL district personel	Increase in students reading levels	FCAT 2013, diagnostics, CELLA, FAIR
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	61% of ELL students will make gains by moving up proficiency level(s) per AMAO.
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2012 Current Percent of Students Proficient in writing:

17%(31)

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 come to high school significantly behind in their writing proficiency.	Students will use the writing process daily; all writing will be dated, and recorded in a work folder for monitoring of growth across time.	Administration	Teachers will upload scores to EDW and review at the learning team meetings and common planning	Progress of scores on EDW, FCAT Writes 2013, CELLA
2	Teachers lack consistency in scoring students writing	During common planning and professional development days, teachers will blind score each others writing.	Administration, District Personnel	District support personnel will score samples of writing for consistency checks.	Progress of scores on EDW, FCAT Writes 2013, CELLA
3	Students come to high school significantly behind in their writing proficiency	Students will be given large and small group instruction on specific test items	Teachers, District personel, Assistant Principal	Administration will monitor progress by reviewing Palm Beach Writes	Progress scores on EDW, FCAT Writes 2013, CELLA
4	Students come to high school significantly behind in their writing proficiency.	Students not proficient in writing per Palm Beach Writes Diagnostics will be provided tutorials after school.	Teachers, Administrators	Teachers, Administrators	Progress scores on EDW, FCAT Writes 2013, CELLA

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:	22% of the of students will score a 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(2)	22% of the of students will score a 4,5, or 6.

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 with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into mathematics classrooms containing Students with Disabilities.	Assistant Principal, Academic Coach, ESE Coordinator	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA
2	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles (ie.GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs,PLC meetings
3	Teachers lack of knowledge FAA Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assesements, Classroom walkthroughs

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:	80% of the students will score a 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(8)	80% of the students will score a 7 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	Students with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into mathematics classrooms containing Students with Disabilities.	Assistant Principal, Academic Coach, ESE Coordinator	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA
2	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles (ie.GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs,PLC meetings
3	Teachers lack of knowledge FAA Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assesments, Class room walkthroughs
4	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom.	Assistant Principal	Classroom walkthroughs, SLT meetings	Diagnostic Tests, Common Assessments, FAA

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	95% of students will make a learning gain on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (10)	95% of students will make a learning gain on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into mathematics classrooms containing Students with Disabilities.	Assistant Principal, Academic Coach, ESE Coordinator	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA
	Students do not comprehend instruction with traditional	Teachers will utilize technology tools to enhance student	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs,PLC meetings

2	approaches to learning	learning styles (ie.GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)			
3	Teachers lack of knowledge FAA Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assessments, Classroom walkthroughs
4	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom.	Assistant Principal	Classroom walkthroughs, SLT meetings	Diagnostic Tests, Common Assessments, FAA

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal # 1:	The proficiency rate for the Algebra EOC will be 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (198)	The proficiency rate for the Algebra EOC will be 55%.

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 struggle with higher order thinking questions which is a determinant to their success on the FCAT.	Utilize Collegeboard's Springboard Curriculum in all English classes where a scaffolded approach to critical thinking is utilized. Additionally, AVID, Springboard, and CRISS strategies will be implemented in all CORE and ELECTIVE classes.	Administration, AVID Coordinator, AVID Teachers	Research on AVID and Collegeboard's Springboard strategies.	Walkthrough log, PLC notes, Lesson Plans, FCAT Reading 2.0 2013, FAIR Results
2	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles(ie.GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs, PLC meetings
	Teachers lack of	Introduce item	Academic Coach	Lesson plans, learning	Common

3	knowledge of Algebra 1 and Geometry EOC Item specs	specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.		team meetings	assessments, classroom walkthroughs
4	Low attendance for after-school tutorial program due to lack of interest and transportation after school.	Small group direct reading instruction on annually assessed benchmarks, Reading Plus tutorial groups, Biology and Mathematics homework help / test remediation on Tuesday, Thursday, and Saturday.	Administration	Monitor attendance and gradebook for students participating in tutorial. Advertise success to throughout school	FCAT 2.0 2013, Algebra 1, Geometry, and Biology EOC assessment results.
5	Student determined weaknesses not fully addressed in Algebra 1 classes	Algebra 1 teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Algebra 1 EOC, District diagnostics

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The proficiency rate for achievement levels 4 or higher on the Algebra EOC will be 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(40)	The proficiency rate for achievement levels 4 or higher on the Algebra EOC will be 13%.

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	Teachers lack professional development to develop appropriately rigorous materials and assessments.	Teachers will be provided professional development to support rigorous instruction and appropriate assessments.	Assistant Principal, Academic Coach	Formative assessments, PLC meetings	Classroom observations
2	Teachers lack professional development skills to differentiate needs of students	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students	Assistant Principal, Academic Coach, District personel	Formative assessments, PLC meetings	Classroom observations
3	Student determined weaknesses not fully addressed in Algebra 1 classes	Algebra 1 teachers will incorporate secondary benchmarks to address student weaknesses. will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assesments	Algebra 1 EOC, District diagnostics

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 # To reduce the achievement gap, by 2012-2013 the percentage of students proficient will be 51% on the Algebra EOC.
3A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46%	55%	60%	64%	69%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Students in the White subgroup will be at 65%, Black subgroup will be at 50% and Hispanic subgroup will be at 52% on the 2012-2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 52%(45), Black 43%(83), Hispanic 46%(72)	Students in the White subgroup will be at 65%, Black subgroup will be at 50% and Hispanic subgroup will be at 52% on the 2012-2013 Algebra 1 EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low attendance for Saturday and after-school tutorial program due to lack of interest and transportation after school and on Saturdays.	Small group direct reading instruction on annually assessed benchmarks, Reading Plus tutorial groups, Biology and Mathematics homework help / test remediation on Tuesday, Thursday, and Saturday.	Administration	Monitor attendance and gradebook for students participating in tutorial. Advertise success to throughout school	FCAT 2.0 2013, Algebra 1, Geometry, and Biology EOC assessment results.
2	Students struggle with higher order thinking questions which is a determinant to their success on the FCAT.	Utilize Collegeboard's Springboard Curriculum in all English classes where a scaffolded approach to critical thinking is utilized. Additionally, AVID, Springboard, and CRIS strategies will be implemented in all CORE and ELECTIVE classes.	Administration, AVID Coordinator, AVID Teachers	Research on AVID and Collegeboard's Springboard strategies.	Walkthrough log, PLC notes, Lesson Plans, FCAT Reading 2.0 2013, FAIR Results
3	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles (ie. GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs, PLC meetings
4	Teachers lack of knowledge of Algebra 1 and Geometry EOC Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assessments, Classroom walkthroughs
5	Student determined weaknesses not fully addressed in Algebra 1 classes	Algebra 1 teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Algebra 1 EOC, District diagnostics

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:	The proficiency rate on the Algebra 1 EOC will be 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(35)	The proficiency rate on the Algebra 1 EOC will be 58%.

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	Teachers are lacking professional development skills to differentiate instructional needs of students.	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students. Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities	Assistant Principal, Academic Coach, District Personnel	Formative assessments, SLC meetings	Classroom walkthroughs, Lesson Plans
2	Student weaknesses not fully addressed in Algebra 1 classes	Algebra 1 teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Algebra 1 EOC, District diagnostics

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:	Students with disabilities will have a proficiency rate of 44% on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(32)	Students with disabilities will have a proficiency rate of 44% on the Algebra 1 EOC.

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 with disabilities have challenges of processing and coding.	Academic interventionist inclusion teachers push into math classrooms containing Students with Disabilities to aide in instruction and small groups.	Assistant Principal, ESE Coordinator, Academic Coach	IEP Meetings, Formative assessments, informal observations	Diagnostic assessments, semester exams
	Teachers are lacking professional development skills to differentiate	Teachers will be provided professional development to support differentiated	Assistant Principal, Academic Coach	Formative assessments, PLC meetings	Classroom walkthroughs, lesson plans

2	instructional needs of students.	instruction efforts in the classroom to meet the needs of individual students. Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities			
3	Transportation	After school and Saturday tutorials	Assistant Principal, Academic Coach	Formative assessments	Algebra and Geometry EOCs
4	Student determined weaknesses not fully addressed in Algebra 1 classes	Algebra 1 teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Algebra 1 EOC, District diagnostics

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:	Economically disadvantaged students will have a proficiency rate of 53% on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(168)	Economically disadvantaged students will have a proficiency rate of 53% on the Algebra 1 EOC.

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 participation in tutorials	After school and Saturday tutorials with transportation will be provided.	Assistant Principal, Academic Coach	Formative assessments	FCAT 2.0 2013, EOCs
2	Teachers are lacking professional development skills to differentiate instructional needs of students	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students. Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities.	Assistant Principal, Academic Coach	Formative assessments	Classroom walkthroughs
3	Student determined weaknesses not fully addressed in Algebra 1 classes	Algebra 1 teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Algebra 1 EOC, District diagnostics

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:	For the Geometry EOC, 25% of students tested will be in the top third, 42% in the middle third, and 38% in the bottom third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(333) bottom third, 37%(286) middle third, 20%(159) top third	For the Geometry EOC, 25% of students tested will be in the top third, 42% in the middle third, and 38% in the bottom third.

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 struggle with higher order thinking questions which is a determinant to their success on the FCAT.	Utilize Collegeboard's Springboard Curriculum in all English classes where a scaffolded approach to critical thinking is utilized. Additionally, AVID, Springboard, and CRISS strategies will be implemented in all CORE and ELECTIVE classes	Administration, AVID Coordinator, AVID Teachers.	Research on AVID and Collegeboard's Springboard strategies.	Walkthrough log, PLC notes, Lesson Plans, FCAT Reading 2.0 2013, FAIR Results
2	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles (ie. GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs, PLC meetings
3	Teachers lack of knowledge of Algebra 1 and Geometry EOC Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assessments, Classroom walkthroughs
4	Low attendance for Saturday and after-school tutorial program due to lack of interest and transportation after school and on Saturdays.	Small group direct reading instruction on annually assessed benchmarks, Reading Plus tutorial groups, Biology and Mathematics homework help / test remediation on Tuesday, Thursday, and Saturday.	Administration	Monitor attendance and gradebook for students participating in tutorial. Advertise success to throughout school	FCAT 2.0 2013, Algebra 1, Geometry, and Biology EOC assessment results.
5	Student determined weaknesses not fully addressed in Geometry classes	Geometry teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Geometry EOC, Distric diagnostics

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:	State has not defined Level 4 scores
2012 Current Level of Performance:	2013 Expected Level of Performance:
State has not defined Level 4 scores	State has not defined Level 4 scores

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	Teachers lack professional development to develop appropriately rigorous materials and assessments.	Teachers will be provided professional development to support rigorous instruction and appropriate assessments.	Assistant Principal, Academic Coach	Formative assessments, PLC meetings	Classroom observations
2	Teachers lack professional development skills to differentiate needs of students	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students	Assistant Principal, Academic Coach, District personnel	Formative assessments, PLC meetings	Classroom Observations
3	Student determined weaknesses not fully addressed in Geometry classes	Geometry teachers will incorporate secondary benchmarks to address student weaknesses. Will provide psuh-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Geometry EOC, District diagnostics

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 # State has not defined EOC Levels 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	State has not defined Geometry EOC Levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
State has not defined Geometry EOC Levels.	State has not defined Geometry EOC Levels.

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 participation in tutorials	After school and Saturday tutorials with transportation will be provided.	Assistant Principal, Academic Coach	Formative assessments	Geometry EOC
2	Students' foundations in math are weak	Pull out/push in small group instruction for identified students	Assistant Principal, Academic Coach	Diagnostic assessments	Geometry EOC
3	Teachers are lacking professional development skills to differentiate instructional needs to students	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of the students. Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities.	Assistant Principal, Academic Coach, District Personnel	SLC meetings	Common assessments
4	Teachers lack of knowledge of Algebra 1 and Geometry EOC Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assessments, Classroom walkthroughs
5	Student weaknesses not fully addressed in Geometry classes	Geometry teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic Coach	Lesson plans, learning team meetings, formative and informative assessments	Geometry EOC, District diagnostics

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:	State has not defined Geometry EOC Levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
State has not defined Geometry EOC Levels.	State has not defined Geometry EOC Levels.

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	Teachers are lacking professional development skills to differentiate instructional needs of students.	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students.	Assistant Principal, Academic Coach, District Personnel	Formative assessments, SLC meetings	Classroom walkthroughs, Lesson Plans

		Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities			
2	Lack of participation in tutorials	After school and Saturday tutorials with transportation will be provided.	Assistant Principal, Academic Coach	Formative assessments	Geometry EOC
3	Students' foundations in math are weak	Pull out/push in small group instruction for identified students	Assistant Principal, Academic Coach	Diagnostic assessments	Geometry EOC
4	Student determined weaknesses not fully addressed in Geometry classes	Geometry teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic coach	Lesson plans, learning team meetings, formative and informative assessments	Geometry EOC, District diagnostics

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:	State has not defined Geometry EOC Levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
State has not defined Geometry EOC Levels.	State has not defined Geometry EOC Levels.

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 with disabilities have challenges of processing and coding.	Academic interventionist inclusion teachers push into math classrooms containing Students with Disabilities to aide in instruction and small groups.	Assistant Principal, ESE Coordinator, Academic Coach	IEP Meetings, Formative assessemtns, informal observations	Diagnostic assessments, semester exams
2	Teachers are lacking professional development skills to differentiate instructional needs of students.	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students. Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities	Assistant Principal, Academic Coach	Formative assessments, PLC meetings	Classroom walkthroughs, lesson plans
3	Transportation	After school and Saturday tutorials	Assistant Principal, Academic Coach	Formative assessments	Geometry EOC
4	Student determined weaknesses not fully addressed in Geometry classes	Geometry teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic coach	Lesson plans, learning team meetings, formative and informative assessments	Geometry EOC, District diagnostics

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:	State has not defined Geometry EOC Levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
State has not defined Geometry EOC Levels.	State has not defined Geometry EOC Levels.

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 participation in tutorials	After school and Saturday tutorials with transportation will be provided.	Assistant Principal, Academic Coach	Formative assessments	Geometry EOC
2	Teachers are lacking professional development skills to differentiate instructional needs of students	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students. Teachers will infuse AVID strategies in their lessons to increase rigor through active learning opportunities.	Assistant Principal, Academic Coach	Formative assessments	Classroom walkthroughs
3	Student determined weaknesses not fully addressed in Geometry classes	Geometry teachers will incorporate secondary benchmarks to address student weaknesses. Will provide push-in tutoring	Administration, Academic coach	Lesson plans, learning team meetings, formative and informative assessments	Geometry EOC, District diagnostics

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
Differentiated Instruction	9-12	Academic Coach, Assistant Principal, District Personnel	Math Teachers	Professional development days and PLC meetings	Lesson Plans, classroom walkthroughs	Academic Coach, Administration
AVID strategies	9-12	Literacy Team, AVID coordinator	All teachers	PLC meetings, Professional development days	Lesson plans, Classroom walkthroughs	Administration, Academic Coach
Geometry Content and Item Specs Training	9-12	Academic Coach, District Personnel	Math Teachers	Professional Development days, and PLC meetings	Lesson Plans, Classroom walkthroughs	Administration, Academic Coach

Response to Intervention (RtI)	9-12	School Based Team	All teachers	Professional Development days, and PLC meetings	Lesson Plans	Administration
Algebra 1 Content and Item Specs Training	9-12	Academic Coach, District Personnel	Math Teachers	Professional Development days, and PLC meetings	Lesson Plans, Classroom walkthroughs	Administration, Academic Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize resource teacher to conduct pull outs for students failing to perform at proficient levels on diagnostics.	.5 Resource Teacher	Title 1	\$31,822.00
			Subtotal: \$31,822.00
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
Substitutes for teacher release time to attend professional development (Benefits 4.3%)	Salary for Substitute	Title 1	\$3,000.00
Provide necessary supplies in order to conduct professional development.	Paper, ink, training materials, etc.	Title 1	\$1,000.00
Increase percentage of students earning a proficient score on Algebra 1 and Geometry EOC's.	.5 Math Coach	Title 1	\$33,794.00
			Subtotal: \$37,794.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials	Salaries for tutors	Title 1	\$18,000.00
Provide supplies to mathematics tutors to ensure understanding of materials and availability to students.	Supplies (calculators, maker boards, paper, pends, pencils, rulers, ect.), Everglades EOC Practice Workbooks	Title 1	\$2,970.00
			Subtotal: \$20,970.00
			Grand Total: \$90,586.00

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:	60% of the students will score a 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50%(2)			60% of the students will score a 4,5, or 6.		
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 with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into science classrooms containing Students with Disabilities.	Assistant Principal, ESE Coordinator	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA
2	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles (ie.GIZMOS, Mobi Interwrite Pads, graphing calculators, scientific calculators, audience response systems)	Administration	Formative assessments	Classroom Walkthroughs,PLC meetings
3	Teachers lack of knowledge FAA Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Academic Coach	Lesson plans, Learning team meetings	Common assessments, Classroom walkthroughs

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:	30% of the number of students will score a 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1)	30% of the number of students will score a 7 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	Students with disabilities may have coding and/or processing problems which does not aid in motivation	Academic Interventionist inclusion teachers, push into science classrooms containing Students with Disabilities.	Assistant Principal, ESE Coordinator, Academic Coach	IEP meetings, diagnostic testing	Knowledge Checks, diagnostic tests, semester exams, FAA
2	Students do not comprehend instruction with traditional approaches to learning	Teachers will utilize technology tools to enhance student learning styles (ie.GIZMOS, Mobi Interwrite Pads,	Administration, Academic Coach	Formative assessments	Classroom Walkthroughs,PLC meetings

		graphing calculators, scientific calculators, audience response systems)			
3	Teachers lack of knowledge FAA Item specs	Introduce item specification to teachers to utilize when creating lesson plans and assessments. Utilize Backward Design in Lesson Planning, planning around each assessment which is benchmark driven.	Assistant Principal, Academic Coach	Lesson plans, Learning team meetings	Common assessments, Classroom walkthroughs
4	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom.	Assistant Principal	Classroom walkthroughs, SLT meetings	Diagnostic Tests, Common Assessments, FAA

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		State has not defined Level 3 Achievement on Biology EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
State has not defined Level 3 Achievement on Biology EOC.		State has not defined Level 3 Achievement on Biology EOC.			
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 struggle with fluency and comprehension in grade level content area/literacy passages.	Utilize Reading Plus twice weekly in all reading classes and once weekly in 9th and 10th grade social studies and science classes.	Administration, content area teachers, and reading coach.	Monitor weekly "Reading Plus" progress reports.	FCAT 2.0, Classroom Assessments, FAIR Results, Fluency Probes, Fall/Winter Diagnostic Results.
2	Low attendance for Saturday and after-school tutorial program due to lack of interest and transportation after school and on Saturdays.	Small group direct reading instruction on annually assessed benchmarks, Reading Plus tutorial groups, Biology and Mathematics homework help / test remediation on Tuesday, Thursday, and Saturday.	Administration	Monitor attendance and gradebook for students participating in tutorial. Advertise success to throughout school	FCAT 2.0, Algebra 1, Geometry, and Biology EOC assessment results.
	Teachers lack professional	All content area and elective teachers will	Administration, reading coach	Classroom Walkthroughs, lesson	Walkthrough Logs, FAIR

3	development in infusing reading strategies into core content.	infuse reading secondary benchmarks into daily lessons. Teachers will also incorporate secondary reading benchmarks into classroom assessments.		plan reviews, learning team discussions, "Backward Design" and administrative review of assessments prior to units/concepts covered in classes.	Results, Learning Team notes, FCAT 2.0 Reading, Classroom Assessment Results.
4	Students struggle with higher order thinking questions which is a determinant to their success on the FCAT.	Utilize Collegeboard's Springboard Curriculum in all English classes where a scaffolded approach to critical thinking is utilized. Additionally, AVID, Springboard, and CRISS strategies will be implemented in all CORE and ELECTIVE classes.	Administration, AVID Coordinator, AVID Teachers.	Research on AVID and Collegeboard's Springboard strategies.	Walkthrough log, PLC notes, Lesson Plans, FCAT 2.0 Reading, FAIR Results
5	Students require enhanced instruction due to reading difficulty.	Utilize "GIZMOS" as a supplemental program to remediate, accelerate, enrich and enhance the instructional program. Provide students opportunities to engage in interactive labs.	Assistant Principal, Academic Coach	Lesson plans, Classroom walkthroughs	"GIZMOS" usage reports, Classroom Walkthrough logs including labs.
6	Students retaining curriculum knowledge throughout the school year	Establish and maintain science interactive notebooks	Assistant Principal, Academic Coach, Science Department Instructional Leader	Lesson Plans, Classroom Walkthroughs, Professional Learning Communities	Common Assessments, PLC notes, Diagnostics, Biology EOC
7	Student determined weaknesses not fully addressed in Biology classes	Biology teachers will incorporate secondary benchmarks to address student weaknesses through bell-ringers/warm-ups	Administration, Academic coach	Lesson plans, learning team meetings, formative and informative assessments	Biology EOC, District diagnostics

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:	State has not defined Level 4 Achievement on Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
State has not defined Level 4 Achievement on Biology EOC.	State has not defined Level 4 Achievement on Biology EOC.

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	Teachers lack professional development to develop appropriately rigorous materials and assessments.	Teachers will be provided professional development to support rigorous instruction and appropriate assessments.	Assistant Principal, Academic Coach	Formative assessments, PLC meetings	Classroom observations

2	Teachers lack professional development skills to differentiate needs of students	Teachers will be provided professional development to support differentiated instruction efforts in the classroom to meet the needs of individual students	Assistant Principal, Academic Coach, District personnel	Formative assessments, PLC meetings	Classroom observations
3	Student determined weaknesses not fully addressed in Biology classes	Biology teachers will incorporate secondary benchmarks to address student weaknesses through bell-ringers/warm-ups	Administration, Academic coach	Lesson plans, learning team meetings, formative and informative assessments	Biology EOC, District diagnostics

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
GIZMOS	9-12	Science Instructional Leader	Science teachers	Late start day	Classroom walkthroughs, GIMZOS usage report	Administration
Biology Content, and Item Specs Training	9-12	District Personnel	Science Teachers	Late Start Days; Small group learning team meetings, professional development days	Lesson Plans, Classroom Walkthroughs, Common Assessments	Administration
AVID Strategies (WICR)	9-12	AVID Coordinator	All teachers	Late start day, small group learning team meetings	Classroom walkthroughs	Administration

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
Tutorials for Biology EOC	Tutor salaries	Title 1	\$3,930.00
AVID & Lab Strategy Supplies	Materials-Paper, pens, marker boards, interactive notebooks, pencils, ect.	Title 1	\$2,000.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% of students will be proficient or meet state standard in FCAT 2.0 Writing 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(464)	90% of students will be proficient or meet state standard in FCAT 2.0 Writing 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come to high school significantly behind in their writing proficiency	Students will use the writing process daily; all writing will be dated, and recorded in a work folder for monitoring of growth across time	Administration	Teachers will upload scores to EDW and review at the learning team meetings and common planning	Progress of scores on EDW, FCAT Writes 2013
2	Teachers lack consistency in scoring students writing	During common planning and professional development days, teachers will blind score each others writing	Administration, District Personnel	District support personnel will score samples of writing for consistency checks	Progress of scores on EDW, FCAT Writes 2013
3	Students come to high school significantly behind in their writing proficiency	10th grade English teachers will conference with each student to discuss strengths and weaknesses and goals of writing	Teachers, Assistant Principals	Teachers will provide a log of student conferences including student goals	Progress scores on EDW, FCAT Writes 2013
4	Students come to high school significantly behind in their writing proficiency	Students will be given large and small group instruction on specific test items	Teachers, District personnel, Assistant Principal	Administration will monitor progress by reviewing Palmbeach writes	Progress scores on EDW, FCAT 2013
5	Students come to high school significantly behind in their writing proficiency	Students not proficient in writing per Palm Beach Writes Diagnostics will be provided tutorials after school and on Saturdays	Teachers, Administrators	Monitor Palm Beach Writes Scores	Progress scores on EDW, FCAT 2013

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	55% of students will score at proficient or meet the state writing standard for the FAA in 2013.

2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2)	55% of students will score at proficient or meet the state writing standard for the FAA in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come to high school significantly behind in their writing proficiency.	Students will use the writing process daily; all writing will be dated, and recorded in a work folder for monitoring of growth across time.	Assistant Principal, ESE Coordinator	Teachers will upload scores to EDW and review at the learning team meetings	Progress of scores on EDW, FAA for Writing 2013
2	Students come to high school significantly behind in their writing proficiency.	10th grade English/Inclusion/ESE teachers will conference with each student to discuss strengths and weaknesses and goals of writing.	Teachers, Assistant Principals	Teachers will provide a log of student conferences including student goals	Progress of scores on EDW, FAA for Writing 2013
3	Students come to high school significantly behind in their writing proficiency.	Students will be pulled out of class for remediation on task specific items	Assistant Principal, District personel	Administration will monitor the progress of practice writes	Progress of scores on EDW, FAA for Writing 2013
4	Students with disabilities tend to have coding and or processing problems which contribute to the writing process.	Inclusion teachers will push into English classrooms containing students with disabilities to aide in instruction.	Assistant Principal, ESE Coordinantor	IEP meetings, Diagnostic testing	Semester exams, formative 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
FCAT Writes rubric scoring	9-10	District Personnel	Social Studies, English teachers	August , LTM	sample writing	Assistant Principal
Updates to FCAT 2.0	9-10	District Personnel	English teachers	August Pre-school	Sample writitng	Assistant Principal
AVID Strategies	9-12	AVID trained teachers	English Department	PLC, Late start day	Classroom walkthroughs	Assistant Principal

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Rubric Scoring	Substitutes for teachers to be trained in Rubric scoring and Writer's Workshop.	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring for students not attaining proficient scores in Palm Beach Writes	Salary for Writing Tutors (Benefits 25%)	Title 1	\$6,000.00
			Subtotal: \$6,000.00
			Grand Total: \$11,000.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The State has not defined Achievement Level 3 for U.S. History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The State has not defined Achievement Level 3 for U.S. History EOC.	The State has not defined Achievement Level 3 for U.S. History EOC.

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 struggle with fluency and comprehension in grade level content area/literacy passages.	Utilize Reading Plus twice weekly in all reading classes and once weekly in 9th and 10th grade social studies and science classes.	Administration, content area teachers, and reading coach.	Monitor weekly "Reading Plus" progress reports.	FCAT 2.0, Classroom Assessments, FAIR Results, Fluency Probes, Fall/Winter Diagnostic Results.
2	Teachers lack professional development in infusing reading strategies into core content.	All content area and elective teachers will infuse reading secondary benchmarks into daily lessons. Teachers will also incorporate secondary reading benchmarks into classroom assessments.	Administration, reading coach	Classroom Walkthroughs, lesson plan reviews, learning team discussions, "Backward Design" and administrative review of assessments prior to units/concepts covered in classes.	Walkthrough Logs, FAIR Results, Learning Team notes, FCAT 2.0 Reading, Classroom Assessment Results.
	Students struggle with higher order thinking questions which is a	Utilize Collegeboard's Springboard Curriculum in all English classes	Administration, AVID Coordinator, AVID Teachers.	Research on AVID and Collegeboard's Springboard strategies.	Walkthrough log, PLC notes, Lesson Plans,

3	determinant to their success on the FCAT.	where a scaffolded approach to critical thinking is utilized. Additionally, AVID, Springboard, and CRISS strategies will be implemented in all CORE and ELECTIVE classes.		FCAT 2.0 Reading, FAIR Results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The State has not defined Achievement Level 4 or above for U.S. History EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The State has not defined Achievement Level 4 or above for U.S. History EOC.	The State has not defined Achievement Level 4 or above for U.S. History EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not internalized reading strategies	Utilize Writing, Inquiry, Collaboration, and Reading Strategies in all classes to increase student ability to answer higher order thinking questions	Administration, Literacy Team	Classroom walkthroughs, PLC meetings, Lesson Plans, Common Assessments	Diagnostic Tests, Common Assessments, District derived exam, AP Exams
2	Lack of rigor in the classroom	Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes, WICR and CRISS strategies in the classroom.	Assistant Principal	Classroom walkthroughs, SLT meetings	Diagnostic Tests, Common Assessments, District derived exam, AP Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	9-12	Assistant Principal, District Personnel, Academic Coach	Social Studies Teachers	Professional development days and PLC meetings	Lesson Plans, classroom walkthroughs	Assistant Principal, Academic Coach
Response to Intervention (RTI)	9-12	School Based Team	All teachers	Professional development days and PLC meetings	Lesson Plans	Administration
		Assistant				

U.S. History Content and Item Specs Training	U.S. History	Principal, District Personnel, Academic Coach	U.S. History Teachers	Professional development days and PLC meetings	Lesson Plans, classroom walkthroughs	Assistant Principal, Academic Coach
AVID strategies	9-12	Literacy Team, AVID coordinator	All teachers	Professional development days and PLC meetings	Lesson Plans, classroom walkthroughs	Assistant Principal, Academic Coach

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:	Decrease the number of absences by 2%, by June 2013
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91%	93%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
236/2527	5% decrease
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
515/2527	5% decrease

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	Outside of school, social and/or family issues	Provide SBT resources for families	Administration, Guidance Counselors	SBT minutes	Attendance rate
2	Incorrect address/phone numbers for students and parents	Teachers notify parents and counselors when student accumulates 4 absences. Offer incentives for students updating records	Administration, Guidance Counselors	Phone logs, student contact logs	Attendance rate
3	Many students are over age without enough credits when registering for high school	Insure appropriate initial placements of students with age considerations	Administration, Guidance Counselors	Interviews of students, EDW	EDW Reports
4	Students are not motivated to come to class on time	Progressive consequence plan for tardies.	Administration, Teachers	Administrative Plan	Decrease in Tardies
5	Students are not motivated to come to class on time.	School Wide Positive Discipline (Incentive Plan)	SWPD team, Administration	Monitor Tardies and Attendance reports	Attendance and Tardy Rate
6	Students are not motivated to come to class on time.	Implementation of Tardy Room	Administration, Teachers	Monitor Tardies and Attendance reports	Attendance and Tardy Rate

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
School Based Team / RTI Strategies	9-12	SBT Leaders	All Teachers	Late Start Meetings, Professional Development Days, Faculty Meetings	Monitor Attendance Rates	Administration, School Based Team

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:	Decrease the number of out of school suspensions by 7%, by June 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
909	3% decrease
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
476	3% decrease
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
470	5% decrease
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
299	5% decrease

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	Behavior is detrimental to the learning of others and the misbehaving students learning	Refer to Alternative to Out of School Suspension (ATOSS) in January 2013	Administration	Referral Forms	Reduction in out of school suspensions
2	Outside social and/or family issues	Provide SBT resources for families	Administration, Guidance Counselors	SBT minutes	Reduction in suspensions
	Behavioral issues in the classroom	Schoolwide Positive Support Strategies-	Administration, SWPS Team	Monitor suspension rate and discipline referrals	Less discipline referrals and

3		Catch students doing the "right thing" and provide incentives			reduction in suspensions
4	Incoming ninth grade students have a hard time transitioning to high school	Initiate freshman transition program ,which gives each new student a senior as their guide to high school(LINK CREW)	Trained LINK CREW teachers	Attendance logs, surveys	Reduction in suspensions
5	Incoming ninth grade students have a hard time transitioning to high school	Establish a 9th Grade Academy	Administration, teachers	Monitor suspension rate and discipline referrals.	Less discipline referrals and reduction in suspensions

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide Positive Discipline	9-12	Assistant Principal	All teachers	Late Start Meetings, Professional Development Days, Faculty Meetings	Monitor OSS, ISS, and referral reports	Administration

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
Provide professional development for LINK CREW leaders. Link Crew Leaders train juniors and seniors to peer mentor incoming freshmen.	Out of state travel including registrations, airfare, meals, hotels, etc.	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Suspension Goal(s)

Dropout Prevention 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. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	To increase graduation rate by 1% to 80% by June 2013.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2% (39)	1%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
79%	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to meet individually with students	Provide an adult staff mentor to every student (Advisory program)	Administration, Guidance Counselors, Teachers	Decrease in dropout rate	EDW reports, surveys
2	Graduation coach position funding	Graduation coach to work with at risk students in graduation cohort	Graduation coach, Guidance counselors	Increase in graduation rate	EDW report
3	Time for students	Provide credit recovery programs for students lacking credits for graduation	Guidance Counselors, Teacher in recovery classes, Administration	Decrease in drop out rate	EDW report, E2020 report
4	Funding	Implement AVID strategies	AVID coordinator, AVID teachers, Administration	Decrease in drop out rate	EDW reports, classroom walkthroughs
5	Funding	Implement LINK CREW strategies	LINK trained teachers, Administration	Increase in graduation rate	EDW reports
6	Funding of school based alternative for traditional classrooms	Provide an after school program for credit recovery and drop out prevention	Administration, Graduation coach	Increase in graduation rate and decrease in drop out rate	EDW reports, classroom walkthroughs, e2020 reports

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
School Based Team / RTI Strategies	9-12	SBT Leaders	All Teachers	Late Start Meetings, Professional Development Days, Faculty Meetings	Monitor graduation status and dropout rate reports	Administration, School Based Team

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:		To increase parent involvement by 5% to 66% (duplicated).			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
61% (1415) duplicated		To increase parent involvement by 5% to 66% (duplicated).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Parents need help in preparing students for future endeavors	<p>Hold training/workshops for parents on various topics including college and career information (Parent University), curriculum, assessments, proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.</p> <p>Offer incentives for parent attendance and conduct regular parent evaluation/feedback forms during following informational meetings to help modify future plans and be more inclusive.</p>	Administration, Guidance Counselors, College Coach, Title 1 contact	Attendance at meetings	sign in sheets
2	Phone numbers not updated; no access to computers in their homes	Utilize Edline and Parent Link(One Voice)and school marquee for frequent parent communications (multiple languages) so they can receive timely information about the Title 1 program, curriculum, assessments and proficiency levels students are expected to meet.	Assistant Principal, Technology coordinator	EDW report	Edline, Parent Link and Title I surveys
3	Language barriers of ELL students	Utilize language facilitators at all Title 1 informational meetings and provide all written letters in Spanish and Haitian Creole. Utilize Parent Link language facilitation for mass phone calls home.	ELL Coordinantor, Guidance counselor(ELL)	Monitor attendance of ELL parents at Title 1/Parent Involvement meetings	Sign In Sheets
4	The location of the school does not lend itself to direct access for business in the community.	Develop relationships with local business and community agencies to support the school and students achievement. Become a 5 star school by encouraging parent, business, and community agencies to mentor and volunteer services.	Title 1 contact, Assistant Principal, Academy coordinator, Math Coach	Feedback from Business and community resources	Documentation of Business partnerships.
5	<p>Parents of high school students do not participate as readily as younger students' parents.</p> <p>Parents unable to come at the designated time due to work obligations.</p>	Hold Title 1 informational meetings to inform parents of Title 1 program. Allow parents to provide input in the development of the compact and the policy plan. Additionally, all program plans will be presented to SAC for input and approval Administer annual Title 1 Family Involvement survey and use data to evaluate school's parent involvement	Title 1 contact, Assistant Principal	Sign in sheets	Evaluations and feedback from the parents.

program.

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
Using technology to increase parental involvement	9-12	Assistant principal, teacher	All teachers	LTM	Increase in parent involvement through attendance sign-ins	Assistant Principal, Title I contact

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
Improve communication by using Edline, One Voice, newsletters, flyers, mailings, ect.	Postage and Freight	Title 1	\$3,000.00
Provide parent trainings such as FCAT and End of Course Assessment Item Spec, technology, college requirements, transitioning to workforce, ect.	Refreshments for trainings, paper for newsletters, ink, training materials, etc.	Title 1	\$2,098.00
Provide interpreters and parent liasons for parent trainings	Salary for language facilitators and parent liasons	Title 1	\$500.00
Teachers will conduct parent trainings on College Readiness, Financial Aid, Academic Resources, technology, etc.	Part time In System	Title 1	\$750.00
			Subtotal: \$6,348.00
			Grand Total: \$6,348.00

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:

STEM program not in place.

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

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:		Career and Technical education students will have increased opportunities to establish a successful transition from the school to the workforce through Career Academies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited business support	Develop partnerships to establish opportunities for job-shadowing, internships, and career placements	Academy coordinator, Assistant principal	Business and student surveys	Results from surveys, placement of students
2	Certification exam costs	Offer certification exams when possible	Academy coordinator, Assistant principal	Certification exam results	Certification exam results
3	Diversity of Career Academies	Establish more programs to meet student interest	Principal	Increased enrollment in academies	Increased enrollment in academies

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)

College Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. College Readiness Goal College Readiness Goal #1:			Increase the percentage of students scoring college ready on State approved assessments by 2%. The overall percentage of students scoring college ready has not been released by the State.		
2012 Current level:			2013 Expected level:		
% of AP students scoring 3+: 50%(174) % of Math ACT students scoring college ready: 19%(50) % of Reading ACT students scoring college ready: 29% (77)			AP 3+: 52% Math ACT: 22% English ACT: 32%		
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	Funding-Students not on Free and Reduced Lunch unable to pay for ACT/SAT.	Encourage all juniors and seniors to take PERT, free of charge at Palm Beach State College.	Guidance, Administration	Monitor College Readiness Reports	EDW College Readiness Reports
2	Teachers unaware of content assessed on SAT/ACT/PERT.	Encourage all teachers to take PERT, free of charge at Palm Beach State College.	Administration	Survey, Monitor Secondary Benchmarks	Lesson Plans, Classroom Walkthroughs
3	Students unaware of importance of SAT/ACT/PERT Assessments and how they impact their future education.	Conduct ACT/SAT/PERT information sessions with parents and students during parent nights, classroom opening activities, in school newspaper, and morning television announcements.	Communications Teacher, Guidance, Administration.	Monitor ACT/SAT/PERT participation rates.	EDW reports, FLDOE reports

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
SAT/ACT requirements and preparation tools	11-12	Assistant Principal, Reading Coach	All teachers	PLC, Late Start Meetings	Common Assessments, 2013 SAT/ACT results, classroom walkthroughs	Administration

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 College Readiness Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enhance instructional materials to implement reading strategies. Provide students with materials for success.	Classroom libraries, chart paper, binders, dividers, paper & ink for classroom use, markers, etc.	Title 1	\$9,000.00
Reading	Increase the students scoring a 3 or above on FCAT Reading.	Reading Teacher	Title 1	\$63,644.00
Reading	Provide reading endorsed resource teacher for pull outs and push ins after diagnostics.	.5 Resource Teacher	Title 1	\$31,822.00
Mathematics	Utilize resource teacher to conduct pull outs for students failing to perform at proficient levels on diagnostics.	.5 Resource Teacher	Title 1	\$31,822.00
				Subtotal: \$136,288.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize technology to implement Reading Plus program and other research based educational supports.	Lap Top Cart	Title 1	\$35,000.00
Reading	Utilize technology to implement a rotational model in additional reading classroom.	Desk Top Computers	Title 1	\$4,000.00
				Subtotal: \$39,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide PD such as modeling lessons, student engagement strategies, write curriculum, develop mini-assessments, analyze data with teachers, facilitate trainings	State Reading Conference, AVID conference, 2012 Educational Strategies & Student Engagement Institute, District and in school professional development (Including registration fees, travel expenses, lodging, and meals.)	Title 1	\$4,000.00
Reading	Supplies for professional development activities	Paper, ink for EDW reports, resource books, anchor charts, markers, poster machine paper, laminating film, etc	Title 1	\$1,000.00
Reading	Provide substitutes for teachers in need of reading strategy professional development.	Substitutes for teacher release time to attend professional development (Benefits 4.3%)	Title 1	\$3,000.00
Reading	Hire a 1/2 time reading coach to provide professional development to teachers to include modeling lessons, student engagement strategies, write curriculum, develop mini-assessments, analyze data with teachers.	Reading Coach	Title 1	\$33,794.00
Substitutes for teacher release time to attend				

Mathematics	professional development (Benefits 4.3%)	Salary for Substitute	Title 1	\$3,000.00
Mathematics	Provide necessary supplies in order to conduct professional development.	Paper, ink, training materials, etc.	Title 1	\$1,000.00
Mathematics	Increase percentage of students earning a proficient score on Algebra 1 and Geometry EOC's.	.5 Math Coach	Title 1	\$33,794.00
Writing	Rubric Scoring	Substitutes for teachers to be trained in Rubric scoring and Writer's Workshop.	Title 1	\$5,000.00
Suspension	Provide professional development for LINK CREW leaders. Link Crew Leaders train juniors and seniors to peer mentor incoming freshmen.	Out of state travel including registrations, airfare, meals, hotels, etc.	Title 1	\$1,000.00

Subtotal: \$85,588.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Transportation for after school and Saturday tutoring	Transportation for Tutorials	Title 1	\$500.00
Reading	Tutoring for students	Salaries for teachers in tutorials	Title 1	\$18,000.00
Reading	Supplies for student tutorials	Paper, ink, folders, ect.	Title 1	\$2,216.00
Reading	Subs for Title 1 funded classroom teachers.	substitutes to provide coverage when Title 1 teacher is absent.	Title 1	\$1,200.00
Mathematics	Tutorials	Salaries for tutors	Title 1	\$18,000.00
Mathematics	Provide supplies to mathematics tutors to ensure understanding of materials and availability to students.	Supplies (calculators, maker boards, paper, pends, pencils, rulers, ect.), Everglades EOC Practice Workbooks	Title 1	\$2,970.00
Science	Tutorials for Biology EOC	Tutor salaries	Title 1	\$3,930.00
Science	AVID & Lab Strategy Supplies	Materials-Paper, pens, marker boards, interactive notebooks, pencils, ect.	Title 1	\$2,000.00
Writing	Tutoring for students not attaining proficient scores in Palm Beach Writes	Salary for Writing Tutors (Benefits 25%)	Title 1	\$6,000.00
Parent Involvement	Improve communication by using Edline, One Voice, newsletters, flyers, mailings, ect.	Postage and Freight	Title 1	\$3,000.00
Parent Involvement	Provide parent trainings such as FCAT and End of Course Assessment Item Spec, technology, college requirements, transitioning to workforce, ect.	Refreshments for trainings, paper for newsletters, ink, training materials, etc.	Title 1	\$2,098.00
Parent Involvement	Provide interpreters and parent liasons for parent trainings	Salary for language facilitators and parent liasons	Title 1	\$500.00
Parent Involvement	Teachers will conduct parent trainings on College Readiness, Financial Aid, Academic Resources, technology, etc.	Part time In System	Title 1	\$750.00

Subtotal: \$61,164.00

Grand Total: \$322,040.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Incentives to motivate and boost staff morale	\$4,000.00
Supplemental books/materials for teachers, clubs, and sports.	\$5,000.00
Provide snacks/refreshments to students for Saturday and after school tutorials.	\$3,000.00
Additional funds for professional development and growth opportunities.	\$5,000.00

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

The School Advisory Council's activities in 2012-2013 will include monitoring the School Improvement Plan and all of its components, provide funding and monitor the use of that funding for school programs that may enhance the lives of our students, and advise on activities and events within the 2012-2013 school year which may impact the daily running of the school.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District SANTALUCES COMMUNITY HIGH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	76%	88%	40%	243	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	45%	74%			119	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?	46% (NO)	66% (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					484	
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 SANTALUCES COMMUNITY HIGH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	76%	89%	47%	255	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	80%			136	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?	52% (YES)	72% (YES)			124	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					525	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested