

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JOHN I. LEONARD HIGH SCHOOL

District Name: Palm Beach

Principal: Terry Costa

SAC Chair: Bonni Jensen

Superintendent: William Malone

Date of School Board Approval: December 2012

Last Modified on: 9/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Terry Costa	Educational Leadership (All levels); Emotionally Handicapped (K-12); Mentally Handicapped (K-12); Varying Exceptionalities (K-12); Speech (6-12); English Speakers of Other Languages (ESOL) Endorsement	6	18	Principal of John I Leonard High School in 2011-2012: Grade Pending. Reading: mastery-36%, learning gains-59%, lowest 25 percent-68%. Math: mastery-53%, learning gains-49%, lowest 25 percent-50%. Writing mastery: 87%. Principal of John I Leonard High School in 2010-2011: Grade Pending, Reading mastery: 36%, Math mastery: 71%, Science mastery: 40%, Writing mastery: 87%. AYP: 64%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math. Principal of John I Leonard High School in 2009-2010: Grade A, Reading mastery: 39%, Math mastery: 72%, Science mastery: 46%, Writing mastery: 90%. AYP: 69%, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged, ELL, and

					SWD did not make AYP in math.
Assis Principal	Theomane Dorleans	School Principal (All Levels); Educational Leadership (All Levels); English Speakers of Other Languages (ESOL) Endorsement; Varying Exceptionalities (K-12)	9	9	Assistant Principal of John I Leonard High School in 2011-2012: Grade Pending. Reading: mastery-36%, learning gains-59%, lowest 25 percent-68%. Math: mastery-53%, learning gains-49%, lowest 25 percent-50%. Writing mastery: 87%. Assistant Principal of John I Leonard High School in 2010-2011: Grade Pending, Reading mastery: 36%, Math mastery: 71%, Science mastery: 40%, Writing mastery: 87%. AYP: 64%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math. Assistant Principal of John I Leonard High School in 2009-2010: Grade A, Reading mastery: 39%, Math mastery: 72%, Science mastery: 46%, Writing mastery: 90%. AYP: 69%, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.
Assis Principal	Lewis Scholze	School Principal (All Levels); Mathematics (6-12)	13	13	Assistant Principal of John I Leonard High School in 2011-2012: Grade Pending. Reading: mastery-36%, learning gains-59%, lowest 25 percent-68%. Math: mastery-53%, learning gains-49%, lowest 25 percent-50%. Writing mastery: 87%. Assistant Principal of John I Leonard High School in 2010-2011: Grade Pending, Reading mastery: 36%, Math mastery: 71%, Science mastery: 40%, Writing mastery: 87%. AYP: 64%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math. Assistant Principal of John I Leonard High School in 2009-2010: Grade A, Reading mastery: 39%, Math mastery: 72%, Science mastery: 46%, Writing mastery: 90%. AYP: 69%, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.
Assis Principal	Ricky Clark	School Principal (All Levels); Educational Leadership (All Levels); Social Studies(6-12)	6	6	Assistant Principal of John I Leonard High School in 2011-2012: Grade Pending. Reading: mastery-36%, learning gains-59%, lowest 25 percent-68%. Math: mastery-53%, learning gains-49%, lowest 25 percent-50%. Writing mastery: 87%. Assistant Principal of John I Leonard High School in 2010-2011: Grade Pending, Reading mastery: 36%, Math mastery: 71%, Science mastery: 40%, Writing mastery: 87%. AYP: 64%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math. Assistant Principal of John I Leonard High School in 2009-2010: Grade A, Reading mastery: 39%, Math mastery: 72%, Science mastery: 46%, Writing mastery: 90%. AYP: 69%, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.
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Assis Principal	Valerie Silverman	Educational Leadership (All Levels); Emotionally Handicapped (K-12); English Speakers of Other Languages (ESOL) Endorsement	15	4	Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math. Assistant Principal of John I Leonard High School in 2009-2010: Grade A, Reading mastery: 39%, Math mastery: 72%, Science mastery: 46%, Writing mastery: 90%. AYP: 69%, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.in 2008-2009: Grade C, Reading mastery: 34%, Math mastery: 70%, Science mastery: 28%, Writing mastery: 83%. AYP: 72%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Black, Hispanic, ELL, and SWD did not make AYP in math.
Assis Principal	Awilda Tomas	Educational Leadership (All Levels); English Speakers of Other Languages (ESOL) Endorsement; Reading Endorsement; Elementary Ed. 1-6	2	5	Assistant Principal of John I Leonard High School in 2011-2012: Grade Pending. Reading: mastery-36%, learning gains-59%, lowest 25 percent-68%. Math: mastery-53%, learning gains-49%, lowest 25 percent-50%. Writing mastery: 87%. Assistant Principal of John I Leonard High School in 2010-2011: Grade Pending, Reading mastery: 36%, Math mastery: 71%, Science mastery: 40%, Writing mastery: 87%. AYP: 64%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.

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	Carol Faulhaber	Math Grades 6-12	9	2	John I Leonard High School in 2011-2012: Grade Pending. Reading: mastery-36%, learning gains-59%, lowest 25 percent-68%. Math: mastery-53%, learning gains-49%, lowest 25 percent-50%. Writing mastery: 87%. 2010-2011: Grade Pending, Reading mastery: 36%, Math mastery: 71%, Science mastery: 40%, Writing mastery: 87%. AYP: 64%, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.
Reading	Robin Dixon	Certification in Reading - Masters in Reading Certification in Guidance Counseling - Specialist Certification in El. Ed - Bachelors - K-6			N/A

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)
	Principal,		

1	Regular meetings of new teachers with administration	Assistant Principals	On-going	
2	Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	Curriculum Support	Assistant Principals	On-going	
4	Staff Development/Learning Team Meetings	Assistant Principals	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 (1.5%) Two staff members are considered to be Not Highly Qualified.	The teachers will be encouraged to take the English subject area test.

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
150	8.0%(12)	16.7%(25)	30.7%(46)	44.7%(67)	38.7%(58)	98.7%(148)	14.7%(22)	4.0%(6)	30.0%(45)

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
Michele Monahan	Angelina Saloom	Michele Monahan is BTAP teacher within the district.	The mentor and mentee will meet biweekly in a professional learning community to discuss Evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well.
Michele Monahan	Wendy Hinton	Michele Monahan is BTAP teacher within the district.	The mentor and mentee will meet biweekly in a professional learning community to discuss Evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well.
		Michele	The mentor and mentee will meet biweekly in a professional learning community to discuss Evidence-based strategies

Michele Monahan	Lindsay Bierman	Monahan is BTAP teacher within the district.	for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well.
Norman Riemer	Matthew Council	Mr. Council is a first year teacher within the science department. Mr. Riemer is veteran educator and science with proven results as reflected by the performance of the school.	The mentor and mentee will meet biweekly in a professional learning community to discuss Evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well.
Pierrette Lagor	Silkia Aviles Del Valle	Mrs. Aviles Del Valle is a first year teacher within the English department. Ms. Lagor will monitor her progress as a veteran educator with proven results	The mentor and mentee will meet biweekly in a professional learning community to discuss Evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well.
Katie Bidwell Gomersall	Nancy Garcia	Ms. Garcia is a first year teacher within the ESE department. Ms. Gomersall will monitor her progress as a veteran educator with proven results.	The mentor and mentee will meet biweekly in a professional learning community to discuss Evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Teacher will be encouraged to attend Tips training as well.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted throughout before, during and after-school programs. Professional development via coaches, parent involvement opportunities, instructional supplies and supplemental resources. Title I funds are used to fund a reading, science, and math teacher, learning team facilitator, a reading and math coach. Funds are also used to provide stipends and substitutes for teachers to attend professional development workshops. Additional funds are used to purchase site licenses for Math XL to remediate and enhance math lessons. Some of the funds budgeted were also used to purchase 0.5 an ITSA to help support the technology needs of the school.

Title I, Part C- Migrant

The school will continue to work with district staff to identify Migrant students and provide additional services as needed.

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 through the purchase of small equipment(s) to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy, math, and science skills of struggling students.

Title III

Services and resources are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. ELL students are also provided with extensive ACT preparatory session after school throughout the school.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and 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)

N/A

Violence Prevention Programs

District-wide implementation of Single School Culture as well as appreciation of multicultural diversity. The school also offers a non-violence/bullying phone number to report violence at school.

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 offered in respiratory care/medical, child care, culinary arts, engineering technology, construction, fashion design, and television production.

Job Training

N/A

Other

Required instruction listed in FL Statute 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 schoolbased RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff. The principal provides a common vision for the use of data-based decision-making to ensure:

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

The RtI/Inclusion Facilitator is a new position for SY11. This individual will assist in the design and implementation of progress

monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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 leadership team and the School Advisory Council (SAC) will help develop the SY12 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%
- Various ethnicity subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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.

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Florida Alternative Assessment (FAA)
- Progress Monitoring and Reporting Network (PMRN)

- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

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

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- ACT/SAT/CPT
- Florida Alternative Assessment (FAA)

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

The administration attends monthly meetings supporting the process. Follow ups occur with teachers and members of the school base team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Team members included administrators: Terry Costa, Ricky Clark, Theomane Dorleans, Valerie Silverman, Lewis Scholze, Awilda Tomas-Andres; Reading Coach: Robin Dixon and the following teachers: 1. Kathleen McPherson (Reading), Elsa Lubin (Reading), Robert Decker (Computer Science/Business), Norman Riemer (Science), Jesus Santiago (ESOL Coordinator), Pierrette Lagor (English), Fred Abeles (Math), Denise Madrid (English), Aurea Alvarado (Foreign Language), Tiffany Latimore (Learning Team Facilitator), Annette Carmichael (Family and Consumer Science), Belkis Candelier (Guidance Counselor), Fred Abeles (Math), Kenneth Frenke (Social Studies)

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

The school-based Literacy Leadership Team (LLT) meets monthly to discuss the literacy needs of the students and to

determine a literacy plan of action to address these needs. Needs are determined based on student data which may include some or all of the following: informal and formal assessments, anecdotal records based on teacher observations, teacher checklists, state-wide testing, report cards, teacher/parent/ student surveys, administrative walkthrough observations and other. The Literacy Leadership Team's goal is to establish a climate of literacy across the school.

After reviewing the data, the Literacy Leadership Team plans a course of action to take in order to address the area of concern. At this time, resources are gathered to facilitate implementing the course of action such as: teachers, mentors, parents, students, professional journals, books, internet sites, and workshops, staff development and other resources as needed. The course of action is then implemented. Team members support and monitor the course of action taken. Finally, the team meets to determine the effectiveness of the course of action taken by revisiting the data to analyze for improvement trends and findings. Findings are shared and discussed with teachers at faculty meetings.

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

1. The Literacy Leadership Team will plan teacher professional development and support that will facilitate infusing research-based reading strategies in the content area classrooms.
2. The Literacy Leadership Team will plan for teacher professional development and in-classroom modeling/support to incorporate writing across the curriculum.
3. The Literacy Leadership Team will develop and foster school-wide reading by showcasing what each teacher/class is reading and by increasing access to classroom libraries and reading programs in classrooms across the campus (i.e., Reading Counts).

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/21/2012)

*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.

Seven professional development days has been set aside for the purpose of identifying best practices and research based strategies that teachers are to implement. Professional development is provided to all staff members in regards to infusing reading strategies into their curriculum. Also, the departmental collaborative planning with Learning Team Facilitator allows the staff to follow up on the effectiveness of the strategies.

*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?

John I. Leonard offers career educational opportunities in a variety of areas including child care, culinary arts, engineering technology, construction, fashion design, and television production. The school has a licensed day care center, a commercial kitchen, and a television studio.

We provide services to students in Career Academies, Advanced Placement classes, Honors classes, Exceptional Student Education, and English Language Learners.

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?

John I. Leonard Community High School is one of three high schools selected by the Department of Education in 1988 as a

Model Technology School. The Computer Technology Academy, which began in 1995, is a program designed to give students an edge in the competitive job-market and to better prepare them for entry into the universities of their choice. The Academy of Finance gives students an opportunity to learn and prepare for college careers in business and finance. In both academies, an emphasis is placed on a college curriculum that is directly linked to the world of work. The International Spanish Academy (ISA) is a highly developed dual language immersion course of study and has a formal relationship with the Ministry of Education and Culture in Madrid, Spain. The three academies attract many students who come from diverse communities such as Greenacres, West Palm Beach, Boynton Beach, Royal Palm Beach, and Lake Worth. The school also offers a Respiratory Care/Medical Academy. This program is in partnership with Palm Beach Community College and JFK Medical Center. The students enrolled in the academy will be fully dual enrolled by their senior year and will be licensed phlebotomists as well as being jump started toward a respiratory degree by graduation.

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](#)

John I. Leonard High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math courses, and completed a Dual Enrollment (DE) math course were all below the district averages. We will also encourage students to take AP, or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. We also have a Graduation Coach on campus who will target and meet with students regularly. This will include sharing information and requirements to become eligible for Bright Futures. Additionally, we offer after school tutoring and during school tutoring for students who fail to pass algebra I, ACT and SAT. With funding from the district, we are also able to administer the SAT during the school day.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, the percent of 9-10 grade students achieving level 3 on the 2013 FCAT Reading Test will increase by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (244)	25% (305)

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 support necessary to succeed in higher level classes	Teachers will utilize the Socratic Method: (WICOR=Writing, Inquiry, Collaboration, Organization and Reading) which is emphasized by teachers across the curriculum. This AVID strategy emphasizes active learning, communication skills, critical thinking, and in-depth analysis of materials that are crucial for college admission and academic skill.	Administration and AVID Coordinator	Classroom walkthrough, lesson plans and gradequick reports.	Assessment results
2	Transient population	To determine their strengths and weaknesses, all freshmen and sophomores will be administered assessments as directed by the District.	Principal, LTF, Testing Coordinator and classroom teachers	Review assessment reports to ensure teachers are teaching the standards	Print out assessment reports
3	Teachers lack professional development in infusing reading strategies into core content	Social Studies teachers will actively engage student in the reading process, to increase vocabulary, improve comprehension and to improve fluency.	Administration and Reading Coach	Administration will monitor implementation through classroom walk-through	Effectiveness will be determined through various assessment reports
4	Limited student knowledge on past FCAT performance and current classroom assessments	Increase data chats between teachers and students.	Reading Coach/Department Chair and Administration	Increased student engagement and motivation	Increase in reading performance on FCAT and classroom assessments
	Limited increase of growth in proficiency students as evident by developmental scale scores.	A select group of content area teachers who require certification to serve intensive reading students within	Administration	Increase number of students scoring proficiency on the reading FCAT	Various assessment reports

5		the content areas will receive New Generation Content Area Reading Professional Development (NG-CARPD).			
6	Limited student success in the reading comprehension assessment on various standardize assessments	The school will provide reading practice materials that specific to the ACT to student enrolled in intensive reading classes to supplement the reading curriculum.	Administration/Reading Coach	Increased number of students passing standardized tests	Standardized tests such as ACT, SAT, FCAT
7	Student have low interest in reading	Increase students' independent reading time by increasing the availability of reading materials.	Administration, Reading Coach and teachers	Classroom walkthroughs, Lesson Plans	Various assessment reports
8	Low attendance for various tutorial programs held after school or on Saturdays	Identify students not making learning gains to provide with direct teacher instruction or small group tutoring.	Administration, Reading Coach and teachers	Classroom walkthroughs, Lesson Plans	Various assessment 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June of 2013, 60% of students will be proficient in the FAA reading test
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (12)	60% (14)

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	Transient population	Teachers will provide small group instructions to meet students' individual needs.	Administration, ESE Coordinator and teachers.	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports/Brigance administration
2	Regression of language skills	Teachers will periodically monitor the academic progress of the student using various interim assessments.	Administration, ESE Coordinator and teachers.	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports/Brigance administration
3	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction using PCI curriculum and the "Caught Reading" program to provide small group individualized instruction.	Administration, ESE Coordinator and teachers.	Administration will monitor implementation through classroom walk-through	Effectiveness will be determined through various assessment reports and PCI reports
4	Lack of time to plan collaboratively and lack of FAA practice materials for awareness and drills.	Teachers will plan collaboratively to write lesson plans that align to axis points.	Administration, ESE Coordinator, and teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports/Brigance administration

5	Regression of language skills	Targeted vocabulary based instruction through technology.	Administration, ESE Coordinator, and teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports/Brigance
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, the percent of 9-10 grade students achieving level 4 and 5 on the 2013 FCAT Reading Test will increase by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (186)	20% (248)

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 pool of highly qualified teachers available to teach advance placement and honors classes.	Common planning by teachers to review lessons and activities that are rigorous to challenge students.	Administration and Teachers	Administration will monitor implementation through classroom walk-through	Effectiveness will be determined through various assessment reports
2	Limited funding source available	Continuous student recognition for students scoring at the proficiency levels on various assessments.	Administration and Reading Coach	Administration will monitor implementation through classroom walk-through	Standardized tests such as ACT, SAT, FCAT
3	Low percentage of students demonstrating college readiness on the ACT, SAT test.	Provide ACT and SAT preparation courses conducted by staff trained by Kaplan K-12	Administration and English and math Department Chair	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
4	Limited increase in growth in proficiency students as evidence by developmental scale score.	A select group of content area teachers will be New Generation Content Area Reading Professional Development (NG-CARPD)	Administration	Increase number of students scoring proficiency on the reading FCAT	Various assessment reports
5	Lack of Rigor in the classroom.	Incorporate higher order thinking questions that will require students to use critical thinking. Use Cornell Notes and CRISS strategies in the classroom.	Administration	Administration will monitor implementation through classroom walk-through	Various assessment 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June 2013, the percent of students achieving level and 7, 8, and 9 on the 2013 FAA Reading Test will increase by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (7)			34% (8)		
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	Regression of language skills	Teachers will periodically monitor the academic progress of the student using various interim assessments.	Administration, ESE Coordinator and teachers.	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
2	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction	Administration, ESE Coordinator and teachers.	Administration will monitor implementation through classroom walk-through	Effectiveness will be determined through various assessment 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	by June 2013, the percent of 9-10 grade students making learning gains on the 2013 FCAT Reading Test will increase by 10 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (415)	67% (485)

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	Gap in reading proficiency	Develop an Instructional Focus Calendar for reading and language arts classes	Principal, Reading Coach and Language Arts Chair	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs	Effectiveness will be determined through various assessment reports
2	Gap in reading proficiency	Provide pull-out reading skills-based tutorials for targeted students during the school day and after school	Principal, Assistant Principal in charge of Reading and Reading Coach	Classroom observations and teacher observations	Core K-12, mini assessment data
3	Lack of motivation	Data chats between administration, teachers and students	Reading Coach and Administration	Classroom observations and teacher observations	Increased student engagement in classes and increased enrollment in tutoring programs
4	Gap in reading proficiency	Implement Computer-based reading instruction program Reading Plus and Achieve 3000.	Principal, Reading Coach and Assistant Principal	Review Progress reports generated by Reading Plus database	Reading learning gains reported by reading Plus
5	The gap between the grade level reading proficiency of students in comparison to the rigor of FCAT 2.0	Provide new reading teachers with training on Test specifications on FCAT 2.0 and align lesson plans to test specifications. Refresher training for veteran teachers.	Principal, Reading Coach and Assistant Principal	Classroom observations and teacher observations	Effectiveness will be determined through various assessment 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:	By June 2013, the percent of students making learning gains on the 2013 FAA Reading Test will increase by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (8)	38%

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	Transient population	Teachers will provide students with small group instruction to meet their individual needs.	Administration, ESE Coordinator and teachers.	Administration will monitor implementation through classroom walk-through	Assessment results
2	Regression of language skills	Teachers will use assessment results to identify various areas to remediate	Teachers will monitor students individually, administration	Administration will monitor implementation through classroom walk-through	Assessment results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, the percent of 9-10 grade students in the bottom quartile making learning gains on the 2013 FCAT Reading Test will increase by 4 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%	70%

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	Truancy to reading classes	All level one reading students as well as the lowest 35% in level two reading will be placed in intensive reading instruction or content area class with an NGCARPD or reading endorsed teacher.	Principal, and Assistant Principal in charge of master schedule	Guidance counselors determine need and growth based on FCAT scores and FAIR Reading test	FCAT and FAIR Reading test
2	Inadequate time and funding for professional development.	All students scoring beneath standards on the FAIR test will be scheduled into Intensive Language Arts classes in addition to their Intensive Reading classes to provide 90 minutes or	Assistant Principal in charge of master schedule	Guidance counselors determine need and growth based on FCAT scores and FAIR Reading test	FCAT and FAIR Reading test

		more of DAILY reading instruction.			
3	Pool of highly qualified reading teachers is limited.	Develop an instructional Focus Calendar for reading and language arts classes	Principal, Reading Coach and Language Arts Chair	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walk-throughs	Effectiveness will be determined through various assessment reports
4	Students do not have adequate exposure to informational text.	Reading teachers will align lesson plans at the distribution rate of 70% informational text 30% literary text.	Administration and Reading Coach	Administration will monitor implementation through classroom walk-throughs and observations	Effectiveness will be determined through various assessment reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	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"/>	<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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, students in each subgroup will make significant gain in Reading as measure on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 49% (111), Black: 25% (67), Hispanic: 37% (252), Asian: 26% (6), American Indian: 24% (4)	White: 54%, Black: 30%, Hispanic: 42%, Asian: 31%, American Indian: 29%

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	White: Increase of the number of economically disadvantaged student Black: 80% minority rate Hispanic: Language Barrier Asian: N/A American Indian: N/A	Match high performing teachers with high needs students.	Assistant Principal in charge of master schedule	Guidance counselors determine need and growth based on FCAT scores and FAIR Reading test	Effectiveness will be determined through various assessment reports
2	White: Increase of the number of economically disadvantaged student Black: 80% minority rate Hispanic: Language Barrier Asian: N/A American Indian: N/A	Data chats with teachers and students to occur at least twice a year.	Administration and Reading Coach	Administration will monitor implementation through classroom walk-through	Teachers will reflect key findings from data chats in their IPDPs and students will develop a goal setting chart for their targets.
3	Gap in reading proficiency	Pull-out and after-school tutorials targeting reading skill deficiencies	Reading Coach and Administrator overseeing Reading	Pre and post tutoring assessments	Diagnostic data from district provided tests (Fall/Winter)
	Limited increase in	A select group of content	Administration	Increase number of	Various assessment

4	growth in proficiency students as evidence by developmental scale score.	area teachers will be New Generation Content Area Reading Professional Development (NG-CARPD)	students scoring proficiency on the reading FCAT	reports
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, the percent of (ELL) students demonstrating proficiency will increase by 3% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (6)	7%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pool of highly qualified reading teachers with ESOL endorsement is limited.	Plan differentiated instruction using evidence-based Instruction/interventions within 90-minute reading block.	Principal and Reading Coach	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
2	Limited quality professional development for new teachers.	ESOL Coordinator will model lessons, provide professional development and give in classroom support to ELL teachers.	Principal and ESOL Coordinator	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
3	Transient population/High absenteeism.	Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	SBT Team	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
4	Lack of reading proficiency	Provide pull-out tutorials during and after school targeting specific reading skill weaknesses incorporating RIM and technology-based program instruction.	Reading teacher purchased through Title I, Reading Coach and Assistant Principal overseeing Reading	SRI scores pre and post-tutoring	Scholastic Reading Inventory Lexile growth report
5	Lack of reading proficiency	Teachers will incorporate the use of dictionaries into their curriculum to help expand the level of vocabulary in ELL students in order to facilitate the acquisition of the English language.	ESOL Coordinator, and Administration.	Student progress is assessed using various assessments	Assessment reports will be used to determine progress

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:	By June 2013, the percent of (SWD) students demonstrating proficiency will increase by 5% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

21% (38)			26%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Highly qualified ESE teachers with appropriate certification is limited.	Increase the number of inclusion units to include science and social studies.	Administration team and ESE Coordinator	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
2	Inadequate resources available including human resources.	Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Administration team and ESE Coordinator	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
3	Inadequate resources available including human resources.	Increase the number of ESE teachers trained in the Wilson Reading Program	Administration team and ESE Coordinator	Administration will monitor implementation through classroom walk-through	Assessment reports will be used to determine progress
4	Gap in reading proficiency	Provide during school and after-school pullout tutoring focusing on specific reading skill deficiencies incorporating small group and technology-based instruction	ESE Coordinator and Administrator overseeing ESE	Pre and post tutoring teacher-prepared assessments and district diagnostic tools	District diagnostic Test (Fall/Winter)
5	Lack of visual medium available to the DHH student population	Provide Deaf and Hard of Hearing students the opportunity to learn and practice language and literacy through the use of a visual medium.	ESE Coordinator and Administrator overseeing ESE	Administration will monitor implementation through classroom walk-through	Assessment reports will be used to determine progress

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:	By June 2013, the percent of economically disadvantaged students demonstrating proficiency will increase by 5% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (321)	38%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school has an 80% minority rate and a 76% free and reduced lunch.	Data chats and goal setting will occur with students to motivate students about the possibilities of the future.	Administration and ESE Coordinator	Administration will monitor implementation through classroom walk-through	Students will develop goals according to the data chats.
2	Reading proficiency gap	During school and after school tutorials focusing on specific reading weaknesses	Reading Coach and Administrator overseeing reading	Pre and post tutoring assessments	District Diagnostic Tests (Fall/Winter)

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
Explicit and Systematic Instruction utilizing the Next Generation Sunshine State Standards (NGSSS)	Grades 9-10	Learning Team Facilitator (LTF) and Reading Coach will facilitate the training utilizing district vodcast resources	School Wide	On going	Administrators will conduct weekly classroom walk-throughs	Principal, Reading Coach, Assistant Principal and LTF
FCIM (Florida Continuous Improvement Model) training	Grades 9-10	Administration, LTF, and reading Coach	Language Arts, Reading, and Earth Space Science teachers	October 2012	Agenda sign in sheets, Classroom walkthroughs, lesson plans, and assessment results	Principal, Reading Coach, Assistant Principal and LTF
RTI	Grades 9-10	RtI Inclusion Facilitator, and administration	School Wide	On going	Agenda sign in sheets, and classroom walkthroughs	Administration
NGCARPD	Grades 9-10	Norman Riemer	Selected teachers	On going	Agenda sign in sheets, and classroom walkthroughs	Administration
Literacy training to a select group of teachers	Grades 9-10	Administration/ Literacy Team	Selected teachers	on going	Administrators will conduct weekly classroom walk-throughs	Administration
Items Specs training for FCAT Reading 2.0	Grades 9-12	Administration	All teachers	On going	Agenda sign in sheets, and classroom walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice	Classroom libraries, chart paper, ink, copy paper, highlighters, laminating film, notebook	Title I	\$3,000.00
Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Classroom Teacher	Title I	\$63,644.00
Provide pull-out reading skills-based tutorials for targeted students during the school day and after school.	Part-time in system for tutors	Title I	\$3,750.00
Subtotal:			\$70,394.00
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
Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice.	Folders, highlighters, chart paper, ink, coach supplies, training materials for PD	Title I	\$2,500.00
Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice.	Substitute coverage to attend workshops	Title I	\$594.00
Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice.	Salary for reading coach	Title I	\$67,588.00
Plan and facilitate professional development for teachers. Focus of instruction is determined by assessment data.	Salary for LTF	Title I	\$67,588.00
Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Stipend to attend workshops	Title I	\$5,000.00
			Subtotal: \$143,270.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$213,664.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By June of 2013, the percentage of students scoring proficient in the speaking portion of the CELLA will increase by 3%.			
2012 Current Percent of Students Proficient in listening/speaking:					
39% (120)					
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 inability to speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Teachers will focus on teaching context clues as a secondary benchmark to help ELL students to learn words in context and to understand the meaning.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	CELLA results
2	High absenteeism	Teachers with ELL student will infuse ELL strategies in their lessons.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and	CELLA results

				lesson plans.	
3	Student lack the confidence of to speak English.	Teachers will have students use the ELL dictionaries to presented academic vocabulary at the start of a lesson.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	CELLA results
4	Students" inability to speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Teachers will create classroom conditions that foster learning by modeling, scaffolding and helping students to construct understanding.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	CELLA results

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:

By June of 2013, the percentage of students scoring proficient in the reading portion of the CELLA will increase by 3%.

2012 Current Percent of Students Proficient in reading:

13% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High absenteeism	Teachers with ELL student will infuse ELL strategies in their lessons.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results
2	Student inability to read in English and understands written text at grade level in a manner similar to non-ELL students.	Teacher will teach ELL students various strategies to learn words in context to understand the meaning.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results
3	The number of unfamiliar words encountered as an English learner reads a text.	Teachers will lighten this load by rewriting or explaining text material. Complex sentences can be broken down into comprehensible parts.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By June of 2013, the percentage of students scoring proficient in the writing portion of the CELLA will increase by 3%.

2012 Current Percent of Students Proficient in writing:

14% (43)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	High absenteeism	Teachers with ELL student will infuse ELL strategies in their lessons.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results
2	Student inability to read in English and understands written text at grade level in a manner similar to non-ELL students.	When presenting new topics where students are expected to listen before any brainstorming or other activity is assigned, teachers will activate prior knowledge by doing the initial talking.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results
3	Students' inability to demonstrate overall control of the basic conventions of standard English.	Teacher will teach and provide students with descriptive feedback on how to draft written responses while using a continual process of revision, checking to be sure that the writing is clear and effective.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results
4	Students' inability to provide sufficient, specific, and relevant development of support.	Teachers will provide students with numerous opportunities to write (clear and consistent focus) on the topic that establishes and maintains a main idea, theme, or unifying point in the response.	Administration, teachers, and ESOL Coordinator	Administration will monitor implementation through classroom walk-throughs and lesson plans.	Effectiveness will be determined through the CELLA results

CELLA Budget:

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

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	By June of 2013, 63% of students will be proficient in the FAA math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (14)	63%

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	Transient population	Teachers will provide small group instructions to meet students' individual needs.	Administration, ESE Coordinator, teachers and ESE teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
2	Regression of math skills	Teachers will periodically monitor the academic progress of the student using various interim assessments.	Administration, ESE Coordinator, and teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
3	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction	Administration, ESE Coordinator, and teachers	Administration will monitor implementation through classroom walk-through	Effectiveness will be determined through various assessment reports
4	Lack of time to plan collaboratively and lack of FAA practice materials for awareness and drills.	Teachers will plan collaboratively to write lesson plans that align to axis points.	Administration, ESE Coordinator, and teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports/Brigance
5	Regression of math skills	Teachers will provide students with unique learning opportunities using math manipulatives.	Administration, ESE Coordinator, and teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment 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:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	By June of 2013, 24% of students will score at or above level 7 on the FAA math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

21% (5)		24			
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	Regression of math skills	Teachers will periodically monitor the academic progress of the student using various interim assessments.	Administration, ESE Coordinator and ESE teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
2	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction	Administration, ESE Coordinator and ESE teachers	Administration will monitor implementation through classroom walk-through.	Effectiveness will be determined through various assessment 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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	By June 2013, the percent of students making learning gains on the 2013 FAA math test will increase by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (9)	43%

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	Transient population	Teachers will provide students with small group instruction to meet their individual needs.	Administration, ESE Coordinator and ESE teachers	Administration will monitor implementation through classroom walk-through	Assessment results

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:	By June of 2013, 50% of students will level 3 in the Algebra I End-Of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (214)	50%

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 support necessary to succeed in higher level classes	Teachers will utilize the Socratic Method: (WICOR=Writing, Inquiry, Collaboration, Organization and Reading) which is emphasized by teachers across the curriculum. This AVID strategy emphasizes active learning, communication skills, critical thinking, and in-depth analysis of materials that are crucial for college admission and academic skill.	Administration and AVID Coordinator	Classroom walkthrough, lesson plans and gradequick reports.	Assessment results
2	Inadequate resources available including human resources.	Conduct Success Seminars , pull-out with a focus on High complexity benchmarks.	Administration and Math Coach	Classroom walk-throughs	Assessments results and lesson plan checklist
3	Curriculum pacing	Teacher will utilize the Pearson Success Net and Math XL program to provide students a different modality mode to remediate skills targeted on the EOC.	Math Coach and Assistant Principal	Subject area teams will review assessments monthly to determine progress toward goal	Assessments results and lesson plan checklist
4	Knowledge gap for the lower level materials is preventing success in mastering necessary algebra skills	Teacher will utilize the Math XL program to provide students a different modality mode to remediate skills targeted on the EOC.	Administration team, and Math Coach	Progress monitoring will be conducted by teachers and Assistant Principal.	Assessments results and lesson plan checklist
5	Transient population	Students will be administered diagnostic tests to determine their strengths and weaknesses in math concepts.	Administration and Math Coach	Classroom walk-throughs	Assessments results and lesson plan checklist

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:	By June of 2013, 15% of student will score at level four and above on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (15)	15%

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
	Time	Teachers will include End-of-Course Exam type	Math Coach and Assistant Principal	Teachers will provide descriptive feedback on	EOC 2012 results

1		word problems to target focus and support on every test.		student work. Progress monitoring will be conducted by teachers and Assistant Principal. Scored word problem student samples.	
2	Transient population	Students will be administered diagnostic tests to determine their strengths and weaknesses in math concepts.	Administration team and Math Coach	Classroom walk-throughs, Core K-12 assessments, and lesson plan books	Assessments results and lesson plan checklist

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal #				
		3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, at least 50% of students in subgroup will be proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 44% Black: 38% Hispanic: 38% Asian: 50% American Indian: 50%	50%

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	Transient population	Students will be administered diagnostic test to determine their strengths and weaknesses in math concepts.	Administration, Title I Math teacher and Math Coach	Classroom Walkthrough, mini assessments and lesson plan books	Assessment results and lesson plan checklist

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:	By June 2013, at least 50% of students in subgroup will be proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (115)	50%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ell students lack vocabulary and language to understand math concepts	Plan differentiated instruction using evidence-based Instruction/interventions within math classes.	Principal, Math teachers and Math Coach	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
2	Transient population/High absenteeism	Interventions will be matched to individual student needs, be evidence based, and provided in addition to the Core.	RTI Team/Case Manager, Principal, Math teachers and Math Coach	Student progress is assessed using various assessments	Assessment reports will be used to determine progress

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:	By June of 2013, at least 40% of students with disability will be proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (16)	40%

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	Targeted subgroup has high absenteeism rate when they are aware of assessment dates	Students will be administered diagnostic test to determine their strengths and weaknesses in math concepts.	Administration team, Math Coach and ESE teachers	Classroom walkthroughs, mini assessment, and lesson plan books	Assessment results and lesson plan checklist
2	Inadequate resources available including human resources	Interventions will be matched to individual student needs, be evidence based, and provided in addition to Core.	Administration team, ESE Coordinator and ESE teachers	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
3	Inadequate resources	Students will utilize calculators in their math classes to familiarize themselves with the calculators and ultimately increase their proficiency on the Florida Alternative Assessment and the EOC.	Administration team, ESE Coordinator and ESE teachers	Student progress is assessed using various assessments	Assessment reports will be used to determine progress

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:	By June 2013, at least 50% of students in subgroup (Economically Disadvantaged) will be proficient in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (179)	50%

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	Inadequate resources available including human resources	Provide remediation and reinforcement of skills using FCAT test Maker, ExamPro, Pearson and other math related software.	Administration and Math Coach	Classroom walkthroughs, mini assessments, and lesson plan books	Assessment results and lesson plan checklist
2	Curriculum pacing	Students will receive instruction and practice in Algebra I and Geometry each week with classroom tasks that are in the format and rigor of End of Course Exam.	Math Coach, Algebra I, Geometry teachers and Assistant Principal	Subject area teams will review assessments monthly to determine progress towards goal	Assessment results and lesson plan checklist

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:	By June of 2013, 50% of students will score level 3 in the Geometry End-Of-Course Exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of students tested scored in the top two thirds.	70%

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 support necessary to succeed in higher level classes	Teachers will utilize the Socratic Method: (WICOR=Writing, Inquiry, Collaboration, Organization and Reading) which is emphasized by teachers across the curriculum. This AVID strategy emphasizes active learning, communication skills, critical thinking, and in-depth analysis of materials that are crucial for college admission and academic	Administration and AVID Coordinator	Classroom walkthrough, lesson plans and gradequick reports.	Assessment results

		skill.			
2	Inadequate resources available including human resources.	Conduct Success Seminars , pull-out with a focus on High complexity benchmarks.	Administration and Math Coach	Classroom walk-throughs	Assessments results and lesson plan checklist
3	Curriculum pacing	Students will receive instruction and practice in Algebra 1 each week with classroom tasks that are in the format and rigor of End of Course Exam.	Math Coach and Assistant Principal	Subject area teams will review assessments monthly to determine progress toward goal.	Assessments results and lesson plan checklist
4	Knowledge gap for the lower level materials is preventing success in mastering necessary algebra skills	Teacher will utilize the Pearson Success Net and Math XL program to provide students a different modality mode to remediate skills targeted on the EOC.	Administration team and Math Coach Teachers will provide descriptive feedback on student work.	Progress monitoring will be conducted by teachers and Assistant Principal.	Assessments results and lesson plan checklist
5	Transient population	Students will be administered diagnostic tests to determine their strengths and weaknesses in math concepts.	Math Coach and Assistant Principal	Subject area teams will review assessments monthly to determine progress toward goal.	Assessments results and lesson plan checklist

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Teachers will include End-of-Course Exam type word problems to target focus and support on every test.	Math Coach and Assistant Principal	Teachers will provide descriptive feedback on student work. Progress monitoring will be conducted by teachers and Assistant Principal. Scored word problem student samples.	EOC 2012 results
2	Transient population	Students will be administered diagnostic tests to determine their strengths and weaknesses in math concepts.	Administration team and Math Coach	Classroom walk-throughs, Core K-12 assessments, and lesson plan books	Assessments results and lesson plan checklist

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :
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Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient population	Students will be administered diagnostic test to determine their strengths and weaknesses in math concepts.	Administration, Title I Math teacher and Math Coach	lassroom Walkthrough, mini assessments and lesson plan books.	Assessment results and lesson plan checklist

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ell students lack vocabulary and language to understand math concepts	Plan differentiated instruction using evidence-based Instruction/interventions within math classes.	Principal, Math teachers and Math Coach	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
2	Transient population/High absenteeism	Interventions will be matched to individual student needs, be evidence based, and provided in addition to the Core.	Reading Coach, Geometry teachers and Assistant Principal	Student progress is assessed using various assessments	Assessment reports will be used to determine progress

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Targeted subgroup has high absenteeism rate when they are aware of assessment dates	Students will be administered diagnostic test to determine their strengths and weaknesses in math concepts.	Administration team, Math Coach and ESE teachers	Classroom walkthroughs, mini assessment, and lesson plan books	Assessment results and lesson plan checklist
2	Inadequate resources available including human resources	Interventions will be matched to individual student needs, be evidence based, and provided in addition to Core.	Administration team, ESE Coordinator and ESE teachers	Student progress is assessed using various assessments	Assessment reports will be used to determine progress
3	Inadequate resources	Students will utilize calculators in their math classes to familiarize themselves with the calculators and ultimately increase their proficiency on the Florida Alternative Assessment and the EOC.	Administration team, ESE Coordinator and ESE teachers	Student progress is assessed using various assessments	Assessment reports will be used to determine progress

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate resources available including human resources	Provide remediation and reinforcement of skills using FCAT test Maker, ExamPro, Pearson and other math related software.	Administration and Math Coach	Classroom walkthroughs, mini assessments, and lesson plan books	Assessment results and lesson plan checklist
	Curriculum pacing	Students will receive	Math Coach,	Subject area teams will	Assessment

2	instruction and practice in Algebra I and Geometry each week with classroom tasks that are in the format and rigor of End of Course Exam.	Algebra I, Geometry teachers and Assistant Principal	review assessments monthly to determine progress towards goal	results and lesson plan checklist
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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
Florida Continuous Improvement Model (FCIM) training will assist to increase the percentage of students achieving mastery on the EOC.	Algebra I and Geometry	Administration and Math Coach	School Wide	November 1, 2012	Administration will conduct weekly classroom walkthroughs, and review lesson plans on a quarterly basis.	Principal, Assistant Principal, and Math Coach
Explicit and systematic instruction utilizing the Next Generation Sunshine State Standards in Math (NGSSS) will assist to increase the percentage of students scoring proficiency on the EOC	Algebra I and Geometry	Learning Team Facilitator and Math Coach will present topic using district provided materials and vodcast as well as assist teachers to drill down data during small learning community (LTM's). Administrators will provide support and assistance as needed. The Math Coach will provide follow up planning and classroom support to teachers.	Math teachers	October 11, 2012	Administration will conduct weekly classroom walkthroughs, and review lesson plans on a quarterly basis.	Principal, Assistant Principal, Math Coach and LTF
Response to Intervention (RTI) strategies will provide the framework for increase Algebra I and Geometry proficiency.	Algebra I and Geometry	RTI Inclusion Facilitator and/or Specialist will conduct the training using district-prepared materials. The Coaches will assist and support as needed.	School Wide	August 14, 2012	Administration will conduct weekly classroom walkthroughs, and review lesson plans on a quarterly basis.	Principal, Assistant Principal, and Math Coach
Using data to drive instruction will lead to an increased percentage of students within the low thirds achieve mastery on the EOC.	Algebra I and Geometry	Math Coach will present topic using district provided materials and vodcast as well as assist teachers to drill down data during small learning community (LTM's). Administrators will provide support and assistance as needed. The Math Coach will provide follow up planning and classroom support to teachers.	Math teachers	September 13, 2012	Administration will conduct weekly classroom walkthroughs, and review lesson plans on a quarterly basis.	Principal, Assistant Principal, and Math Coach

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize calculators in their math classes to familiarize themselves with the calculators and ultimately increase their proficiency on the Florida Alternative Assessment and the EOC.	Purchase calculators, manipulatives, paper, ink for classroom use.	Title I	\$5,000.00
A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions.	Salary classroom teacher	Title I	\$63,644.00
Tutorial programs will be available for the purpose of providing students an opportunity to practice for the EOC.	Part-Time In-System	Title I	\$5,000.00
			Subtotal: \$73,644.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher will utilize the Math XL program to provide students a different modality mode to remediate skills targeted on the EOC	Access to the Math XL program	Title I	\$7,000.00
			Subtotal: \$7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Determine core instructional needs by reviewing assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the mathematics blocks.	Salary for coach	Title I	\$67,588.00
Plan Supplemental instruction/ intervention for students. Focus of instruction is determined by review of embedded assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Substitutes for teacher and coach	Title I	\$594.00
			Subtotal: \$68,182.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$148,826.00

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.	By June of 2013, 5% of students will score level 4, 5
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Science Goal #1:	and 5 on the FAA science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	65%

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	Transient population	Teachers will provide small group instructions to meet students individual needs.	Administration and ESE Coordinator	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
2	Regression of language skills	Teachers will periodically monitor the academic progress of the student using various interim assessments.	Administration and ESE Coordinator	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
3	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction	Administration, and ESE Coordinator	Administration will monitor implementation through classroom walk-through	Effectiveness will be determined through various assessment 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:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	By June of 2013, 72% of students will score level 7 on the FAA science test.
Science Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Regression of language skills	Teachers will periodically monitor the academic progress of the student using various interim assessments.	Administration and ESE Coordinator	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
2	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction.	Administration, and ESE Coordinator	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports

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:	By June of 2013, 43% of Biology students will be proficient on the Biology End-Of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (166)	43% (178)

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 support necessary to succeed in higher level classes	Teachers will utilize the Socratic Method: (WICOR=Writing, Inquiry, Collaboration, Organization and Reading) which is emphasized by teachers across the curriculum. This AVID strategy emphasizes active learning, communication skills, critical thinking, and in-depth analysis of materials that are crucial for college admission and academic skill.	Administration and AVID Coordinator	Classroom walkthrough, lesson plans and gradequick reports.	Assessment results
2	Transient population/High absenteeism.	A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions, and lab experiences will be used in the classroom to address multiple learning styles of the students.	Administration and science teachers	Monitoring of lesson plan books and classroom walkthroughs	Lesson plans
3	Transient population/High absenteeism.	Students will receive instruction and practice each week with classroom tasks and assessments that are in the proper FCAT format and provide the expected rigor of FCAT science questions.	Administration and science teachers	Monitoring of lesson plan books and classroom walkthroughs	Lesson plans
4	Lack of reading comprehension and decoding skills needed to interpret grade-level science text	Science Seminars/Pull-out Tutoring.	Assistant Principal overseeing Science Department and Science Coach	Gizmo scores and Teacher pre and post tutoring assessments	FCAT Science Diagnostic/ Review Tests
	Computer lab	Utilize online Biology EOC	Assistant	Data Analysis-Fall to	Improvement on

5	availability	reinforcement practice activities.	principal and Science Department Chair	Winter Diagnostics	Science Diagnostic Test, Biology 2012 EOC results
6	Availability of District provided workbooks and supplementary materials	All Biology teachers will utilize district provided Biology EOC review workbooks and supplemental materials.	Assistant principal and Science Department Chair	Data Analysis-Fall to Winter Diagnostics	Improvement on Science Diagnostic Test, Biology 2012 EOC results
7	Time	Students will receive real world application/enhancement of Biological concepts as they pertain to health through membership in the school's fitness club.	Administration & PE Department Chair	Pre Physical Fitness Testing & BMI Calculations	Presidential Fitness Test Score & Body Fat Analysis results

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient population	Students will be administered diagnostic tests to determine their strengths and weaknesses in Biology concepts.	Administration team, Department Chairs and teachers	Classroom walkthroughs, Core K-12 assessments, and lesson plan books	Assessments results and lesson plan checklist
2	Time	Teachers will plan collaboratively to identify strategies and instructional materials to prepare students for the Biology EOC.	Administration team, Department Chairs and teachers	Team meeting agendas and minutes	Core K-12 assessments, and lesson plan books Assessments results and lesson plan checklist

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
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FCIM (Florida Continuous Improvement Model) will promote strategic needs-based instruction.		Learning Team Facilitator(LTF), presents the topic during the LTM session based on the data with support and assistance from administrators. Follow-up classroom support is provided by LTF, and administrators as needed.	School Wide	Late Start/PDD Dates	Administrators and Learning Team Facilitator will conduct data-chats during Learning Team Meetings with teachers by reviewing formative assessments and diagnostic data in order to monitor the effectiveness of the FCIM. Administrators will look for evidence of mini-lessons and reteaching of skills	Principal, Assistant Principal
FCIM (Florida Continuous Improvement Model) will promote strategic needs-based instruction.		Learning Team Facilitator(LTF), presents the topic during the LTM session based on the data with support and assistance from administrators. Follow-up classroom support is provided by LTF, and administrators as needed.	School Wide	Late Start/PDD Dates	Administrators and Learning Team Facilitator will conduct data-chats during Learning Team Meetings with teachers by reviewing formative assessments and diagnostic data in order to monitor the effectiveness of the FCIM. Administrators will look for evidence of mini-lessons and reteaching of skills	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials will be provided to the Science Department to enhance science instruction in preparation for the Biology EOC.	Purchase consumable lab materials, lab equipment, AP supplemental materials, science glossaries, and composition books.	Title I	\$4,807.00
A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions, and lab experiences will be used in the classroom to address multiple learning styles of the students.	Part-time in system	Title I	\$1,750.00
A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions, and lab experiences will be used in the classroom to address multiple learning styles of the students.	Purchase science teacher	Title I	\$63,644.00
Materials will be provided to the Science Department to enhance science instruction in preparation for the Biology EOC by collaboratively planning the curriculum for instruction.	Part time in system	Title I	\$2,000.00
Subtotal:			\$72,201.00
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
Students will receive instruction and practice each week with classroom tasks and assessments that are in the proper EOC format and provide the expected rigor of biology science EOC questions.	Substitute for classroom teacher	Title I	\$594.00
			Subtotal: \$594.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$72,795.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		By June of 2013, the percent of students scoring level 3 and higher will increase by 3 percent on the 2013 FCAT 2.0 Writing Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
88% (508)		91%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient population/High absenteeism.	Ninth and tenth grade students will be assessed using the county-mandated writing assessments and remediate as needed.	Principal, Department Chair	The Learning Team Meeting members will evaluate student progress by using on-going data analysis to monitor student progress	Diagnostic tests developed by the District and quality alternative assessments with short and extended response items developed by the teacher
2	Transient population/High absenteeism.	All teachers will incorporate writing into their curriculum.	Principal, Department Chair	A school wide consistent method of saving student work will be established	Progress between the Pretest Prompt and Mid-year Prompt
3	Cultural assimilation	Language Arts teachers will teach standard conventions of English grammar, editing, and	Principal, Department Chair	Administration will monitor revision and editing process by reviewing student	Progress between the Pretest Prompt and Mid-year

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:	By June of 2013 80% of students will score level 4 or higher on the FAA Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (9)	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	Regression of language skills	Teachers will teach students how to write simple sentences and paragraphs with appropriate support.	Administration, ESE Coordinator and teachers	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment reports
2	Transient population	Teachers will scaffold concepts to provide multilevel and sensory instruction	Administration, and ESE Coordinator	Administration will monitor implementation through classroom walk-through and lesson plan will be reviewed by administration.	Effectiveness will be determined through various assessment 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
Writing across the curriculum/Increase the percent of students earning a level 3 on the FCAT Writing Test.	9-12	Learning Team Facilitator (LTF), ESE Coordinator and administration	School Wide	Late Start/ PDD Dates	Classroom walkthroughs, lesson plans, agreed upon activities	Learning Team Facilitator (LTF), ESE Coordinator and administration
Teaching and Scoring to the New FCAT Writes Assessment	9-10	Diana Yohe, administration	English Department	Monthly meetings: October, November, December, January, February, March, April	Classroom walkthroughs, lesson plans, agreed upon activities	Learning Team Facilitator (LTF), ESE Coordinator and administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will incorporate writing into their curriculum.	urchase supplies such as journals, chart paper, laminating film, post it notes, highlighter, composition books.	Title I	\$3,000.00
Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Part-time In-system	Title I	\$1,250.00
			Subtotal: \$4,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,250.00

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

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

2. Students scoring at or above Achievement Levels

4 and 5 in U.S. History.				
U.S. History Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

U.S. History Budget:

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

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:		By June of 2012, the percentage of attendance rate will increase by 2 percent.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95% (2,304)		98%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
596		120 (-20%)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
0		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	Availability of Counselors and Assistant Principals	Identify students who are at risk of poor attendance from EDW and implement support services through Guidance.	Administration, Guidance counselors and classroom teachers	Review of attendance reports from EDW	EDW attendance reports
2	Funding for postage	Maintain automated phone-dialer system to relay information to parents regarding daily absences. Mail notification letters to parents.	Assistant principal	Review of attendance reports from EDW	EDW attendance reports
3	Time	Conduct Home visits for students who are at risk.	Social Service Facilitator, Graduation Coach, teachers, Counselors and Administration	Review of attendance reports from EDW	EDW attendance reports
4	Students come in from middle school with history of truancy	Target students for recognition incentives	Administration	Review of attendance reports from EDW	EDW attendance reports
5	Lack of parental involvement	Implement a school-wide initiative: Attend, Commit, Succeed.	Teachers, Counselors, and Administration Team	Review of attendance reports from EDW	EDW attendance 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, the number of In- School or Out-School assigned to students decrease by 10 percent.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
512	461

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
347	313(-10%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
490	441
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
296	267(-10%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transient population/High absenteeism	Teachers will review the student handbook to all students during the first week of school.	Administration and teachers	Mid-year data collection	Collection of students signature for receiving and having had the handbook
2	Schoo-wide support/High absenteeism	Utilize Positive Behavior Support Leadership Team recommendations of Following the "Lancer Way": Be responsible, Be Respectful, Be Safe and Be your best.	Administration and the SWPB committee	Discipline data reports	EDW discipline reports
3	School-wide support	Implement Single School Culture for Behavior Plan.	Assitant Principals	Discipline data reports	EDW discipline reports
4	School-wide support	Teachers will use corrective strategies wich focuses on using "School Wide Positive Behavior Support" *Lancer Way	Assitant Principals	Discipline data reports	EDW discipline 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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		By June of 2013, the percentage of students reflected on the drop-out rate will decreased by 50 percent.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
2% (59)		1%			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
68%		78%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	High Absenteeism, existing language barriers, and workforce	Utilize district resources by meeting with truancy personnel to	Administration	EDW data reports	Various report from EDW

1	seen as a source of income to help the family by the students.	provide early intervention to students who are at risk of dropping out due to attendance.			
2	High percentage of student taking remediation courses such as intensive math and reading. Thus limiting the ability to schedule credit recovery courses.	Utilize and promote credit recovery program through E20-20, credit lab and Florida Virtual School.	Administration, and Guidance coordinator	Monitor student progress/completion rate on E20	Class rosters for E20-20
3	High Absenteeism, existing language barriers, and workforce seen as a source of income to help the family by the students.	Support staff such as the Graduation Coach, Social Worker, and Workforce Alliance Representative will provide student with interventions and support needed to graduate.	Administration, and Guidance coordinator	EDW data reports	Various report from EDW

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

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

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

Dropout Prevention Budget:

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, the percent of parents who participates in school activities will increase by 10 percent.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30% (728)	40%

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 constraints of parents	Conduct parent meetings and workshops throughout the school year targeting specific goals such as academic resources which will assist parents in their involvement in their childrens academic success.	Administration & Guidance Counselors	An increase in parent workshops	Parent surveys
2	Language barrier	Communicate events and school functions with parents.	Administration	An increase of parent in attendance at the various events	Parent surveys
3	Language barrier	Provide communications in the various languages to parents.	Administration	An increase of parent in attendance at the various events	Parent surveys
4	Lack of resources	Provide parent with access to technology in a designated parent resource area/room located in the main office to monitor the academic progress of their child using Edline. Two computers designated exclusively for parent use will be available during school operating hours for easy access to school district resources.	Administration	Increase in student achievement	Parent surveys
5	Lack of Resources	Solicit parental/ business partner relationships to become SAC members.	Administration	Increase in student achievement	Parent/Teacher surveys
6	Time constraints of parents and teachers	Conduct parent meetings targeting students who at risk of	Adminstration, Guidance Counselors and	Increase in student achievement	Parent surveys

		failling one or more class.	teachers		
7	Time constraints of parents and teachers	Timely information regarding the curriculum, assessments and proficiency levels, and parent meetings will be provided to parents through the use of the school's newsletter, flyers, posting through Ed-line, school's website, and phone calls, marquee, SAC and parent meetings.	Adminstration, Guidance Couselors and teachers	An increase of parent in attendance at the various events and increase in student achievement	Parent surveys
8	Time constraints of parents	Parent in attendance at SAC will be involved in the design, implementation and evaluation of the School Improvement Plan during the monthly SAC meetings.	Adminstration, parents, teachers and business partners	Increase in student achievement	Meeting agenda and minutes
9	Time constraints of parents	Review the Spring Assessment results and data with parents at the August 22nd SAC meeting.	Adminstration, parents, teachers and business partners	Increase in student achievement	Meeting agenda and minutes
10	Time constraints of parents	Develop the "Schools Parent Compact" and the Family Involvement Policy at the September 19th SAC meeting.	Adminstration, parents, teachers and business partners	Increase in student achievement	Meeting agenda and minutes
11	Time constraints of parents	Parent will be given an opportunity at the October 17th SAC meeting to give input regarding the feedback received for the "Peer Review" of the SIP and the Title I SIP/SWP components and Element Review.	Adminstration, parents, teachers and business partners	Increase in student achievement	Meeting agenda and minutes
12	Time constraints of parents	During SAC meetings parent will recieve updates for various diagnostic assessments: October 17th- Base-line Data report and March 20th- Mid-year Data report.	Adminstration, parents, teachers and business partners	Increase in student achievement	Meeting agenda and minutes
13	Time constraints of parents	Conduct various content specific parent workshop and trainings for parents: September 20th: "Get Ready For College Now" October 25th: What is My Child Learning in Class, (reading and math parent training).	Adminstration, Guidance Couselors and teachers	Increase in student achievement	Parent surveys
14	Time constraints of parents	The yearly parental evaluation of the schoolwide program will be completed during a parent training to allow for accurate data to be collected. The result will then be reported to SAC at the September 2014 SAC meeting in order to develop a new	Adminstration, parents, teachers and business partners	Increase in student achievement	Parent surveys and meeting agendas

		plan of action to increase parent involvement.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assessment results and lesson plan checklist	Postage and Frieght	Title I	\$1,000.00
Conduct workshops for parents	Part time in system	Title I	\$1,875.00
For mailings and workshops to increase communication with all stakeholders.	Supplies	Title I	\$1,829.00
			Subtotal: \$4,704.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication with parents through the use of translation devices during parent meetings/activities	Purchase translation Headphones to enhance communication at meetings.	Title I	\$3,500.00
			Subtotal: \$3,500.00
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: \$8,204.00

End of Parent Involvement Goal(s)

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

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

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

1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		By June of 2013 the number of students participating in Career and Technical Education will increase the passing rate of students passing various industry certification by 10%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students requiring remedial reading and math classes do not have the ability to take electives	The school's guidance department will identify students who have met the proficiency requirements on various state assessments to enroll in various CTE classes.	Administration and Guidance Counselors	Students enrolled CTE classes	Industry Certification results
2	CTE classes offered are singletons	The school's guidance department will schedule students who have taken level 1 or 2 courses of CTE classes into the 2nd or 3rd class available in the same course.	Administration and Guidance Counselors	Students enrolled CTE classes	Industry Certification results
3	Limited access to computer labs.	Teachers will provide students with opportunities throughout the day to take various industry certification.	Administration and Guidance Counselors	Students enrolled CTE classes	Industry Certification results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (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)

Technology 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. Technology Goal Technology Goal #1:		By June of 2013 the percent of teachers utilizing technology in the classroom will increase by 5%.			
2012 Current level:		2013 Expected level:			
20% (31)		25%			
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	Fear of technology and limited support available to teachers	Hire .5 STST to provide additional technology support to teachers.	Administration	Classroom Walkthroughs	Increase in the number of teachers utilizing technology in the classroom.

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hire .5 STST to provide additional technology support to teachers.	An ITSA will be hired part-time	Title I	\$26,755.00
			Subtotal: \$26,755.00
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: \$26,755.00

End of Technology Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice	Classroom libraries, chart paper, ink, copy paper, highlighters, laminating film, notebook	Title I	\$3,000.00
Reading	Plan differentiated instruction using evidence-based instruction/interventions within 90-minute reading block.	Classroom Teacher	Title I	\$63,644.00
Reading	Provide pull-out reading skills-based tutorials for targeted students during the school day and after school.	Part-time in system for tutors	Title I	\$3,750.00
Mathematics	Students will utilize calculators in their math classes to familiarize themselves with the calculators and ultimately increase their proficiency on the Florida Alternative Assessment and the EOC.	Purchase calculators, manipulatives, paper, ink for classroom use.	Title I	\$5,000.00
Mathematics	A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions.	Salary classroom teacher	Title I	\$63,644.00
Mathematics	Tutorial programs will be available for the purpose of providing students an opportunity to practice for the EOC.	Part-Time In-System	Title I	\$5,000.00
Science	Materials will be provided to the Science Department to enhance science instruction in preparation for the Biology EOC.	Purchase consumable lab materials, lab equipment, AP supplemental materials, science glossaries, and composition books.	Title I	\$4,807.00
Science	A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions, and lab experiences will be used in the classroom to address multiple learning styles of the students.	Part-time in system	Title I	\$1,750.00
Science	A variety of teaching methods such as PowerPoint presentations, lectures, small groups, peer teaching discussions, and lab experiences will be used in the classroom to address multiple learning styles of the students.	Purchase science teacher	Title I	\$63,644.00
Science	Materials will be provided to the Science Department to enhance science instruction in preparation for the Biology EOC by	Part time in system	Title I	\$2,000.00

	collaboratively planning the curriculum for instruction.			
Writing	All teachers will incorporate writing into their curriculum.	urchase supplies such as journals, chart paper, laminating film, post it notes, highlighter, composition books.	Title I	\$3,000.00
Writing	Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Part-time In-system	Title I	\$1,250.00
Parent Involvement	Assessment results and lesson plan checklist	Postage and Frieght	Title I	\$1,000.00
Parent Involvement	Conduct workshops for parents	Part time in system	Title I	\$1,875.00
Parent Involvement	For mailings and workshops to increase communication with all stakeholders.	Supplies	Title I	\$1,829.00
Technology	Hire .5 STST to provide additional technology support to teachers.	An ITSA will be hired part-time	Title I	\$26,755.00

Subtotal: \$251,948.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teacher will utilize the Math XL program to provide students a different modality mode to remediate skills targeted on the EOC	Access to the Math XL program	Title I	\$7,000.00
Parent Involvement	Increase communication with parents through the use of translation devices during parent meetings/activities	Purchase translation Headphones to enhance communication at meetings.	Title I	\$3,500.00

Subtotal: \$10,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice.	Folders, highlighters, chart paper, ink, coach supplies, training materials for PD	Title I	\$2,500.00
Reading	Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice.	Substitute coverage to attend workshops	Title I	\$594.00
Reading	Focus instruction based on results of assessments and include explicit instruction, modeled instruction, guided practice and independent practice.	Salary for reading coach	Title I	\$67,588.00
Reading	Plan and facilitate professional development for teachers. Focus of instruction is determined by assessment data.	Salary for LTF	Title I	\$67,588.00
Reading	Interventions will be matched to individual student needs, be evidence-based, and provided in addition to	Stipend to attend workshops	Title I	\$5,000.00

Mathematics	core. Determine core instructional needs by reviewing assessment data for all students. Plan differentiated instruction using evidence-based instruction/ interventions within the mathematics blocks.	Salary for coach	Title I	\$67,588.00
Mathematics	Plan Supplemental instruction/ intervention for students. Focus of instruction is determined by review of embedded assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Substitutes for teacher and coach	Title I	\$594.00
Science	Students will receive instruction and practice each week with classroom tasks and assessments that are in the proper EOC format and provide the expected rigor of biology science EOC questions.	Substitute for classroom teacher	Title I	\$594.00
				Subtotal: \$212,046.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$474,494.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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 9/5/2012)

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
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Professional development, printing of school's handbook and newsletter, purchase school supplies, and incentives for parent attendees during curriculum night.

\$21,828.00

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

1. Develop and oversee the implementation of the School Improvement Plan
2. Assist in the preparation of the school's annual budget
3. Advising the principal on school related matters
4. Develop the Title I school-parent compact
5. Provide input and ratify the disbursement of school improvement funds

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 JOHN I. LEONARD HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	71%	87%	40%	234	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	41%	68%			109	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?	39% (NO)	51% (YES)			90	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					443	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District JOHN I. LEONARD HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	72%	90%	46%	247	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	77%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	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					486	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested