FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WESTERN PINES COMMUNITY MIDDLE

District Name: Palm Beach

Principal: Robert Hatcher

SAC Chair: Liz Jimenez

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal Western Pines School Grade 2012: 'A' School Grade 25 point gain from 629 to 654 Reading Mastery 69% Math Mastery 74% Science 62% Learning Gains Reading 70% Learning Gains Math 76% Lowest 25% Reading Gains 67% Lowest 25% Math Gains 62% Writing 79% Algebra EOC 99% School Grade 2011: 'A' School grade 2 point gain from 627 to 629 Reading Mastery 85% Math Mastery 89% Science 72% Learning Gains Reading 69% Learning Gains Math 80% Lowest 25% Reading Gains 65% Lowest 25% Math Gains 77%

Principal	Robert Hatcher	Degrees BS in Sports Fitness Management; University of Alabama MS in Educational Leadership; Barry University Certification: Educational Leadership; State of Florida Principal; State of Florida	4	15	AYP 92% SWD subgroup did not make AYP: Reading 44% Math 59% Black subgroup did not make AYP: Reading 67% Math 76% Economically Disadvantaged subgroup did not make AYP: Reading 73% Math 78% School Grade 2010; 'A' School grade 7 point gain from 620 to 627 Reading Mastery 84% Math Mastery 86% Science 70% Learning Gains Reading 70% Learning Gains Math 79% Lowest 25% Reading Gains 69% Lowest 25% Math Gains 78% AYP 95% Only SWD subgroup did not make AYP: Reading 44% Math 48% School Grade 2009; 'A' School grade 39 point gain from 581 to 620. Reading Mastery 82% Math Mastery 83% Science 62% AYP 95% Only Black subgroup did not make AYP: Reading 64% Math 64% Principal of Alternative Education High School 2007 – 2008 no AYP or school grade reports. Principal Lake Worth Middle School Grade 2006; 'C' School grade 10 point gain from: 366 to 376. Reading Mastery 38% Math Mastery 44%, AYP 69% Earned State Recognition: Reach for the Stars Award, Only White Subgroup made AYP in Reading and Math. Principal Lake Worth Middle School Grade 2005; 'C' School grade 14 point gain from: 352 to 366. Reading Mastery 37% Math Mastery 47%, AYP 60% Only White subgroup made AYP in Reading and Math.
		Degrees: BS in Education; Tulsa University MA in Education; Mid-America Baptist Theological Seminary			Assistant Principal Western Pines School Grade 2012: 'A' School Grade 25 point gain from 629 to 654 Reading Mastery 69% Math Mastery 74% Science 62% Learning Gains Reading 70% Learning Gains Math 76% Lowest 25% Reading Gains 67% Lowest 25% Math Gains 62% Writing 79% Algebra EOC 99% School Grade 2011; 'A' School grade 2 point gain from 627 to 629 Reading Mastery 85% Math Mastery 89% Science 72% Learning Gains Reading 69% Learning Gains Math 80% Lowest 25% Reading Gains 65% Lowest 25% Math Gains 77% AYP 92% SWD subgroup did not make AYP: Reading 44% Math 59% Black subgroup did not make AYP: Reading 67% Math 76% Economically Disadvantaged subgroup did not make AYP: Reading 73% Math 78% School Grade 2010; 'A' School grade 7 point gain from 620 to 627 Reading Mastery 84% Math Mastery 86% Science 70% Learning Gains Reading 70% Learning Gains Math 79%

Assis Principal	Larry Matz	MS in Educational Leadership; Nova Southeastern University. Certification: Educational Leadership; State of Florida	7	7	Lowest 25% Reading Gains 69% Lowest 25% Math Gains 78% AYP 95% Only SWD subgroup did not make AYP: Reading 44% Math 48% School Grade 2009; 'A' School grade 39 point gain from 581 to 620. Reading Mastery 82% Math Mastery 83% Science 62% AYP 95% Only Black subgroup did not make AYP: Math 64% and Reading 64% School Grade 2008; 'A' School grade 28 point gain from 553 to 581. Reading Mastery 77% Math Mastery 80% Science 54% AYP 97% Only Students with Disabilities (SWD) Math did not make AYP: 34% School Grade 2007; 'A' Reading Mastery 72% Math Mastery 76% AYP 95% Only Students with Disabilities (SWD) did not make AYP: Math 38% and Reading 24% School Grade 2006; 'A' School grade 7 point gain. Reading Mastery 70% Math Mastery 73% AYP 92% Students with Disabilities (SWD) did not make AYP: Reading 23% Math 30% Black subgroup Math did not make AYP: 47%
Assis Principal	Christina Nolli	Degrees: BS in Psychology; Liberty University BS in Family and Consumer Sciences; Liberty University. Degree in Education from Liberty University MS in Educational Leadership; Florida Atlantic University Certification: Educational Leadership; State of Florida	13	7	Assistant Principal Western Pines School Grade 2012: 'A' School Grade 25 point gain from 629 to 654 Reading Mastery 69% Math Mastery 74% Science 62% Learning Gains Reading 70% Learning Gains Math 76% Lowest 25% Reading Gains 67% Lowest 25% Math Gains 62% Writing 79% Algebra EOC 99% School Grade 2011; 'A' School grade 2 point gain from 627 to 629 Reading Mastery 85% Math Mastery 89% Science 72% Learning Gains Reading 69% Learning Gains Math 80% Lowest 25% Reading Gains 65% Lowest 25% Math Gains 77% AYP 92% SWD subgroup did not make AYP: Reading 44% Math 59% Black subgroup did not make AYP: Reading 67% Math 76% Economically Disadvantaged subgroup did not make AYP: Reading 73% Math 78% School Grade 2010; 'A' School grade 7 point gain from 620 to 627 Reading Mastery 84% Math Mastery 86% Science 70% Learning Gains Reading 70% Learning Gains Math 79% Lowest 25% Reading Gains 69% Lowest 25% Math Gains 78% AYP 95% Only SWD subgroup did not make AYP: Reading 44% Math 48% School Grade 2009; 'A' School grade 39 point gain from 581 to 620. Reading Mastery 82% Math Mastery 83% Science 62% AYP 95% Only Black subgroup did not make AYP: Math 64% and Reading 64%

| | | | | | School Grade 2008; 'A' School grade 28 point gain from 553 to 581. Reading Mastery 77% Math Mastery 80% Science 54% AYP 97% Only Students with Disabilities (SWD) Math did not make AYP: 34%

School Grade 2007; 'A' Reading Mastery 72% Math Mastery 76% AYP 95% Only Students with Disabilities (SWD) did not make AYP: Math 38% and Reading 24%

School Grade 2006; 'A' School grade 7 point gain. Reading Mastery 70% Math Mastery 73% AYP 92% Students with Disabilities (SWD) did not make AYP: Reading 23% Math 30%

Black subgroup Math did not make AYP |
| Assis Principal | Scott Paladino | Degrees: BS in History; University of Delaware

Teacher Certification; Florida Atlantic University

MS in Educational Leadership; Florida Atlantic University

Certifications: Educational Leadership; State of Florida

National Board in Middle School Social Studies | 13 | 1 | Assistant Principal Western Pines

School Grade 2012: 'A' School Grade 25 point gain from 629 to 654 Reading Mastery 69% Math Mastery 74% Science 62% Learning Gains Reading 70% Learning Gains Math 76% Lowest 25% Reading Gains 67% Lowest 25% Math Gains 62% Writing 79% Algebra EOC 99% |

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.

	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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Principal Award for staff making the greatest school wide impact 2. Kudos recognition for staff making contributions of exemplary support 3. Incentives for perfect attendance and class coverage support	Principal All Staff Principal	June Monthly Monhly	

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
All teachers 100%(69) are highly effective.	Western Pines will continue to implement professional practices ensuring highly effective teachers are appropriated.

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
69	7.2%(5)	15.9%(11)	42.0%(29)	34.8%(24)	27.5%(19)	100.0%(69)	21.7%(15)	8.7%(6)	21.7%(15)

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
Susan Rush	Cheryl Sall	Masters in Education, National Board Certified in Language Arts, Clinical Educator, 37 years teaching experience	District Approved Educator Support Program
Robert Bray	Diane Wilson	Masters in Education, Clinical Educator, Certified in Language Arts, Gifted Endorsement, 38 years teaching experience	District Approved Educator Support Program
Steve Gordon	David Davis	Certified in Social Studies, Gifted Endorsement, Clinical Educator, 22 years teaching experience	District Approved Educator Support Program
Donna Brown	Sherrie-Ann Miller	Certified in Language Arts, Clinical Educator, Language Arts/Reading Department Head 15 years teaching experience	District Approved Educator Support Program
		Clinical	

Lillian Plaia	Richard Powali	Educator, Masters in Leadership,Reading Endorsement, Certified in Language Arts 14 years teaching experience	District Approved Educator Support Program
Amy Brito	LaShonda Overstreet	Clinical Educator, Certified in Language Arts, Reading Endorsement, 17 years teaching experience	District Approved Educator Support Program

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Single School Culture and appreciation for multicultural diversity according to School Board Policy 2.09(7)(b)

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS leadership team is comprised of the following members: principal, assistant principal, ESE contact and teachers, ELL or ESOL contact, school psychologist, speech language pathologist, general education teachers, on-site reading coach /district shared math/ science coaches, district shared RtI/Inclusion Facilitator, and Guidance staff.

The Principal provides a common vision for the use of data-based decision making to; ensure a sound effective academic program is in place, facilitate the creation and implementation of a process to address and monitor subsequent needs, ensure the school based team is implementing the RtI process, ensure an assessment of RtI skills of school staff is conducted, ensure fidelity of implementation of intervention support is documented, ensure adequate professional development to support RtI implementation is provided, ensure effective communication with parents regarding school-based RtI plans and activities occur.
ESOL or ELL contact provides information and specific strategies for support of students who are English language learners and provides appropriate communication with the family members of students who need the additional support through their own native language.
General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Instructional Coaches (Reading, Math, and Science): Develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel
RtI/Inclusion Facilitator: 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 MTSS 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 School Based Team 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 either supplemental or intensive. An intervention plan will be developed. (Form PBSCD 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 interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist, (e.g. teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SIP. The development process will include: utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets, and focus on deficient AYP areas. Topics for discussion include but are not limited to: FCAT scores and the lowest 25%, demographic subgroups, intensive program strengths and weaknesses, 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.

Data analysis includes Baseline data, Midyear data, and End of Year data as reported through various data collection instruments and Education Data Warehouse (EDW).
Baseline Data: Florida Comprehensive Assessment Test (FCAT) results, Curriculum Based Measurement (Embedded/Common Assessments) (CBM), Palm Beach County Fall Diagnostics, Palm Beach Writes, Florida Assessment In Reading (FAIR),
Progress Monitoring: Progress Monitoring Reporting Network (PMRN), Scholastic Reading Inventory (SRI), Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, Retentions, Absences.
Midyear Data: Florida Assessment In Reading (FAIR), Palm Beach County Winter Diagnostics, Curriculum Based Measurement (Embedded/Common Assessments), Palm Beach Writes, Scholastic Reading Inventory (SRI), Progress Monitoring and Reporting Network (PMRN),
End of Year Data: Florida Comprehensive Assessment Test (FCAT), FCAT Writes. Florida Assessment In Reading (FAIR), Curriculum Based Measurement (Embedded/Common Assessments), Subject specific entry and final exams.

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during SY12. 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 Behavior 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 MTSS process will be supported through:
• Implementing the RtI process as shared through the professional development trainings
• The school-wide participation of faculty and staff in monitoring student achievement and behavior
• Data collection, evaluation, recommendation of strategies to support students needs
• Fidelity in implementation of strategies used to support individual students

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Western Pines' Literacy Leadership Team is composed of the Principal, Assistant Principals, Department Heads, Guidance Counselors, and ESE Coordinator.

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

The LLT meets weekly by department with the Principal to discuss literacy needs, data results, implementation of best instructional practices for teaching reading, and student achievement needs.

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

The LLT initiatives will be: all students enrolled in a Reading elective; student participation in Reading Counts; Implementation of the Big Seven literacy process, Implementation of school wide spelling word assessment, reading across the curriculum including all elective classes, and increased student achievement in Reading

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Teaching reading strategies include: Word of the Day; weekly vocabulary tests given school wide over a common list of vocabulary words; School wide literacy initiatives, Electives one day a week literacy focus lesson. Professional development from a district representative for reading literacy. Department focus vocabulary; implementation of CRISS strategies in every department, Implementation of Big 7 Reading Strategies. A district resource teacher will be available with work with any 8th grade ELA teachers in classrooms. Reading Counts program will be graded and incentive based.

*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?

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?

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The number of students reaching proficiency will increase by 6% or (69) students on the reading FCAT. The testing population for SY 2012 was (1148) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 32% or (352) students achieved proficiency on the 2012 administration of the reading FCAT.	In grades 6-8, 38% or (421) students will achieve proficiency on the 2013 administration of the reading FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	1.1 Instructional pacing may be slower than is optimal for high academic student achievement	1.1. Develop an instructional focus calendar for Reading and Language Arts classes.	1.1. Language Arts and Reading Department Heads	1.1. Bi-Weekly Common Assessments	1.1 Diagnostic Tests.
3	1.2 Time on task may not be sufficient for increasing performance	1.2 All students will be required to be enrolled in at least one semester of reading	1.2 Administration	1.2 SRI scores, Reading Counts, Core K12	1.2 FCAT 2.0

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:	Students taking the FAA will see increases in their performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data available.	Student performance will be above proficiency.

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	Below proficient understanding and usage of appropriate level	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests

	vocabulary			
2	Students need additional assistance to reach above proficiency level of understanding.	Reading teachers will use differentiated instructional to challenge strategies higher level students.	Administration and Reading Department Head	Reading Counts, SRI labs, FCAT Explorer: Reading.	Diagnostic Tests.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The number of students achieving above proficiency will increase by 4% or (46) students on the reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 38% or (424) students achieved above proficiency on the 2012 administration of the reading FCAT	In grades 6-8, 42% or (470) students will achieve above proficiency on the 2013 administration of the reading FCAT

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Rigor and relevance of instruction is not at the level to challenge above proficiency student performance	Reading teachers will use ifferentiated instructional to challenge strategies higher level students.	Administration and Reading Department Head	Reading Counts, SRI labs, FCAT Explorer: Reading, Core K12 Assessments	Diagnostic Tests.

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:	Students taking the FAA will maintain a level 7
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Students will achieve level 7 on the FAA in FY2013

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains will increase by 4% or (46) students on the reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 70% or (659) students achieved learning gains on the 2012 administration of the reading FCAT.	In grades 6-8, 74% or (705) students will achieve learning gains on the 2013 administration of the reading FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have sufficient time on task to develop the depth of understanding necessary for achieving learning gains	Provide before-school and after-school tutorial opportunities. Provide pull-out for remediation structure in the master schedule	Administration, Tutorial Coordinator	Bi-weekly Core K12 Common Assessements	FCAT 2.0
2	Student reading skills and comprehension levels are not adequate for increased learning gains.	Provide all students with a reading elective to increase reading skill and student comprehension levels.	Administration, Language Arts Department Head	Reading Counts, SRI Labs, FCAT Explorer: Reading,	Diagnostic Tests
3	Student knowledge retention over extended breaks from academics.	Provide grade level homework packets through winter and summer breaks	Department Head	Student work	Diagnostic Tests
4	Student lack of motivation toward applied learning opportunities	Provide student incentives for achievement learning gains or maintaining an above proficiency level 5.	Teachers and Administration	Include performance on Diagnostic Tests in assessment grades.	FCAT scores

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:	Students taking the FAA will show progress in achievement reflecting increased learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	Students taking the FAA will reflect learning gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student below grade level proficiency	Provide individualized instruction utilizing best practices and appropriate use of technology.	Administration and Department Head	Core K12 Common Assessments	FAA
2	Skills below grade level	Use technology, and best practices related to individual student needs for instruction	Department Head	Appropriate level of daily assessment	FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The number of students in the Lowest 25%* making learning gains will increase by 4% or (12) students on the reading FCAT. *the number of students in the Lowest 25% subgroup was (287).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 67% or (192) students in the lowest 25% made learning gains on the 2012 administration of the reading FCAT.	In grades 6-8, 71% or (204) students in the lowest 25% will make learning gains on the 2013 administration of the reading FCAT.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Underperformers lack the necessary scaffolding of instruction for increased achievement.	Provide the lowest 25% student academic support through research based programs such as Read 180; SRA Corrective Reading; Read, Write, Gold; Wilson Reading System	Reading Coach, Administration, Reading Department Head.	SRI Reading Tests, Reading Counts	Diagnostic Testing

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 # The achievement gap in reading will be reduced by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The number of students reaching proficiency in the: Black subgroup* will increase by 10% or (14) students on the reading FCAT. * The black student subgroup had (138) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71 Black: 62 Hispanic: 66 Asian: 88 American Indian: 89	White: 77 Black: 72 Hispanic: 72 Asian: 92 American Indian: 92

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

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests

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:	ELL students will make satisfactory progress in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	ELL Students will make satisfactory progress in reading on the 2013 reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Time on task may not be sufficient for increasing performance	All students will be required to be enrolled in at least one semester of reading	Administration	SRI scores & Cella	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The number of students reaching proficiency in the: SWD subgroup* will increase by 10% or (27) students on the reading FCAT. The number of SWD students was 274 for SY2011
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 60% or (164) students in the: SWD subgroup, were proficient on the 2012 administration of the reading FCAT.	In grades 6-8, 70% or (192) students in the: SWD subgroup, will be proficient on the 2013 administration of the reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Students with Disabilities are below grade level and need additional strategies for support.	Provide instructional support with strategists	Administration and ESE Coordinator	SRI testing, DAR, and Fluency Probes.	Common Assessments
1	Students in the SWD subgroup need modified	Provide research based programs such as Read	ESE Coordinator	Data Analysis from SRI and SRA	Diagnostic Testing

| 3 | curriculum | 180, SRA Corrective Reading, Read Write Gold, Wilson Reading System | | | |

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of students reaching proficiency in the: Economically Disadvantaged subgroup* will increase by 10% or (46) students on the reading FCAT. The number of students in the Economically Disadvantaged students in SY2012 was 455.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 61% or (277) students in the: Economically Disadvantaged subgroup, were proficient on the 2012 administration of the reading FCAT	In grades 6-8, 71% or (323) students in the: Economically Disadvantaged subgroup,will be proficient on the 2013 administration of the reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Time on task may not be sufficient for increasing performance.	All students will be required to be enrolled in at least one semester of reading	Administration	SRI scores	FCAT 2.0

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide Literacy Initiative	6-8 All subject areas	District Provided	School-Wide	Pre-school	Core K12 Common Assessments	Literacy Team
School-Wide Vocabulary Initiative	6-8 All Subject Areas	District Provided	School-Wide	Pre-School	Weekly Vocabulary Assessments	Literacy Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Data analysis and Homework Packets	Printer Supplies	SAC	$500.00
			Subtotal: $500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student incentives for applied learning opportunities	Incentives provided for students as determined by School Advisory Council	SAC	$3,500.00
			Subtotal: $3,500.00
			Grand Total: $4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The number of students reaching proficiency will increase by 33% or (2) students on the listening/speaking portion of the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
In grades 6-8, 50% or (3) students achieved proficiency on the 2012 administration of the CELLA in listening and speaking.	

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have difficulty with understanding vocabulary	school wide vocabulary initiative Print rich environment bilingual departmental vocabulary with pictures displayed on the walls	Department Heads Administration	Vocabulary tests	Common Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The number of students reaching proficiency will increase by 33% or (2) students on the reading portion of the CELLA.
2012 Current Percent of Students Proficient in reading:	
In grades 6-8, 50% or (3) students achieved proficiency on the 2012 administration of the CELLA in the reading portion of the CELLA.	

	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 may have difficulty with understanding vocabulary	school wide vocabulary initiative	Department Heads Administration	Vocabulary tests	Common Assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The number of students reaching proficiency will increase by 33% or (2) students on the writing portion of the CELLA.
2012 Current Percent of Students Proficient in writing:	
In grades 6-8, 50% or (3) students achieved proficiency on the 2012 administration of the CELLA in writing.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty developing cohesive sentences and paragraphs	School-wide literacy initiative	Literacy Team	Practice Writing Prompts	Palm Beach Writes

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The number of students achieving proficiency will increase by 4% or (45) students on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 32% or (354) students achieved proficiency on the 2012 administration of the math FCAT	In grades 6-8, 36% or (399) students will achieve proficiency on the 2013 administration of the math FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Instructional pacing may be slower than is optimal for high academic student achievement.	Develop an Instructional Focus Calendar for Math classes.	Math Department Head	Bi-Weekly Common Assessments	Diagnostic Tests

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 mathematics. Mathematics Goal #1b:	The number of students achieving proficiency will increase by 17% or (1) student on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 33% or (2) students achieved above proficiency on the 2012 administration of the math FCAT.	In grades 6-8, 50% or (3) students will achieve above proficiency on the 2013 administration of the math FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests

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 mathematics. Mathematics Goal #2a:	The number of students achieving proficiency will increase by 4% or (45) students on the math FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 42% or (473) students achieved above proficiency on the 2012 administration of the math FCAT.	In grades 6-8, 46% or (518) students will achieve above proficiency on the 2013 administration of the math FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Below proficient understanding and usage of appropriate level vocabulary</td><td>School-wide vocabulary initiative</td><td>Literacy Team</td><td>Weekly Vocabulary Tests</td><td>Core K12 Common Assessments and Diagnostic Tests</td></tr>
<tr><td>2</td><td>Rigor and relevance of instruction is not at the level for above proficiency student performance.</td><td>Grade Level Advanced Math and Algebra Honors courses specifically designed to challenge the advanced student.</td><td>Math Department Head</td><td>Bi-Weekly Common Assessments</td><td>Diagnostic Tests</td></tr>
</table>

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 mathematics. Mathematics Goal #2b:	The number of students achieving proficiency will increase by 17% or (1) student on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 17% or (1) students achieved above proficiency on the 2012 administration of the math FCAT.	In grades 6-8, 34% or (2) students will achieve above proficiency on the 2013 administration of the math FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Below proficient understanding and usage of appropriate level vocabulary</td><td>School-wide vocabulary initiative</td><td>Literacy Team</td><td>Weekly Vocabulary Tests</td><td>Core K12 Common Assessments and Diagnostic Tests</td></tr>
</table>

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 mathematics. Mathematics Goal #3a:	The number of students making learning gains will increase by 4% or (45) students on the math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 76% or (730) students achieved learning gains on the 2012 administration of the math FCAT	In grades 6-8, 80% or (775) students will achieve learning gains on the 2013 administration of the math FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td></td><td></td><td>Person or</td><td>Process Used to</td><td></td></tr>
</table>

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have sufficient time on task to develop the depth of understanding necessary for achieving learning gains	Provide before-school and after-school tutorial opportunities. Provide pull-out for remediation structure in the master schedule	Administration, Tutorial Coordinator	Bi-weekly Core K12 Common Assessements	FCAT 2.0
2	Student understanding of concepts are below the level necessary to make Learning Gains	Teachers will perform classroom lesson comprehension checks to ensure at least 90% of students have concept mastery.	Math department head Administration.	Bi-Weekly Core K12 Common Assessments	Diagnostic Tests

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 mathematics. Mathematics Goal #3b:	The number of students making gains will increase by 17% or (1) student on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 33% or (2) students achieved learning gains on the 2012 administration of the math FCAT	In grades 6-8, 50% or (50) students will achieve learning gains on the 2013 administration of the math FCAT.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student below grade level proficiency	Provide individualized instruction utilizing best practices and appropriate use of technology.	Administration and Department Head	Core K12 Common Assessments	FAA
2	Students have below level understanding of mathematical concepts	Utilize best practices teaching strategies and increased use of technology	Department Head	Bi-weekly common assessments	FAA test

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 mathematics. Mathematics Goal #4:	The number of students making learning gains will increase by 4% or (45) students on the math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 62% or (174) students in the lowest 25% made learning gains on the 2012 administration of the math FCAT	In grades 6-8, 66% or (219) students in the lowest 25% will make learning gains on the 2013 administration of the math FCAT.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Underperformers lack the necessary scaffolding of instruction for increased achievement.	Provide the lowest 25% student academic support through the research based instruction.	Administration, Math Department Head.	Instructional data charts; Bi-weekly Core K12 Common Assessments	Diagnostic Testing

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%.	Middle School Mathematics Goal # The achievement gap in math will be reduced by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80	82	84	85	87	

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 mathematics. Mathematics Goal #5B:	The number of students reaching proficiency in the: Black subgroup* will increase by 10% or (14) students on the reading FCAT. * The black student subgroup had (138) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 66% or (91) students in the Black subgroup made learning gains on the 2011 administration of the reading FCAT.	In grades 6-8, 76% or (105) students in the Black subgroup will make learning gains on the 2012 administration of the reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Time on task may not be sufficient for increasing performance	Struggling students will be required to attend pull-out math tutorial	Administration	Common Assessments	Diagnostic Tests

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 mathematics. Mathematics Goal #5C:	ELL students will make satisfactory progress on the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
No available data	ELL students will make satisfactory progress in 2013

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Students may need additional time on task	Students will have additional instructional time through pull-outs and after school tutorial	Department Head and Administration	Bi-weekly Core K12 Common Assessments	Diagnostic Tests

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 mathematics. Mathematics Goal #5D:	The number of students in the SWD subgroup making satisfactory progress will increase by 8% or (22) students on the math FCAT. *the number of students in the SWD subgroup was 24% (274).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 67% or (183) students in the SWD subgroup made satisfactory progress on the 2012 administration of the math FCAT	In grades 6-8, 75% or (205) students in the SWD subgroup will make satisfactory progrss on the 2013 administration of the math FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Student knowledge retention over extended breaks from academics.	Provide grade level homework packets through winter and summer breaks	Department Head	Student Work	Common Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The number of students in the Economically Disadvantaged subgroup making satisfactory progress will increase by 8% or (36) students on the math FCAT. *the number of students in the Economically Disadvantaged subgroup was 40% (455).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 67% or (304) students in the Economically Disadvantaged subgroup made satisfactory progress on the 2012 administration of the math FCAT	In grades 6-8, 75% or (340) students in the Economically Disadvantaged subgroup will make satisfactory progrss on the 2013 administration of the math FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Below proficient	School-wide vocabulary	Literacy Team	Weekly Vocabulary Tests	Core K12 Common

				Assessments and Diagnostic Tests
1	understanding and usage of appropriate level vocabulary	initiative		
2	Underperformers lack the necessary scaffolding of instruction for increased achievement.	Provide students academic support through the research based instruction..	Administration, Math Department Head.	Instructional data charts; Common Assessments	Diagnostic Testing

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:	In Algebra 1, 100% (152) of students are proficient or above proficiency. Performance goal is reflective of a 7% (13) increase in students above proficiency. No students were below proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Algebra 1, 17% or (26) students achieved proficiency on the 2012 administration of the Algebra 1 EOC	In Algebra 1, 10% or (15) students will achieve proficiency on the 2013 administration of the Algebra 1 EOC and 7% (13) more students will move into the above proficiency category.

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	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests

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:	In Algebra 1, an increase of 10% or (13) students will achieve proficiency level 4 on the 2013 administration of the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Algebra 1, 83% or (129) students achieved proficiency on the 2012 administration of the Algebra 1 EOC	In Algebra 1, 93% or (143) students will achieve proficiency on the 2013 administration of the Algebra 1 EOC

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests

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:	Students taking the Geometry EOC will reach proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data unavailable	100% of students taking the Geometry will reach proficiency

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	Student understanding of specialized vocabulary below proficiency	Vocabulary word wall	Department Head	Geometry EOC Diagnostic	Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Students will achieve above proficiency on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	Students will achieve above proficiency on the Geometry EOC

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student understanding of vocabulary below above proficiency level	Increase usage of vocabulary to facilitate above proficiency understanding	Department Head	Diagnostic EOC	Geometry EOc

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
Response to Intervention	6-8	District Personnel	School Wide	September	Faculty Referrals	RtI Coordinator
School-Wide Vocabulary Initiative	6-8	District Personnel	School Wide	Pre-School	Weekly Vocabulary Assessments	Literacy Team
Targeting Subgroups	6-8	District Personnel	School Wide	September	Data Reports	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Data analysis and Homework Packets	Printer Supplies for printing	SAC	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student incentives for applied learning opportunities	Incentives provided for students as determined by School Advisory Council	SAC	$3,500.00
			Subtotal: $3,500.00
			Grand Total: $4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The number of students making learning gains will increase by 10% or (37) students on the science FCAT. . Number of students tested in SY 2012 was 373
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 8th grade 44% or (164) students achieved proficiency on the 2012 administration of the science FCAT .	In the 8th grade 54% or (201) students will achieve proficiency on the 2013 administration of the science FCAT
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional pacing may be slower than is optimal for high academic student achievement.	Develop an Instructional Focus Calendar for Science Classes.	Science Department Head	Bi-Weekly Common Assessments	Diagnostic Tests
2	Student knowledge retention over extended breaks from academics.	Provide grade level homework packets through winter and summer breaks	Department Head	Student work	Diagnostic Test Scores
3	Student lack of motivation toward applied leaning opportunities	Provide student incentives for achievement learning gains or maintaining an above proficiency level	Teachers and Administration	Include performance on Diagnostic Tests in assessment grades.	FCAT scores

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 science. Science Goal #1b:	Students taking the FAA test will show increased levels of achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available for the FAA.	No data available for the FAA.
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The number of students above proficiency will increase by 14% or (52) students on the science FCAT. Number of students tested in SY 2012 was 373
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 8th grade, 18% or (67) students achieved above proficiency on the 2012 administration of the science FCAT.	In the 8th grade, 32% or (123) students will achieve above proficiency on the 2012 administration of the science FCAT.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional rigor not at the level of above proficiency	Increase rigor of assignments given including labs and	Department Head	Diagnostic Testing	Science FCAT

		projects			

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 science. Science Goal #2b:	Students taking the FAA will show increased levels of achievement
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available for the FAA.	No data available for the FAA.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Response to Intervention	6-8	District Personnel	School Wide	September	Faculty Referrals	RtI Coordinator
Targeting Subgroups	6-8	District Personnel	School Wide	September	Data Reports	Administration
School-Wide Vocabulary Initiative	6-8	District Personnel	School Wide	September	Weekly Vocabulary Assessments	Literacy Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Data analysis and Homework Packets	Printer Supplies for printing	SAC	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student incentives for applied learning opportunities	Incentives provided for students as determined by School Advisory Council	SAC	$3,500.00
			Subtotal: $3,500.00
			Grand Total: $4,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The number of students reaching proficiency will increase by 20%(74) students on the SY 2013 writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of students reaching level 3 on the SY 2012 FCAT was 80%(297) on the writing FCAT.	The number of students reaching level 3 on the SY 2013 FCAT will be 100%(371) on the writing FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The level required for writing proficiency is 4.0 this year.	Train the Language Arts teachers in grading 4.0 in writing samples	Language Arts Department Heads	Palm Beach Writes	FCAT Writes
2		School wide writing initiative across curriculum	Administration All Department Heads	Graded Practice Prompts	Palm Beach Writes
3		District Training in writing initiative	Administration	Student Writing Samples	Palm Beach Writes

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:	The number of students scoring level 4 on the FAA will be or higher will increase over last year. No students participated in the FAA in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data Available	Students will score 4 or higher on the FAA in writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional time on task for developing sentence structure.	Provide technology and implement best practices for individualized instruction in writing	Department Head	Writing prompts	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-Wide Literacy Initiative	6-8	District Personnel	School-Wide	Pre-school	Practice Writing prompts	Palm Beach Writes

Writing Budget:

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

End of Writing Goals

Civics 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 Civics.	
Civics Goal #1:	Baseline performance data for 2013 Civics EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
No performance data available	In the 8th grade 80% or (310) students will achieve above proficiency on the 2013 administration of the Civics EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Below proficient understanding and usage of appropriate level vocabulary	School-wide vocabulary initiative	Literacy Team	Weekly Vocabulary Tests	Core K12 Common Assessments and Diagnostic Tests
2	Students may have difficulty with taking a test on a computer	Multiple EOC computer practice sessions	Department Head	EOC Practice Tests	EOC Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Baseline performance data for 2013 Civics EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
No performance data available	In the 8th grade 20% or (78) students will achieve above proficiency on the 2013 administration of the Civics EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be familiar with EOC computer testing.	Conduct multiple EOC practice exams.	Department Head	EOC Practice Exams	EOC Exam

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

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

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

Civics 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 Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students in attendance for SY 2013 will be 100%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In the 6th - 8th grade, the attendance rate was 79% for SY 2012.	In the 6th - 8th grade, the attendance rate will be 100% for SY 2013.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In the 6th - 8th grade, 254 students or (20%) had excessive absences for SY 2012.	In the 6th - 8th grade, 150 students or(12%) will have excessive absences for SY 2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In the 6th - 8th grade, 51 students or(4%)had excessive tardies for SY 2012.	In the 6th - 8th grade, 37 students or(3%) will have excessive tardies for SY 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No identifiable issues	Utilize automated	Administration	Attendance reports	Student

1	related to student barriers to attendance at this time.	parent notification system for absentees.			Attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (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:	Student safety and security is the most important factor on campus. The goal for all suspensions is to be reflective of the District Policy and Discipline Matrix parameters.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

In grades 6-8, 4% or (52) In-School Suspension for SY 2012 were issued reflecting a 4% decrease from 2011	In grades 6-8, 3% or (37) In-School Suspensions for SY 2013 will be issued
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In grades 6-8, 8% or (48) students received In-School Suspension for SY 2012.	n grades 6-8, 7% or (36) students will receive In-School Suspensions for SY 2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In grades 6-8, 19% or (236) Out-of-School Suspensions for SY 2012 were issued	In grades 6-8, 15% or (186) Out -of-School Suspensions for SY 2013 will be issued.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In grades 6-8, 11% or (130) students received Out-of-School Suspensions for SY 2012.	In grades 6-8, 9% or (111) students will receive Out-of-School Suspensions for SY 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student non-compliance with acceptable behavioral norms.	Train students in acceptable behavior through: Anger Management Groups Grade Level Western Pines Rules and Expectations Awareness Assembly Student Reporting of Bullying and inappropriate behavior DATA Counselor Student Essay's for violence prevention read school wide during morning announcements. Utilization of Audio Enhancement in all Classrooms Implementation of District Authorized Positive Behavior System	Guidance Administration Guidance and Administration Guidance Guidance Administration PBS Team	Parent and Student Attendance Student Participation Student use of Bully Boxes and Student statements Students use of DATA counseling Student comments Teacher comments School Climate SEQ survey	Decreased Suspensions

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

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

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement at Western Pines is event driven; parent volunteers provide support for: FCAT testing, pre-school logistical support, after school events, and field trips. Student volunteers involved for 2012 was 118; the number of student volunteer hours was 4,528
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parent volunteers involved at Western Pines for 2012 was 177 with 2854 volunteer hours reported.	Parent volunteers expected to be involved at Western Pines for 2013 will be 194.

	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	There are no recognizable barriers for parental involvement at this time.	Continued utilization of the Parent Boosters program.	VIP Coordinator	Parental Support at each event	Golden School Award
		Addition of all parent e-mail addresses into the Edline database for teacher access.	Administration	Parent response on end of the year survey	

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

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:	Students in CTE courses (Pre-Med, Pre-IT, Culinary Careers) at Western Pines Middle School (54% or (633) students) will reach appropriate level of mastery of their career track in preparation for their High School. No performance data available for Culinary Careers. No performance data available for Pre - IT Academy No performance data available for Pre - Med Academy

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	Student following procedures and proper use of equipment	Follow best practices for instruction and train students in proper use of equipment and procedures	Teacher	Student progress in following procedures in completion of unit product	Final Assessment
2	Pre-Med students pre-requisite knowledge is below required performance level.	Tutoring provided two nights a week.	Academy Coordinator	Student performance in medical labs and in assessments	EOC Exam
3	Pre-IT students have limited access to and understanding of software programs used in the Pre-IT class	Peer support provided in class and labs are available after school.	Teacher	Student performance in class.	EOC Exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Driven Instruction	6-8 Grade	PD Facilitator	School-Wide	November	Data Notebooks	Academy Coordinator

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
Provide equipment necessary for student performance in culinary careers	Supplies	Perkins Grant	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Data analysis and Homework Packets	Printer Supplies	SAC	$500.00
CELLA				$0.00
Mathematics	Student Data analysis and Homework Packets	Printer Supplies for printing	SAC	$500.00
Science	Student Data analysis and Homework Packets	Printer Supplies for printing	SAC	$500.00
				Subtotal: $1,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student incentives for applied learning opportunities	Incentives provided for students as determined by School Advisory Council	SAC	$3,500.00
CELLA				$0.00
Mathematics	Student incentives for applied learning opportunities	Incentives provided for students as determined by School Advisory Council	SAC	$3,500.00
Science	Student incentives for applied learning opportunities	Incentives provided for students as determined by School Advisory Council	SAC	$3,500.00
CTE	Provide equipment necessary for student performance in culinary careers	Supplies	Perkins Grant	$500.00
				Subtotal: $11,000.00
				Grand Total: $12,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/21/2012)

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
Provide funding for: teacher professional development and recognition, student achievement and recognition.	$15,724.00

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

SAC meetings are scheduled to review and discuss improving student academic achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
WESTERN PINES COMMUNITY MIDDLE
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	89%	92%	72%	338	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	69%	80%			149	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?	65% (YES)	77% (YES)			142	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					629	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
WESTERN PINES COMMUNITY MIDDLE
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	86%	91%	70%	331	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	70%	79%			149	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?	69% (YES)	78% (YES)			147	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					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested