

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: WELLINGTON HIGH SCHOOL

District Name: Palm Beach

Principal: Mario J. Crocetti

SAC Chair: Miguel Torregrosa

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/30/2012

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	Mario J. Crocetti	Bachelors in Secondary Ed. From the University of Pittsburgh and Masters in School Administration from Nova University. FL	4	25	<p>FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.</p> <p>FY11 WCHS: School Grade B. Proficiency rates: R = 64%, M = 87%, W = 88%, S = 60%. AYP: NO, 82%, Total, White, Black, Hispanic, ED, and SWD students did not meet reading goal. ED students did not meet math goal.</p> <p>FY10 WCHS: School Grade "A" provisional. Proficiency rates: R = 66%, M = 88%, W = 91%, S = 62%. AYP: NO, 79%, Black, Hispanic, SWD, and ED students did not meet reading goal. Black, ED, and SWD students did not meet math goal.</p>

		certification in Administration and Supervision, Earth-Space Science, Gifted Endorsement, School Principal			<p>FY 09 WCHS: School Grade "A". Proficiency rates: R = 65%, M = 89%, W = 91%, S = 59%. AYP: NO, 92%, Hispanic and ED students did not meet reading goal.</p> <p>FY 08 WLCMS: School Grade "A". Proficiency rates: R = 87%, M = 85%, W = 94%, S = 68%. AYP: NO, 95%, SWD students did not meet reading and math goals.</p> <p>FY 07 WLCMS: School Grade "A". Proficiency rates: R = 84%, M = 88%, W = 95%, S = 69%. AYP: NO, 95%, SWD students did not meet math goal.</p> <p>FY 06 WLCMS: School Grade "A". Proficiency rates: R = 85%, M = 87%, W = 89%. AYP: YES</p>
Assis Principal	Barbara Forgash	Bachelors in Business Ed. From University of S. FL. And Masters in Secondary Ed. From West Virginia University. FL certification in Business Ed., Ed. Leadership, and School Principal	21	19	<p>FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.</p> <p>FY11 WCHS: School Grade B. Proficiency rates: R = 64%, M = 87%, W = 88%, S = 60%. AYP: NO, 82%, Total, White, Black, Hispanic, ED, and SWD students did not meet reading goal. ED students did not meet math goal.</p> <p>FY10 WCHS: School Grade "A" provisional. Proficiency rates: R = 66%, M = 88%, W = 91%, S = 62%. AYP: NO, 79%, Black, Hispanic, ED, and SWD students did not meet reading goal. Black, ED, and SWD students did not meet math goal.</p> <p>FY 09 WCHS: School Grade "A". Proficiency rates: R = 65%, M = 89%, W = 91%, S = 59%. AYP: NO, 92%, Hispanic and ED students did not meet reading goal.</p> <p>FY 08 WCHS: School Grade "A". Proficiency rates: R = 68%, M = 90%, W = 86%, S = 64%. AYP: NO, 90%, Hispanic, ED, and SWD students did not meet reading goal. SWD students did not meet math goal.</p> <p>FY 07 WCHS: School Grade "B". Proficiency rates: R = 64%, M = 87%, W = 92%. S = 62%. AYP: NO, 92%, ED and SWD students did not meet reading goal. ESE students did not meet math goal.</p>
Assis Principal	Chris Romano	Bachelors in Education from the University of Toledo and a Masters in School Supervision from Nova University. FL certification in Social Science and Ed. Leadership.	12	8	<p>FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.</p> <p>FY11 WCHS: School Grade B. Proficiency rates: R = 64%, M = 87%, W = 88%, S = 60%. AYP: NO, 82%, Total, White, Black, Hispanic, ED, and SWD students did not meet reading goal. ED students did not meet math goal.</p> <p>FY10 WCHS: School Grade "A" provisional. Proficiency rates: R = 66%, M = 88%, W = 91%, S = 62%. AYP: NO, 79%, Black, Hispanic, ED, and SWD students did not meet reading goal. Black, ED, and SWD students did not meet math goal.</p> <p>FY 09 WCHS: School Grade "A". Proficiency rates: R = 65%, M = 89%, W = 91%, S = 59%. AYP: NO, 92%, Hispanic and ED students did not meet reading goal.</p> <p>FY 08 WCHS: School Grade "A". Proficiency rates: R = 68%, M = 90%, W = 86%, S = 64%. AYP: NO, 90%, Hispanic, ED, and SWD students did not meet reading goal. SWD students did not meet math goal.</p>

					FY 07 WCHS: School Grade "B". Proficiency rates: R = 64%, M = 87%, W = 92%. S = 62%. AYP: NO, 92%, ED and SWD students did not meet reading goal. SWD students did not meet math goal.
Assis Principal	Cherie Andrewson	Bachelors in Special Education from Florida International University. Masters in Ed. Leadership from Florida Atlantic University. FL DOE endorsement in ESOL and reading.	14	10	<p>FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.</p> <p>FY11 WCHS: School Grade B. Proficiency rates: R = 64%, M = 87%, W = 88%, S = 60%. AYP: NO, 82%, Total, White, Black, Hispanic, ED, and SWD students did not meet reading goal. ED students did not meet math goal.</p> <p>FY10 WCHS: School Grade "A" provisional. Proficiency rates: R = 66%, M = 88%, W = 91%, S = 62%. AYP: NO, 79%, Black, Hispanic, ED, and SWD students did not meet reading goal. Black, ED, and SWD students did not meet math goal.</p> <p>FY 09 WCHS: School Grade "A". Proficiency rates: R = 65%, M = 89%, W = 91%, S = 59%. AYP: NO, 92%, Hispanic and ED students did not meet reading goal.</p> <p>FY 08 WCHS: School Grade "A". Proficiency rates: R = 68%, M = 90%, W = 86%, S = 64%. AYP: NO, 90%, Hispanic, ED, and SWD students did not meet reading goal. SWD students did not meet math goal.</p> <p>FY 07 WCHS: School Grade "B". Proficiency rates: R = 64%, M = 87%, W = 92%. S = 62%. AYP: NO, 92%, ED and SWD students did not meet reading goal. SWD students did not meet math goal.</p>
Assis Principal	Elizabeth Calvente Torres	Bachelors in Spanish from Florida Atlantic University. Masters in Educational Leadership from Lynn University. FL DOE certification in Spanish and Ed Leadership with endorsement in reading.	2	5	<p>FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.</p> <p>FY11 Spanish River HS: School Grade B. Proficiency rates: R = 72%, M = 94%, W = 94%, S = 72%. AYP: NO, 90%, Total, White, Hispanic, and ED did not meet reading goal.</p> <p>FY10 Spanish River HS: School Grade A. Proficiency rates: R = 73%, M = 94%, W = 93%, S = 78%. AYP: NO, 97%, ED students did not meet reading goal.</p> <p>FY09 Spanish River HS: School Grade A. Proficiency rates: R = 70%, M = 92%, W = 94%, S = 70%. AYP: NO, 97%, Hispanic students did not meet reading goal.</p> <p>FY08 Spanish River HS: School Grade A. Proficiency rates: R = 69%, M = 90%, W = 93%, S = 69%. AYP: YES</p>
Assis Principal	Mike Kozlowski	Bachelors in Communications from Florida Atlantic University. Masters in Educational Leadership from Lynn University. FL DOE certification in Social Studies and endorsement in reading.	2	2	<p>FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.</p> <p>FY11 Christa McAuliffe MS: School Grade A. Proficiency rates: R = 83%, M = 87%, W = 90%, S = 67%. AYP: NO, 92%, Hispanic, ED, and SWD students did not meet math goal.</p>
		Bachelors in Social Work from			

Assis Principal	Henry Paulk	FAMU, Masters in Guidance from FAMU, and Specialist in Educational from Nova. FL DOE certification in Guidance and Ed Leadership	1	7	FY12 WCHS: School grade pending. Proficiency rates reading: white = 74%, black = 36%, Hispanic = 65%, ELL = 27%, SWD = 46%, ED = 48%. Proficiency rates Algebra 1: white = 67%, black = 54%, Hispanic = 74%, ELL = 48%, SWD = 48%, ED = 62%.
-----------------	-------------	---	---	---	--

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
None					

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	Ongoing meetings with teachers new to WCHS.	Assistant Principal and Department Chairpersons	Ongoing	
2	Teachers new to WCHS will be partnered with veteran faculty members.	Assistant principal and department Chairpersons	Ongoing	
3	Soliciting referrals from current staff, parents, and community.	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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
136	2.2%(3)	11.8%(16)	30.1%(41)	55.9%(76)	40.4%(55)	100.0% (136)	9.6%(13)	5.9%(8)	27.9%(38)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
<p>Flora Rigolo and Susan Cooperman, Department Chairs</p>	<p>English: Robert Rorabeck Eric Freilich</p>	<p>Mentees are paired with mentors based upon the guidelines set forth by the District's Educator Support Program. Mentors are teachers who have a history of successful teaching experience and are members of the same department as the mentee. Mentors have either taken Clinical Education Training or are willing to participate in the District's Mentor Training Program. They demonstrate an understanding of the Educator Accomplished Practices and support the policies and procedures of the school and District.</p>	<p>Mentees and mentors attend a minimum of two meetings per month with other mentors, mentees, and the ESP contact. Mentees attend Tips I and Tips II training and discuss strategies learned with their mentors. Mentors will attend at least two of their mentee's parent conferences, assist with the design and implementation of the mentee's discipline plan, schedule one "official" ESP observation, and observe the mentee's class informally on a regular basis. Feedback will be shared during Support Team Meetings. Mentors will view the Harry Wong "First Days of School" series with their mentee. Mentees will schedule one class meeting to be videotaped and review this with their mentor. Mentors will also schedule mentees to visit other teachers' classes to observe such activities as cooperative learning and CRISS lessons.</p>
		<p>Mentees are paired with mentors based upon the guidelines</p>	

<p>Kent Mauney and Karen Clawson, Department Chairs</p>	<p>Science: Amine Brown</p>	<p>set forth by the District's Educator Support Program. Mentors are teachers who have a history of successful teaching experience and are members of the same department as the mentee. Mentors have either taken Clinical Education Training or are willing to participate in the District's Mentor Training Program. They demonstrate an understanding of the Educator Accomplished Practices and support the policies and procedures of the school and District.</p>	<p>Mentees and mentors attend a minimum of two meetings per month with other mentors, mentees, and the ESP contact. Mentees attend Tips I and Tips II training and discuss strategies learned with their mentors. Mentors will attend at least two of their mentee's parent conferences, assist with the design and implementation of the mentee's discipline plan, schedule one "official" ESP observation, and observe the mentee's class informally on a regular basis. Feedback will be shared during Support Team Meetings. Mentors will view the Harry Wong "First Days of School" series with their mentee. Mentees will schedule one class meeting to be videotaped and review this with their mentor. Mentors will also schedule mentees to visit other teachers' classes to observe such activities as cooperative learning and CRISS lessons.</p>
<p>Cathy Lakatos and Sal Mucino, Department chairs</p>	<p>Math: Corey Clawson</p>	<p>Mentees are paired with mentors based upon the guidelines set forth by the District's Educator Support Program. Mentors are teachers who have a history of successful teaching experience and are members of the same department as the mentee. Mentors have either taken Clinical Education Training or are willing to participate in the District's Mentor Training Program. They demonstrate an understanding of the Educator Accomplished Practices and support the policies and procedures of the school and District.</p>	<p>Mentees and mentors attend a minimum of two meetings per month with other mentors, mentees, and the ESP contact. Mentees attend Tips I and Tips II training and discuss strategies learned with their mentors. Mentors will attend at least two of their mentee's parent conferences, assist with the design and implementation of the mentee's discipline plan, schedule one "official" ESP observation, and observe the mentee's class informally on a regular basis. Feedback will be shared during Support Team Meetings. Mentors will view the Harry Wong "First Days of School" series with their mentee. Mentees will schedule one class meeting to be videotaped and review this with their mentor. Mentors will also schedule mentees to visit other teachers' classes to observe such activities as cooperative learning and CRISS lessons.</p>
		<p>Mentees are paired with mentors based upon the guidelines</p>	

<p>John Rejc, department Chair</p>	<p>Social Studies: Chris Conti</p>	<p>set forth by the District's Educator Support Program. Mentors are teachers who have a history of successful teaching experience and are members of the same department as the mentee. Mentors have either taken Clinical Education Training or are willing to participate in the District's Mentor Training Program. They demonstrate an understanding of the Educator Accomplished Practices and support the policies and procedures of the school and District.</p>	<p>Mentees and mentors attend a minimum of two meetings per month with other mentors, mentees, and the ESP contact. Mentees attend Tips I and Tips II training and discuss strategies learned with their mentors. Mentors will attend at least two of their mentee's parent conferences, assist with the design and implementation of the mentee's discipline plan, schedule one "official" ESP observation, and observe the mentee's class informally on a regular basis. Feedback will be shared during Support Team Meetings. Mentors will view the Harry Wong "First Days of School" series with their mentee. Mentees will schedule one class meeting to be videotaped and review this with their mentor. Mentors will also schedule mentees to visit other teachers' classes to observe such activities as cooperative learning and CRISS lessons.</p>
<p>Suzanne Pollard, department Chair</p>	<p>ESE: Lauren Boxhill</p>	<p>Mentees are paired with mentors based upon the guidelines set forth by the District's Educator Support Program. Mentors are teachers who have a history of successful teaching experience and are members of the same department as the mentee. Mentors have either taken Clinical Education Training or are willing to participate in the District's Mentor Training Program. They demonstrate an understanding of the Educator Accomplished Practices and support the policies and procedures of the school and District.</p>	<p>Mentees and mentors attend a minimum of two meetings per month with other mentors, mentees, and the ESP contact. Mentees attend Tips I and Tips II training and discuss strategies learned with their mentors. Mentors will attend at least two of their mentee's parent conferences, assist with the design and implementation of the mentee's discipline plan, schedule one "official" ESP observation, and observe the mentee's class informally on a regular basis. Feedback will be shared during Support Team Meetings. Mentors will view the Harry Wong "First Days of School" series with their mentee. Mentees will schedule one class meeting to be videotaped and review this with their mentor. Mentors will also schedule mentees to visit other teachers' classes to observe such activities as cooperative learning and CRISS lessons.</p>

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Other instruction listed in 1003.4(2)F.S. 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.

Principal, assistant principals, ESE contact, ELL contact(as needed), school psychologist, classroom teacher, reading coach, school nurse, RtI/Inclusion Facilitator, speech and language pathologist (SLP), School Based Team Leader, and guidance staff.

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

The School-Based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.

Problem-Solving Model

The four steps of the Problem-Solving Model are:

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

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?

The School Based Team leaders meets with the school Leadership Team and helps develop the SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.

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

- FCAT scores and the lowest 25%

Subgroups

- strengths and weaknesses of supplemental and intensive intervention programs
- mentoring, tutoring, and other services

MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- SRI
- Fluency Probes
- Comprehensive English Language Learning Assessment (CELLA)
- Discipline Referrals
- Retentions
- Absences
- Teacher Checklists

Midyear data:

- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Fluency Probes

End-of-year data:

- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- ACT/SAT/PERT and End of Course Exams

Describe the plan to train staff on MTSS.

Training for the RTI and the Problem Solving Process will be provided during faculty meetings. Professional development is offered on LTM days in the following areas but not limited to:

- How to Interpret Data and make informed decisions
- EDW training
- Sharing Best Practices
- Research based interventions

Individual professional development is provided to classroom teachers, as needed by the School Based Team Leader or Rtl Facilitator.

Describe the plan to support MTSS.

School administration and the guidance department encourage faculty and parents to make referrals to the SBT. SBT members receive ongoing training. Teachers are provided training whenever a strategy is recommended and the teacher has not used that strategy in the past. Whenever necessary the SBT seeks the support and/or expertise of area and District staff who may be of assistance to students and/or teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mario Crocetti, Principal
Sarah Docekal, Reading Teacher
Cherie Andrewson, AP
Sandy Heath, AP
Cheryl Stolow, Reading Department Chair
Sara Harris, English Teacher
Tawney Anderson, ESE Teacher
Donna Linderson, Social Studies Teacher
Flora Rigolo, English Teacher
Suzanne Pollard, ESE Contact
Melanie Kroger, ESE Teacher
Stacie Ramey, SLP
Sheila Breen, Reading Teacher
Jacquelyn Vassallo, Foreign Language Teacher
Randee Simon, Reading Teacher

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

The LLT meets after school in the principal's conference room in October, November, January, March, and May. The Reading Department Chair facilitates these meetings where ideas to reach our goals and plans for implementation are discussed.

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

The LLT's two major initiatives this year will be to increase students' independent reading for enjoyment by organizing a student book club as well as a Teachers Read campaign that lets the students know what their teachers are currently reading for enjoyment and for professional development.

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.

Social Studies, science, and elective teachers, with the assistance of the reading department and the assistant principals for reading and English, will develop pacing charts to incorporate secondary reading and writing benchmarks throughout the school year. All teachers will receive training in CRISS. Administrators will monitor the teaching of the identified secondary benchmarks and the implementation of CRISS strategies through the classroom walkthrough process. All teachers will follow the guidelines for daily independent reading time.

All teachers will incorporate higher level questions to parallel the complexity levels and percentage of questions on the FCAT, EOC's, the SAT and ACT. English III and IV teachers will regularly incorporate SAT and ACT reading strategies and practice tests into their lesson plans. Teachers will use common planning periods to discuss diagnostic results, classroom strategies and the implementation of their lesson plans and best practices.

*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?

Many efforts are made to incorporate an integrated curriculum at WCHS. Our focus is in three areas. 1) School to work. Example: Students in our marketing academy visit many small and large businesses to see their operations firsthand. 2) Vocational to academic. Example: Students in our Communication Technology classes created posters which depicted some of the main ideas in a book read by the junior class. These posters are displayed in classrooms throughout the campus. 3) Academic to academic. Example: Students in our General Papers classes read and discuss current writings from science, technology, government, etc. They then incorporate this information in their writing assignments.

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?

The school's master schedule is built around the course requests submitted by our students. As student interest in a subject area increases, so do the number of sections of that course that are offered. Example: The demand for seats in our Marketing Program continues to grow. To meet that need a third marketing teacher has been hired. The same action has been taken to meet the demand for seats in our AP/AICE Psychology classes. To make room in the budget for these additions we cut back on course offerings where demand has dropped off. Example: We have cut one music position for this school year and added a new Microsoft Office program because of changes in student interest.

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](#)

(1) Guidance counselors and science teachers will identify FY 13 sophomores and juniors with the potential to successfully complete Dual Enrollment courses. Two Dual Enrollment courses will be offered on our campus during the FY 13 school year. Five additional AICE courses will be offered this school year.

(2) Greater effort will be made to counsel students and parents regarding the advantages of taking the PERT. Math teachers will use a diagnostic instrument to identify student needs prior to testing and to incorporate appropriate instruction in their lesson plans.

(3) Prior to the beginning of the FY 13 school year, the school administration and guidance department will review PSAT and FCAT results to identify additional students for enrollment in AP/AICE/Dual Enrollment classes. An Advanced Placement/AICE fair for parents and students will be held in February 2013 to recruit additional students for AP/AICE classes in FY 14.

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:	In FY13 74% of our students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 64% (807) of our students achieved proficiency in Reading.	In FY13 74% (933) of our students will achieve 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	Students are lacking in skills for reading comprehension.	All 9th and 10th grade Reading, Language Arts and Social Studies teachers will infuse research based strategies in their lesson plans and FCAT question stems in their tests and quizzes.	Language Arts Dept Chair, Social Studies Dept Chair, AP for each content area.	Observation of students using CRISS strategies to enhance their reading comprehension.	Teacher created assessments and diagnostic results
2	Teachers need support to analyze and comprehend student performance data	All teachers will analyze data available on their students during monthly meetings with the assistant principal in order to incorporate appropriate Before, During, and After strategies to improve comprehension of content material	Content area teachers, Department Chair and Assistant Principal	Observation of teacher analysis of data and students participating in BDA strategies during classroom walkthroughs	Teacher created assessments and diagnostic results
3	Students need to increase their independent reading skills	Students will read at least one outside novel a quarter as assigned through Language Arts.	Language Arts Dept Chair	Teacher analysis of reading comprehension evaluations, class discussions	SRI scores, diagnostic results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	At least 50% of the FY12 proficient students will increase a level (moving from 4 to 5, 5 to 6 or 6 to 7) in FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 39% (7) of our students scored in levels 4, 5, or 6.	At least 50% (9) of the FY12 proficient students will increase a level (moving from 4 to 5, 5 to 6 or 6 to 7) in FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students need a better understanding of the test format.	Utilize practice materials provided by test maker.	ESE Coordinator	Pre and post tests Utilize review of practice materials.	Student portfolios; Assessment checklists Criterion reference tests.
2	Students have poor word attack skills, poor reading comprehension.	Instruction on word attack skills, sight word practice, cloze activities, organizers to tell stories.	ESE Coordinator	Pre and post tests Utilize review of practice materials.	Student portfolios; Assessment checklists Criterion reference

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:	In FY13 47% of our students will score in level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 42% (491) of our students scored in level 4 or above.	In FY13 47% (572) of our students will score in level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase their independent reading skills.	Students will read at least one outside novel a quarter as assigned through Language Arts and discuss elements through Socratic seminars.	Language Arts Department Chair	Teacher analysis of reading comprehension evaluations, class discussions	SRI scores, diagnostic results
2	Students have limited vocabulary.	Students will use the Vocabulary Workshop published by Sadlier/Oxford to develop vocabulary skills and to develop FCAT and SAT reading strategies.	Language Arts Department Chair	Vocabulary quizzes, words in context questions, and use of elevated vocabulary in writing.	Vocabulary Workshop tests, SRI test, FCAT Diagnostics
3	Students performing at Level 3 on FCAT are not challenged to perform to their potential.	Identify high performing level 3 students through meetings between Language Arts teachers and the Social Studies teachers.	Language Arts Dept Chair and Social Studies Dept Chair	Teacher analysis of high performing level 3 student progress and diagnostic testing	Diagnostic tests, SRI, FCAT test
4	There is a need for more challenging course work at the 10th grade level.	The school will offer an AICE language arts program at the 9th and 10th grade level.	Language Arts Chairperson and AP responsible for the English Department.	Teacher analysis of students' reading comprehension and student writing samples.	Diagnostics and FCAT

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.	In FY13 65% of our students will score at level 7 or above.
---	---

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 61% (11) of our students scored at level 7 or above.	In FY13 65% of our students will score at level 7 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students need a better understanding of the test format.	Utilize practice materials provided by test maker Utilizing the three answer model.	ESE Coordinator	Pre and post tests Utilize results of practice exercises.	Student portfolios; Assessment checklists Criterion reference tests
2	Students have poor word attack skills, poor reading comprehension skills.	Instruction word attack skills, sight word practice, cloze activities, organizers to tell stories; instructions utilizing access points.	ESE Coordinator	Pre and post tests Utilize results of practice exercises.	Student portfolios; Assessment checklists Criterion reference 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:	In FY13 69% of our students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 64% (606) of our students made learning gains in reading.	In FY13 69% (870) of our students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking in skills for reading comprehension	All 9th and 10th grade Language Arts, Social Studies and Reading teachers will infuse reading strategies in their lesson plans and FCAT question stems in their tests and quizzes.	Language Arts Dept Chair and Social Studies Dept Chair and AP for content area.	Observation of students using reading strategies to enhance their reading comprehension	Teacher created assessments and diagnostic results
2	Students need to increase their independent reading skills	Students will read at least one outside novel a quarter as assigned through Language Arts	Language Arts Dept Chair	Teacher analysis of reading comprehension evaluations, class discussions	SRI scores and diagnostic results
3	Students need additional instruction.	The school will offer an after school reading tutorial.	Department Chair and AP responsible for the Reading Department	Observation of students using reading strategies to enhance their reading comprehension	Diagnostics and FCAT
4	Content area teachers need additional training in reading comprehension strategies.	Earth & Space teachers and World History teachers will be trained in the use of reading comprehension	Principal and Assistant Principals	Classroom visits and lesson plan reviews.	Diagnostic results and CORE K-12 common assessment results.

		strategies.			
5	Teachers need support to analyze and comprehend student performance data.	All teachers will analyze data available on their students and incorporate appropriate Before, During, and After strategies to improve comprehension of content material.	Content area teachers, Department Chairs and Assistant Principals	Observation of teacher analysis of data and students participating in BDA strategies during classroom walkthroughs.	Teacher created assessments and diagnostic results.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In FY13 70% of our students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 67% (12) of our students made learning gains.	In FY13 70% (14) of our students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students need a better understanding of the test format.	Utilize practice materials provided by test maker Utilize the three answer model	ESE Coordinator	Pre and post tests Utilize results of practice exercises	Student portfolios; Assessment checklists Criterion reference tests
2	Students have poor word attack skills and poor reading comprehension skills.	Instruction word attack skills, sight word practice, cloze activities, organizers to tell stories; instructions utilizing access points.	ESE Coordinator	Pre and post tests Utilize results of practice exercises	Student portfolios; Assessment checklists Criterion reference 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In FY13 67% of our lowest 25% of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 54% (170) of our lowest 25% of students made learning gains.	In FY13 67% (211) of our lowest 25% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are lacking in skills for reading	All 9th and 10th grade Reading, Language Arts,	Language Arts Dept Chair and	Observation of students using reading strategies	SRI, diagnostic and FCAT results,

1	comprehension	and Social Studies teachers will infuse reading strategies into their lesson plans	Social Studies Dept Chair	to enhance their reading comprehension	Reading Counts, and teacher created assessments
2	Students have limited vocabulary	Reading teacher will provide vocabulary support for Language Arts vocabulary curriculum as well as provide an instructional level vocabulary program using Edge.	Department Chair and Assistant principal	Vocabulary quizzes, words in context questions, and use of elevated vocabulary in writing.	SRI,diagnostic and FCAT results
3	Students require information to evaluate their own progress	Teachers will hold Data Chats with reading students on a quarterly basis.	Department Chair and AP for reading.	Classroom visits.	Diagnostics and FCAT
4	Content area teachers need additional training in reading comprehension strategies.	Earth & Space teachers and World History teachers will be trained in the use of reading comprehension strategies.	Principal and Assistant Principals	Classroom visits and lesson plan reviews.	Diagnostic results and CORE K-12 common assessment results.
5	Students have limited vocabulary	Reading teacher will provide vocabulary support for Language Arts vocabulary curriculum as well as provide an instructional level vocabulary program using Edge	Department Chair and Assistant principal	Vocabulary quizzes, words in context questions, and use of elevated vocabulary in writing	Diagnostic and FCAT results

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 will be reduced by 50% in six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	74%	77%	79%	82%	

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:	In FY13 the following ethnicities will increase the percentage of proficient reading students: White: 74% to 80% Black: 36% to 53% Hispanic: 65% to 73% Asian: 72% to 78%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74% (465) Black: 36% (61) Hispanic: 65% (211) Asian: 72% (23)	In FY13 the following ethnicities will increase the percentage of proficient reading students: White: 74% to 80% (524) Black: 36% to 53% (101) Hispanic: 65% to 73% (258) Asian: 72% to 78% (25)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Teachers have a limited	Teachers of these	Assistant principal	Evidence of classroom	Diagnostic and

1	knowledge of students in subgroups.	subgroups will have PD to identify and target the needs of these students	and Department Chair	implementation of PD	FCAT results
2	Content area teachers need additional training in reading comprehension strategies.	9th and 10th grade teachers will be trained in the use of reading comprehension strategies.	Principal and Assistant Principals	Classroom visits and lesson plan reviews.	Diagnostic results and CORE K-12 common assessment results.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of proficient English Language Learners will increase from 27% to 37% in FY13
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 27% (7) of our ELL students were proficient in reading.	The percentage of proficient English Language Learners will increase from 27% to 37% (11) in FY13

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 limited vocabulary	Reading teacher will provide vocabulary support for Language Arts vocabulary curriculum as well as provide an instructional level vocabulary program using Edge	Department Chair and Assistant principal	Vocabulary quizzes, words in context questions, and use of elevated vocabulary in writing	5C.1 Diagnostic and FCAT results
2	Students require information to evaluate their own progress	The reading teachers will hold Data Chats with ELL students on a quarterly basis	Department Chair and AP for reading.	Classroom visits.	Diagnostics and FCAT
3	Students are lacking in skills for reading comprehension.	All 9th and 10th grade ELL teachers will work cooperatively to infuse research based strategies in their lesson plans and FCAT question stems into quizzes and tests.	Language Arts Dept Chair, Social Studies Dept Chair Science Dept Chair Reading Dept Chair AP for each content area	Observation of students using reading strategies to enhance their reading comprehension	Teacher created assessments, FCAT, and diagnostics.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In FY13 55% of SWD will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 46% (53) of SWD were proficient in reading.	In FY13 55% (83) of SWD will be proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking skills for reading comprehension	All 9th and 10th grade Reading, Language Arts and Social Studies teachers will infuse research based reading comprehension strategies in their lesson plans	Language Arts Dept Chair and Social Studies Dept Chair	Observation of students using reading comprehension strategies	SRI, diagnostic and FCAT results
2	Students need the services of both ESE and mainstream teachers.	Provide support facilitation services in reading at all grade levels.	AP for master schedule	Observation of students using reading comprehension strategies	Diagnostics and FCAT
3	Content area teachers need additional training in reading comprehension strategies.	Earth & Space teachers and World History teachers will be trained in the use of reading comprehension strategies.	Principal and Assistant Principals	Classroom visits and lesson plan reviews.	Diagnostic results and CORE K-12 common assessment results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In FY13 58% of our ED students will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 48% (179) of our ED students were proficient in reading.	In FY13 58% (241) of our ED students will be proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need support to analyze and comprehend student performance data	All teachers will analyze data available on their students during meetings with the department chair in order to incorporate appropriate Before, During and After strategies to improve reading comprehension	Department Chair and assistant principal	Observation of teacher analysis of data and students participating in BDA strategies during classroom walkthroughs	Diagnostic and FCAT results
2	Content area teachers need additional training in reading comprehension strategies.	Earth & Space teachers and World History teachers will be trained in the use of reading comprehension strategies.	Principal and Assistant Principals	Classroom visits and lesson plan reviews.	Diagnostic results and CORE K-12 common assessment results.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading data	9th and 10th grade Content Area Classes	Reading Dept Chair	9th and 10th grade content area teachers	monthly	quizzes and lesson plans collected by administrators	Administrators in charge of content areas
FCAT question stem training	9 and 10th grade classes	Reading Department teachers	teachers of 9th and 10th grade students	twice/ grading period	quizzes and Grade Quick printouts collected by administrators	Administrators
Before, During and After Reading Strategies	9th and 10th grade	Reading Dept Chair	teachers of 9th and 10th grade students	bimonthly afterschool meetings	Observations by administrators during classroom walk through	Administrators

Reading Budget:

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

End of Reading 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 percentage of ELL students proficient in Listening/Speaking will increase to 62% (40) in Fy13.
2012 Current Percent of Students Proficient in listening/speaking:	
The percentage of ELL students proficient in Listening/Speaking in FY12 was 58% (34).	
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 students who receive limited educational services. These students are only in school half of the year because they go back to their home country for the other half.	Continue to use differentiated instruction in the ESOL program. Implement Empower 3000 (computer program) to assist/improve their listening skills and listen to novels on cassettes.	ELL Teacher/ Department Chairperson/Assistant Principal	Classroom Assessment; OLDI and oral assessments.	CELLA or movement on the ELDC (English Language Development Continuum)

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:	Increase proficiency in reading to 40% (28) in FY13.
2012 Current Percent of Students Proficient in reading:	
In FY12 35% (21) of our students were proficient in reading.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary.	ELL teacher will provide vocabulary support. Students will use target language dictionaries.	ELL teacher/Department Chair/ Assistant Principal	Vocabulary quizzes	Diagnostics, CELLA
2	Students have limited background knowledge in the area of cultural awareness.	Students will select condensed reading or graphic novels according to their level.	ELL teacher/Department Chair/ Assistant Principal	Teacher created assessments	Diagnostics, CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	In FY13 35% (21) of our students will be proficient in writing.
2012 Current Percent of Students Proficient in writing:	
In FY12 30% (18) of our students were proficient in writing.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have pre-existing weaknesses in their writing such as limited vocabulary,	Students will rewrite at least two of their diagnostic essays so that they may	ESOL Teacher/ Department Chair	The teacher will score/grade the original graphic organizer, the draft and the rewritten	Students' rewritten essays will be scored/graded by

1	limited grammatical structure and lack of transitions.	remediate their weak areas and acknowledge their strengths in compositions. They learn sentence structure, then paragraph writing and finally the five paragraph essay format.	essay to assess the students' grasp of remediated areas.	the individual teachers to determine students' comprehension of needs.
---	--	--	--	--

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	In FY13 at least 50% of the students who scored in levels 4, 5, or 6 in FY12 will move up at least one level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 56% (10) of our students scored in levels 4, 5, or 6.	In FY13 at least 50% (12) of the students who scored in levels 4, 5, or 6 in FY12 will move up at least one level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students need a better understanding of the test format.	Utilizing access points for instruction Utilizing practice materials from test maker Use of manipulatives and calculators Use of real life objects Money and measurement instruction Applying skills in classroom and natural environments.	ESE Coordinator	Pre and post tests Utilizing responses from practice materials	Criterion reference tests Student portfolios Assessment checklists
2	Students have poor skills in solving real life world problems.	Utilize real life scenarios in classroom Utilize real life scenario in natural environments	ESE Coordinator	Pre and post tests Testing in natural environments by demonstrating skills	Criterion reference tests Student portfolios Assessment checklists

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	In FY13 44% of our students will score in levels 7 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 39% (7) of our students scored in levels 7 or above.	In FY13 44% (9) of our students will score in levels 7 and above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers and students	Utilizing access points	ESE Coordinator	Pre and post tests	Criterion

1	need a better understanding of the test format.	for instruction Utilizing practice materials from test maker Use of manipulatives and calculators Use of real life objects Money and measurement instruction Applying skills in classroom and natural environments		Testing in natural environments by demonstration of skills	reference tests Student portfolios Assessment checklists
2	Students have poor skills in solving real life world problems.	Utilizing access points for instruction Utilizing practice materials from test maker Use of manipulatives and calculators Use of real life objects Money and measurement instruction Applying skills in classroom and natural environments	ESE Coordinator	Pre and post tests Testing in natural environments by demonstration of skills	Criterion reference tests Student portfolios Assessment checklists

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	In FY13 50% of our students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 44% (8) of our students made learning gains.	In FY13 50% (11)of our students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students need a better understanding of the test format	Utilizing access points for instruction Utilizing practice materials from test maker Use of manipulatives and calculators Use of real life objects Money and measurement instruction Applying skills in classroom and natural environments.	ESE Coordinator	Pre and post tests Testing in natural environments by demonstration of skills	Criterion reference tests Student portfolios Assessment checklists
	Lack of problem solving skills	Utilizing access points for instruction Utilizing practice materials from test maker Use of manipulatives and calculators	ESE Coordinator	Pre and post tests Testing in natural environments by demonstration of skills	Criterion reference tests Student portfolios Assessment checklists

2	Use of real life objects Money and measurement instruction Applying skills in classroom and natural environments			
---	--	--	--	--

High School Mathematics AMO Goals

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%.		Mathematics Goal # The achievement gap will be reduced by 50% in six years.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	52%	57%	61%	66%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our Algebra proficiency percentage in FY13 will be: white = 74% black = 63% Hispanic = 79%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Our Algebra proficiency percentage in FY12 was: white = 67% (91) black = 54% (49) Hispanic = 74% (78)	Our Algebra proficiency percentage in FY13 will be: white = 74% (82) black = 63% (55) Hispanic = 79% (88)

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	Many Algebra students enter high school with gaps in their math skills.	Level 1 students will be schedule into Algebra 1 and Intensive math.	Guidance counselor and 2012 and 2013 math teacher.	Reveiw student schedules.	Diagnostic results, 9 week comprehension checks, and three Core K-12 reports.
2	Not enough time for remediation.	Math lab will utilize online resources for remediation.	Principal and math tutors.	Math Lab walkthrough and daily sign in.	Diagnostic results.
3	Teachers need to know the lowest 25%.	Teachers will use EDW to target the lowest 25% and have data chats to inform those students of strengths and weaknesses after each diagnostic test.	Assistant Principal for Math Dept. Chairperson, and individual teachers.	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Diagnostic results and Comprehensive Checks.

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:	In FY13 58% of our ELL students will be proficient in Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 11 of 23 ELL students (48%) were proficient in Algebra 1.	In FY13 58% (14)of our ELL students will be proficient in Algebra 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
1	Students not understanding the vocabulary of Algebra I due to the lack of proficiency in the English language.	Placement into Algebra I ELL class with a Spanish (predominant language) speaking teacher.	Guidance Counselor and ELL school coordinator.	Monitoring of progress reports and reports cards.	Diagnostic results and Comprehensive Checks.
2	Students need comprehensive Differentiated Instruction.	Teacher will utilize bellringers and content review for all assessed benchmarks.	Principal and mathematics chairperson.	Teachers will review results of common assessments to determine progress.	Classroom observations and diagnostic assessments.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	53% of our students with disabilities will be proficient in Algebra in FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (53) of our students with disabilities were proficient in Algebra in FY12.	53% (59)of our students with disabilities will be proficient in Algebra in FY13.

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	Many SWD students enter high school with gaps in their math skills.	Assign students to co-teach classes.	SWD coordinator (Suzanne Pollard)	Teachers will review results of common assessments to determine progress.	Diagnostic results and Comprehensive Checks.

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:	In FY13 67% of our economically disadvantaged students will be proficient in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 62% (113) of our economically disadvantaged students were proficient in Algebra.	In FY13 67% (122)of our economically disadvantaged students will be proficient in Algebra.

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	Many economically disadvantaged students enter high school with gaps in their math skills. Additionally, students may not be able to purchase needed supplies.	If necessary, paper, pencil and calculator will be supplied by the teacher.	Principal and Teacher	Monitor the need of supplies in the classroom.	Diagnostic results and Comprehensive Checks.

End of High School Mathematics Goals

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:	Increase the percent at achievement level 3 or above on the Algebra 1 EOC by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 59% (216) of our students passed the Algebra 1 EOC.	In FY13 64% (320) of our students will pass 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	Teachers need common planning time.	Common planning time will be built into the schedule. Teachers will use common planning time to discuss and implement curriculum frameworks.	Assistant Principal for math and Dept. Chairperson.	Review of lesson plans and review of notes from common plan.	Classroom observations.
2	Teachers need common planning time.	Teachers will use part of each LTM to discuss best practices.	Assistant Principal for math and Dept. Chairperson.	Review of lesson plans and agenda for LTM.	Classroom observations.
3	Teachers need access to up to date student achievement data.	Algebra 1 teachers will use the results from the Fall and Winter diagnostic tests.	Algebra 1 teachers, department chairperson, and assistant principal for math.	Review of CORE K-12 reports.	CORE K-12 reports

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In FY13 16% of our students will score in levels 4 or 5 on the Algebra 1 EOC.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 6% (23) of our students scored in levels 4 or 5 on the Algebra 1 EOC.	In FY13 16% (80) of our students will score in levels 4 or 5 on the Algebra 1 EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient instructional time.	Teachers will incorporate online resources available from the textbook publisher for students to complete at home.	Assistant Principal for math and Dept. Chairperson.	Review of lesson plans.	Diagnostic administered twice a year and three CORE K-12 common assessments.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In FY13 67% of our students will pass the geometry EOC exam.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
FY12 geometry levels are not available.	In FY13 67% (391) of our students will pass the geometry EOC exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need common planning time.	Common planning time will be built into the schedule. Teachers will use common planning time to discuss and implement curriculum frameworks.	Assistant Principal for math and Dept. Chairperson.	Review of lesson plans and review of notes from common plan.	Classroom observations.
2	Teachers need common planning time	Teachers will use part of each LTM to discuss best practices	Assistant Principal for math and Dept. Chairperson	Review of lesson plans and agenda for LTM	Classroom observations
3	Teachers need access to up to date student achievement data.	Geometry teachers will use the results from the Fall and Winter diagnostic tests.	Geometry teachers, department chairperson, and assistant principal for math.	Review of CORE K-12 reports.	CORE K-12 reports.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	In FY13 20% of our students will score in level 4 or 5 on
---	---

Geometry Goal #2:	the geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FY12 geometry levels are not available.	In FY13 20% (117) of our students will score in level 4 or 5 on the geometry EOC exam.

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	Insufficient instructional time.	Teachers will incorporate online resources available from the textbook publisher for students to complete at home.	Assistant Principal for math and Dept. Chairperson.	Review of lesson plans.	Diagnostic administered twice a year and three CORE K-12 reports.

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
EOC content training	Algebra 1 and geometry	School District	Algebra 1 and geometry teachers.	Ongoing	Classroom visits	Administration
Writing EOC type questions.	Algebra 1 and geometry.	Jorge Perdomo and Nancy Toussaint.	All math teachers.	November and January LTM.	Classroom visits.	Administration.
Best Practices	All math courses.	Math Chairs.	ALL LTM's and full-day professional development days.	As scheduled by the District.	Lesson Plans and classroom visits.	Administration and Math Chairs.
Use of graphing calculators.	All math courses.	Sal Mucino and Cathy Lakatos.	All math teachers.	October and February LTM.	Classroom visits.	Administration.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school math lab for students needing additional assistance.	Salary	SAC	\$5,200.00
			Subtotal: \$5,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of DOE approved calculators.	Calculators	SAC	\$750.00
			Subtotal: \$750.00
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: \$5,950.00			

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		In FY13 60% of our students will score in levels 4, 5, or 6.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In FY12 56% (5) of our students scored in levels 4, 5, or 6.		In FY13 60% (6) of our students will score in levels 4, 5, or 6.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack Problem solving skills	Utilizing access points for instruction Use of manipulatives and calculators Use of real life objects Money and measurement instruction Applying skills in classroom and natural environments Use of science labs	ESE Coordinator	Pre and post tests - Physical demonstrations of task using manipulatives.	Student portfolios; Assessment checklists Criterion reference tests.
2	Poor reading skills	Instruction word attack skills, sight word practice, cloze activities, organizers to tell stories.	ESE Coordinator	Pre and post tests - Physical demonstrations of task using manipulatives.	Student portfolios; Assessment checklists Criterion reference 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	In FY13 40% of our students will score at level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In FY12 33% (3) of our students scored at level 7 or above.			In FY13 40% (4) of our students will score at level 7 or above.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding test format	Utilizing practice materials from test maker Using the three answer model.	ESE Coordinator	Pre and post tests Physical demonstrations of task using manipulatives.	Student portfolios; Assessment checklists Criterion reference tests
2	Poor reading skills	Instruction word attack skills, sight word practice, cloze activities, organizers to tell stories.	ESE Coordinator	Pre and post tests Physical demonstrations of task	Student portfolios; Assessment checklists Criterion reference tests

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:			67% of our students will earn passing scores on the FY13 Biology EOC.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
2012 Biology level data is not available.			67% (432) of our students will earn passing scores on the FY13 Biology EOC.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need comprehensive differentiated instruction	1.1. Teachers will utilize bellringers and content review for all assessed Benchmarks Teachers will provide hands –on lab activities weekly After-school tutorials will be provided on a weekly basis	Principal Science Dept. Chairs	Teachers will review results of common assessments to determine progress. Students schedules will be reviewed for proper student placement.	Classroom observations. Diagnostic assessments. Checklist.
2	All EOC assessed benchmarks are not covered in the textbook.	Teachers will utilize Learning Village for additional benchmark resources.	Principal Science Dept. Chairs	Review of common assessments.	Diagnostic assessments and classroom observations.

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

2. Students scoring at or above Achievement

Levels 4 and 5 in Biology. Biology Goal #2:	25% of our students will score at level 4 or higher on the FY13 Biology EOC.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
2012 Biology level data is not available.	25% (161)of our students will score at level 4 or higher on the FY13 Biology EOC.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need comprehensive differentiated instruction.	Teachers will utilize bellringers and content review for all assessed Benchmarks Teachers will provide hands –on lab activities weekly. After-school tutorials will be provided on a weekly basis.	Principal Science Dept. Chairs	Teachers will review results of common assessments to determine progress. Students schedules will be reviewed for proper student placement (honors vs regular).	Classroom observations Diagnostic assessments. Checklist.
2	All EOC assessed benchmarks are not covered in the textbook.	Teachers will utilize Learning Village for additional benchmark resources.	Principal Science Dept. Chairs	Review of common assessments.	Diagnostic assessments and classroom observations.

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
Sharing of Best Practices.	Biology	Science Department Chairs.	All Biology teachers.	All LTM meetings and common planning periods,	Science Chairs and/or principal attends all sessions.	Principal and Science Department Chairs.

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	99% of our students will score at level 3.0 or above on the FY13 Writing exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% (642) of our students scored at 3.0 or above on the FY12 FCAT Writing exam.	99% (655) of our students will score at level 3.0 or above on the FY13 Writing exam.

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 pre-existing weaknesses in their writing.	Students will rewrite at least two of their diagnostic essays so that they may remediate their weak areas and acknowledge their strengths in compositions.	Assistant Principal for English, Department Chairpersons and Individual Teachers.	The teacher will score/grade both the original and the rewritten essays to assess the students' grasp of remediated areas.	Students' rewritten essays will be scored/graded by the individual teachers to determine students' comprehension of needs.
2	Students are not proficient or habitual writers.	Require students to write three essays/writing samples per quarter (including the diagnostic essays as part of the three) to provide students with ample opportunities to explore a variety of writing styles and topics and to encourage students to improve their skills in the writing process.	Assistant Principal for English, Department Chairpersons and Individual Teachers.	Persons responsible will review portfolios to determine that a variety of essays/writing samples are assigned and evaluated in a positive manner.	Student portfolios and teacher records will be reviewed to determine adherence to essay/writing sample requirements.

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:	70% of our students will score at level 4.0 or higher on the FCAT Writing exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12 61% (404) of our students scored at level 4.0 or higher on the FCAT Writing exam.	70% (463) of our students will score at level 4.0 or higher on the FCAT Writing exam.

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 to develop proficiency in grammar conventions so they can write more effectively.	English I and II teachers will educate students in grammatical usage, mechanics, and spelling.	Assistant Principal for English, Department Chairperson, and individual teachers.	Improvement in student writing. Grammar test results.	Palm Beach Writes prompts, grammar tests, and writing prompts.
2	Students need to experience reading and responding to online articles and materials.	Students will do online research and they will read articles online and will respond to them in writing.	Assistant Principal for English, Department Chairperson, and individual teachers.	Teachers will assign and collect articles from the kellygallagher.org site. Student will present research information gathered using online sources.	Student generated reports and responses will be placed in writing portfolios.

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
SEES writing workshop.	9-12	Candace Vollrath	All teachers of 9th and 10th grade students.	LTM day	Writing samples brought to next meeting.	Principal and designated persons.
Best practices in writing instruction and scoring.	9-12	Department Chairs.	All English teachers.	All LTM's and common planning periods.	Department Chairs and/or assistant principal attend all sessions. Strategies noted as being used during walkthroughs.	Assistant principal (Kozlowski) and Department Chairs.

Writing Budget:

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

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	75% of our students will score in the State's top two thirds on this year's exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available.	75% (382) of our students will score in the State's top two thirds on this year's exam.

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	Level 1 and 2 readers have difficulty comprehending and evaluating primary source documentation for meaning and importance.	Teachers will implement the DBQ project to practice interpretation of primary source documents.	Department chairs and administration.	Common teacher-made assessments.	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 U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	9-12	Laurie Cotton	All social studies teachers	10/13/12	Classroom visits.	Department chairs and administration.

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In FY13 88% of our students will be absent for fewer than ten school days.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In FY12 86% (2098) of our students were absent for fewer than ten school days.	In FY13 88% (2147) of our students will be absent for fewer than ten school days.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
356	No more than 12% (293) of accountability students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
175 (equals 7% os accountability students).	No more than 6% (146) of accountability students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As the school year progresses, students have increased unexcused absences and tardies.	Assign consequences such as detentions and Saturday School to students who skip and/or have excessive tardies. Partially base parking permits on attendance and tardies. Maintain the use of ParentLink and PockeTracker.	Assistant Principal's	Review EDW reports	EDW RXOOA0197

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		To reduce the number of students suspended out of school and/or in school by 5%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
559		531			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
270		257			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
177		168			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
119		113			
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
	Students have not yet developed strategies to resolve interpersonal	Student discipline will incorporate the following techniques:	Assistant Principals, Vic Navarro, Suzanne	EDW Reports, Quarterly Discipline Reports, District Matrix	EDW Report: RX00A0197

1	conflicts	Peer Mediation, School Based Team, Data Counselor, Use of In School Suspension and Mentoring programming.	Pollard, Claudia Penry		
2	ATOSS is no longer available to our students.	SwPBS - increased emphasis on teacher intervention prior to referral, decreasing the number of days out of school for first offenses.	Assistant Principals, Vic Navarro, Suzanne Pollard, Claudia Penry, Classroom teachers	EDW Reports, Quarterly Discipline Reports	EDW Report: RXOOA0197

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	To not allow current YTD Dropout rate of 3% (68) to increase.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Current YTD is 3% (68)	3% (68)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
87%	88%

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 fall behind in credits and GPA during their 9th grade year.	Implementation of a 9th grade academy for those students enrolled in Algebra 1. These students will be taught by a team of teachers; algebra, English, and Earth & Space. Teachers on the team will have common planning.	Mario Crocetti, Mike Kozlowski, Henry Paulk, Elizabeth Calvente - Torres	Review of progress reports, report cards, attendance records, and discipline records.	EDW graduation cohort report.

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During FY12 54% of the students in our lowest 25% reading group made learning gains. Our goal is to increase the percentage of students in this group who make learning gains by increasing parent involvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
No baseline data exists.	There will be direct school to home communication for every student in this group. Learning gains for this group will increase to 67% (211).

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	Some parents may find it difficult to arrange for parent-teacher conferences.	We will attempt to schedule at least one parent-teacher conference for every student in this group.	Guidance and ESE Contact	Maintain a list of parent - teacher conferences and cross reference with the students in this group.	FCAT Reading Scores
2	Some parents may not receive their Edline activation codes or may experience difficulty in using the site.	Unactivated Edline codes will be mailed home to parents. Parents will also receive a contact number that they may call for assistance in utilizing Edline.	Tech Coordinator	Maintain a list of unactivated accounts.	FCAT Reading scores
3	Some parents may not have access to the Internet and will not receive emails from the	In addition to Edline, we will begin to use the automated phone dialer system to deliver this	Principal and AP	Maintain a log of school to home phone messages.	FCAT scores

	principal regarding school activities.	information to parents.			
4	Some parents may want to be more involved in the academic process, but may be unsure as to how to participate.	We will promote the act of parents and students reading some of the assigned novels in English and Reading classes.	English and Reading Department Chairpersons.	Copies of communications sent home requesting parent involvement. Anecdotal student and parent accounts of the activity.	FCAT scores

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
1	The school does not offer an information management course.	Schedule the course for FY13, hire a teacher with industry certification, and provide necessary hardware, software, and textbooks.	Jim Marshall	Completion of the course with a grade of A or B and/or pass the industry exam(s).	Student grades and Microsoft Industry certification 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
Various Topics	9-12	District CTE staff	Bonnie Roberto and Jim Marshall	ongoing	Student progress reports, report cards, industry certification exam results.	Jim Marshall and Mario Crocetti

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
Textbooks	Microsoft Office: Introduction by Shelley/Vermant	Internal Accounts	\$3,162.00
			Subtotal: \$3,162.00
			Grand Total: \$3,162.00

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:		To increase enrollment in upper levels of the CTE courses.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not had access to practicing professionals.	Students in all Level 1 CTE courses will have a minimum of two contacts with practicing professionals this school year.	Jim Marshall	Increase in enrollment in upper level courses. Student survey to evaluate student response to interactions with practicing professionals.	Survey and course enrollment forms.

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
Various Topics	9-12	District CTE staff	WCHS CTE Faculty	As scheduled by the District.	Classroom visits.	Jim Marshall and assistant principal.

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
Field trips to industry sites.	Transportation (bus) expenses.	Business partners and CTE internal accounts.	\$3,600.00

Subtotal: \$3,600.00

Grand Total: \$3,600.00

End of CTE Goal(s)

Additional Goal(s)

Reduction in Fighting Goal:

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

1. Reduction in Fighting Goal Reduction in Fighting Goal #1:	To reduce the number of physical aggression type incidents on our campus.
2012 Current level:	2013 Expected level:
In FY12 there were 13 physical aggression incidents, one physical battery incident, and 43 fights on our campus. 57 total incidents. EDW A0494	In FY13 there will be 46 or fewer such incidents on our campus (a 20% reduction).

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	Budget cuts over the past few years have resulted in the loss of one school police officer, one school police aide, and three monitors.	Provide the funding needed to hire three substitute teachers per day. These substitute teachers will assist in monitoring the campus.	AP, Mike Kozlowski	Monitoring hallways. Monitoring quarterly discipline reports.	Year-end discipline reports.
2	Some students may not know the school rules.	Hold grade level discipline assemblies during the first week of school. Increase focus on the Wellington Way: Respect for self, respect for others, and respect for your environment (SwPBS),	AP's, Mike Kozlowski, Elizabeth Calvente-Torres, and Henry Paulk.	Monitor student behavior. Monitoring quarterly discipline reports.	Year-end discipline reports.
3	Class changes provide an opportunity for fighting.	Revise class change procedures to decrease opportunities for fighting. Increased emphasis on getting students to class on time.	AP's, Mike Kozlowski, Elizabeth Calvente-Torres, and Henry Paulk.	Monitor student behavior. Monitoring quarterly discipline reports.	Year-end discipline reports.
4	Some students have difficulty in verbally addressing their concerns regarding the behavior of others.	Increase our use of Peer Mediation.	Mike Kozlowski and Vic Navarro.	Monitor student behavior. Monitoring quarterly discipline reports.	Year-end discipline reports
5	Students who have fallen behind academically are more likely to act out.	Implementation of a freshmen academy focusing on students enrolled in Algebra 1. These students will meet regularly with administration if their grades begin to fall.	AP's, Mike Kozlowski, Elizabeth Calvente-Torres, and Henry Paulk.	Monitor student behavior. Monitoring quarterly discipline reports.	Year-end discipline reports.
6	Some students with anger issues are not readily willing to receive services.	Working on anger management with our DATA counselor and/or BIA will be offered in place of ISS and/or OSS in certain circumstances.	AP's, Mike Kozlowski, Elizabeth Calvente-Torres, and Henry Paulk, Deb Church, BIA and DATA Counselor, Claudia	Monitor student behavior. Monitoring quarterly discipline reports.	Year-end discipline reports.

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

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

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

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
Use three substitute teachers to assist in monitoring the campus.	salary	operating budget	\$51,000.00
			Subtotal: \$51,000.00
			Grand Total: \$51,000.00

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
Mathematics	After school math lab for students needing additional assistance.	Salary	SAC	\$5,200.00
				Subtotal: \$5,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Use of DOE approved calculators.	Calculators	SAC	\$750.00
				Subtotal: \$750.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Textbooks	Microsoft Office: Introduction by Shelley/Vermant	Internal Accounts	\$3,162.00
CTE	Field trips to industry sites.	Transportation (bus) expenses.	Business partners and CTE internal accounts.	\$3,600.00
Reduction in Fighting	Use three substitute teachers to assist in monitoring the campus.	salary	operating budget	\$51,000.00
				Subtotal: \$57,762.00
				Grand Total: \$63,712.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/23/2012)

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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

One new black member will be added to the SAC at the January 16, 2013 meeting. This will put the school in compliance with all membership provisions.

Projected use of SAC Funds	Amount
Math Tutorial - \$5,200. Math calculators - \$750.00	\$5,950.00

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

The SAC will provide input in the development of the SIP, will assist in monitoring the implementation of the SIP, will review the school's accreditation reports, and will provide input in the accreditation process.

Each SAC has the authority to exercise the functions and duties provided to SACs by the Florida Statutes and State Board of Education rules, but has no powers or duties now reserved by law to the Board. Pursuant to Fla. Stat. §1001.452(1)(a), the SAC shall be the sole body responsible for final decision-making at the school relating to implementation of Fla. Stat. §§1001.42(18) and 1008.345, regarding school improvement and accountability. Each SAC has the authority to exercise the functions and duties provided to SACs by the Florida Statutes and State Board of Education rules, but has no powers or duties now reserved by law to the Board. Pursuant to Fla. Stat. §1001.452(1)(a), the SAC shall be the sole body responsible for final decision-making at the school relating to implementation of Fla. Stat. §§1001.42(18) and 1008.345, regarding school improvement and accountability.

Each SAC shall assist in the preparation and evaluation of the school improvement plan required by Fla. Stat. §1001.42(18). Technical assistance from the DOE may be requested as needed.

Each SAC shall assist in the preparation of the school's annual budget and plan as required by Fla. Stat. §§1001.452(2) and 1008.385(1).

As required by Fla. Stat. §1008.36(4), school recognition funds "must be used for purposes listed in Fla. Stat. §1008.36(5) as determined jointly by the school's staff and school advisory council." For purposes of this subsection, "school staff" means all employees assigned to that school at the time of the decision.

Pursuant to Fla. Stat. §1008.36(5), school recognition funds must be used for any of the following:

Nonrecurring bonuses to the faculty and staff;

Nonrecurring expenditures for educational equipment or materials to assist in maintaining and improving student performance; or

Temporary personnel for the school to assist in maintaining and improving student performance.

Pursuant to Fla. Stat. §1008.36(4), if school staff and the school advisory council cannot reach agreement by the date specified in the Statute, "the awards must be equally distributed to all classroom teachers currently teaching in the school." The term "classroom teachers" is defined in Fla. Stat. §1012.01(2)(a) as "staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education, including substitute teachers" who are assigned to that school as of the deadline stated above. (The term does not include other instructional personnel which are separately defined in Fla. Stat. §1012.01(2)(b)-(e)).

Each SAC shall have access to the District's web site as a means of providing information to the public and other SACs consistent with its duties as provided by law and this policy.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District WELLINGTON HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	87%	88%	60%	299	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	58%	74%			132	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?	48% (NO)	56% (YES)			104	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					545	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District WELLINGTON HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	88%	91%	62%	307	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	63%	77%			140	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?	53% (YES)	65% (YES)			118	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					565	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested