

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: G-STAR SCHOOL OF THE ARTS

District Name: Palm Beach

Principal: Kim Collins

SAC Chair: Anita Mitchell

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 10/21/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Kim Collins	Bachelor of Science Master of Educational Leadership Biology 6-12, Educational Leadership	10	8	2011-12 Grade: Pending  2010-2011 Grade: A Reading-(High Standards:63%, Learning Gains: 60%, Learning Gains of Lowest 25%: 59%) Math-(High Standards:82%, Learning Gains: 76%, Learning Gains of Lowest 25%: 65%) Writing-(High Standards: 90%) Science-(High Standards: 56%) AYP-(90% Criteria Met)  2009-2010 Grade: A Reading-(High Standards:54%, Learning Gains: 54%, Learning Gains of Lowest 25%: 43%) Math-(High Standards:80%, Learning Gains: 75%, Learning Gains of Lowest 25%: 62%) Writing-(High Standards: 91%) Science-(High Standards: 55%) AYP-(87% Criteria Met)  2008-2009 Grade: C (Assistant Principal/Interim Principal); Reading-(High Standards: 44%, Learning Gains: 46%, Learning Gains of Lowest

					25%: 39%) Math-(High Standards: 79%, Learning Gains 75%, Learning Gains of Lowest 25%: 63%) Writing-(High Standards:85%) Science-(High Standards: 48%) AYP-(90% Criteria Met)
Assis Principal	Anthony Andrepont	Bachelor of Arts Master of Divinity Social Studies 6-12	7	5	2011-12 Grade: Pending  2010-2011 Grade: A Reading-(High Standards:63%, Learning Gains:60%, Learning Gains of Lowest 25%: 59%) Math-(High Standards:82%, Learning Gains: 76%, Learning Gains of Lowest 25%: 65%) Writing-(High Standards: 90%) Science-(High Standards: 56%) AYP-(90% Criteria Met)  2009-2010 Grade: A Reading-(High Standards:54%, Learning Gains:54%, Learning Gains of Lowest 25%: 43%) Math-(High Standards:80%, Learning Gains: 75%, Learning Gains of Lowest 25%: 62%) Writing-(High Standards: 91%) Science-(High Standards: 55%) AYP-(87% Criteria Met)  2008-2009 Grade: C Reading-(High Standards:44%, Learning Gains: 46%, Learning Gains of Lowest 25%: 39%) Math-(High Standards: 79%, Learning Gains 75%, Learning Gains of Lowest 25%: 63%) Writing-(High Standards:85%) Science-(High Standards: 48%) AYP-(90% Criteria Met)
Assis Principal	Shanna Woodside	Bachelor of Science Master of Education Mathematics 6-12, Computer Science K-12	9	3	2011-12 Grade: Pending  2010-2011 Grade: A Reading-(High Standards:63%, Learning Gains:60%, Learning Gains of Lowest 25%: 59%) Math-(High Standards:82%, Learning Gains: 76%, Learning Gains of Lowest 25%: 65%) Writing-(High Standards: 90%) Science-(High Standards: 56%) AYP-(90% Criteria Met)  2009-2010 Grade: A Reading-(High Standards:54%, Learning Gains:54%, Learning Gains of Lowest 25%: 43%) Math-(High Standards:80%, Learning Gains: 75%, Learning Gains of Lowest 25%: 62%) Writing-(High Standards: 91%) Science-(High Standards: 55%) AYP-(87% Criteria Met)
Assis Principal	Eli Alkobey	Bachelor of Arts	4	1	2011-12 Grade: Pending

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	April Leach	Bachelor of Arts, Master of Arts in Education: Reading PreK-12  Professional Educator's: Art, (grades K - 12); English, (grades 6 - 12); Reading Endorsement	2	5	2011-12 Grade: Pending  2010-2011 Grade: A Reading-(High Standards:63%, Learning Gains:60%, Learning Gains of Lowest 25%: 59%) Math-(High Standards:82%, Learning Gains: 76%, Learning Gains of Lowest 25%: 65%) Writing-(High Standards: 90%) Science-(High Standards: 56%) AYP-(90% Criteria Met)  2009-2010 Grade: B (John I Leonard HS) Reading-(High Standards:36%, Learning Gains:41%, Learning Gains of Lowest 25%: 39%) Math-(High Standards: 71%, Learning Gains:68%, Learning Gains of Lowest 25%: 51%) Writing-(High Standards: 87%) Science-(High Standards: 40%)

					2008-2009 Grade: A (John I Leonard HS) Reading-(High Standards: 39%, Learning Gains: 50%, Learning Gains of Lowest 25%: 46%) Math-(High Standards: 72%, Learning Gains: 77%, Learning Gains of Lowest 25%: 66%) Writing-(High Standards: 90%) Science-(High Standards: 46%)
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### 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	Conduct regular meetings with new teachers	Principal Assistant Principal	On-going	
2	Provide mentoring for new teachers	Principal Assistant Principal Instructional Leaders	On-going	
3	Regular meetings of Professional Learning Communities (PLCs)	Principal Assistant Principal Instructional Leaders	On-going	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	0

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	8.7%(6)	44.9%(31)	36.2%(25)	10.1%(7)	39.1%(27)	100.0%(69)	13.0%(9)	7.2%(5)	27.5%(19)

### 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
Aurora Arguedas	Yenesil Solis	World Language Instructional Leader	Weekly/Monthly Meetings, Classroom Observations, Technology Training
Ismael Martinez	Lisa Armstrong Michael Kurtz Ryan Mathews	Social Science Instructional Leader	Weekly/Monthly Meetings, Classroom Observations, Technology Training

Kathryn Tarquinio	Andrea Champagne Steve Fornari	Film and Digital Media Instructional Leader	Weekly/Monthly Meetings, Classroom Observations, Technology Training
Marie Hudson Jhamilet Hawkins	Phyllis Commisso Daniel Richardson David Beckman	Mathematics Instructional Leaders	Weekly/Monthly Meetings, Classroom Observations, Technology Training
Kimberle Teper	Laura Roth	PE/Health Instructional Leader	Weekly/Monthly Meetings, Classroom Observations, Technology Training
April Leach	Elise Lever	Reading Coach 6+ years	Weekly/Monthly Meetings, Classroom Observations, Technology Training
Scott Adams Katie Coyne	Nicole Mayer	Science Instructional Leaders	Weekly/Monthly Meetings, Classroom Observations, Technology Training

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

n.a.

Title I, Part C- Migrant

n.a.

Title I, Part D

n.a.

Title II

n.a.

Title III

n.a.

Title X- Homeless

n.a.

Supplemental Academic Instruction (SAI)

n.a.

Violence Prevention Programs

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

Nutrition Programs

n.a.

Housing Programs

n.a.

Head Start

n.a.

Adult Education

n.a.

Career and Technical Education

n.a.

Job Training

n.a.

Other

Required Instruction Listed in 1003.42(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.

Kim Collins (Principal)  
 Amanda Sammacro(Guidance Counselors & RTi Leader)  
 Joseph Priest(Guidance Counselors)  
 Janet Sprague (Guidance Counselors)  
 April Leach (Reading Coach)  
 Anthony Andrepont (Assistant Principal)  
 Shanna Woodside( Assistant Principal)  
 Eli Alkobey (Assistant Principal)  
 Ryan Blanton (ESE Coordinator)  
 Yvonne Hepburn (School Nurse)

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 Rti/SBT team meet every third Tuesday of each month for the following activities:  
 \* identify and support students with academic, emotional and behavioral concerns.  
 \* discuss and develop intervention plans that addresses students' needs.

The Rti/SBT team members also collaborates regularly through departmental meetings to discuss solutions, make decisions, and evaluate implementation of instruction/interventions for students.

Principal - Provides a common vision for the use of data-based decision-making; Ensures that the school-based team is implementing RTI; Conducts assessment of Rti skills of school staff; Ensures implementation of intervention support and documentation; Ensures adequate professional development to support RTI implementation;

Guidance Counselor -Provide services and insights on students' academic, emotional, and behavioral issues.

Reading Coach – Develops, leads, and evaluates Reading program; Identifies research based reading intervention strategies; Identifies students needs; assist in the monitoring, data collection, and analysis of students that need interventions; Provide interventions to at-risk students; Design and deliver professional development training.

ESE Coordinator - Participates in student data collection; assist in the decision of further assessment; collaborates with teachers through facilitation or consultation.

Assistant Principal – Supports data-base decision making; ensures implementation of instruction/intervention; coordinates professional development, support RTI implementation; Communicates with parents regarding school-based Rti plans and activities.

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

Members of the Rti Leadership team and department instructional leaders were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop school's goals and strategies. Activities included discussion of FCAT results, the progress of the lowest 25%, meeting AYP and the progress of AYP subgroups.

Instructional strategies were also discussed and set expectations of instructions for the 2012-13 school year. The Rti team

will collaborate to increase overall student achievement. The RtI leadership will utilize the previous and current data to provide the appropriate interventions throughout the school year.

The School Improvement Plan will become the document which guides the work of the RtI Leadership Team.

### 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.

The following data will be collected and monitored by the RtI Leadership Team to provide appropriate interventions for those students not making progress.

Baseline data:

- \* FCAT 2.0 Reading Spring 2012
- \* Palm Beach County CORE K-12 Fall Diagnostics
- \* Palm Beach Writes
- \* Algebra 1 End-Of-Course Assessment Spring 2012
- \* Biology End-Of-Course Assessment Spring 2012

Midyear data

- \* Palm Beach County CORE K-12 Winter Diagnostics
- \* Palm Beach Writes
- \* Interim Benchmark Assessments
- \* PERT Scores Winter 2013

End of year data

- \* FCAT Writing Spring 2013
- \* FCAT 2.0 Reading Spring 2013
- \* Advanced Placement, SAT, and ACT Scores
- \* Algebra 1 End-Of-Course Assessment Spring 2013
- \* Biology End-Of-Course Assessment Spring 2013

Describe the plan to train staff on MTSS.

The RtI leadership team will provide professional development opportunities to faculty and staff on scheduled LTM/PDD days. Topics will include school improvement, classroom strategies, data interpretation, and technology integration.

Describe the plan to support MTSS.

G-Star will implement the Coaching Continuum Model which is designed to improve instruction while adhering to all components of the coaching cycle. The coaching cycle includes pre-conferencing, modeling, co-teaching, observing, and a follow-up conference.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Kim Collins (Principal)  
April Leach (Reading Coach & Facilitator)  
Shanna Woodside (Assistant Principal)  
Kathryn Tarquinio [Instructional Leader-Digital Media]  
Jeff Snow [Instructional Leader-Language Arts]  
Janice Webber [Instructional Leader-Language Arts]  
Ismael Martinez [Instructional Leader-Social Studies]  
Marie Hudson [Instructional Leader-Mathematics]  
Jhamilet Hawkins [Instructional Leader-Mathematics]  
Matt Stabile [Instructional Leader-Acting]  
Kimberle Teper [Instructional Leader-Health/PE]  
Aurora Arguedas [Instructional Leader-World Languages]  
Steve Weiss [Instructional Leader-World Languages]

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

Meetings are held on the second Tuesday of each month, directly following the Instructional Leadership Meetings. The Reading Facilitator address issues from prior meetings and presents other topics relevant to literacy. The instructional leaders provide feedback and data from their respective departments. The facilitator documents the meetings and provides follow-up information.

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

A major incentive for the LLT is to continuously improve and expand upon our current literacy initiatives for all students and staff. The initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers. The LLT will provide multiple professional development opportunities that expand literacy teaching of differentiated instructional strategies that focus on increasing vocabulary throughout all content areas. Professional development will be continuous throughout the school year.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

Department and subject area teachers shall participate in common planning in which research based reading strategies are identified and applied to lesson plans. Professional Development Days will be used to instruct faculty in effective reading and vocabulary strategies that will be utilized to differentiate instruction in their respective disciplines. All teachers will participate in the school wide reading strategy (timed readings) where a segment of time will be designated to reading and comprehension.

### \*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?

G-Star students are given the opportunity to take Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, Preparatory Program, and Advanced Placement courses. In these courses, students obtain real-world experience and skills that are directly linked to their future careers. To strengthen the relationship among content, major, and future careers, interdisciplinary connections will be emphasized school-wide.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students select courses according to their major (Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, Preparatory Program, and Advanced Placement) or area of interest. Each Spring, students complete a course selection form and obtain the appropriate teacher signatures for advanced courses. The selection form is sent home for parental review and signature. The completed form is returned to the school's guidance counselors for final approval. College recruitment, film projects, art projects, area competitions are held throughout the school year. These experiences provide additional opportunities for the students in making future course and career decisions.

## 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

In order to prepare students for post-secondary studies and careers, the school has increased the rigor in its curriculum by increasing the participation in Honors, Dual Enrollment, and Advanced Placement courses. Students select courses through discussions and recommendations from teachers, parents, and guidance counselors. For students considering Advanced Placement course informational meetings and open house events are held with parents and students prior to enrollment in order to communicate the expectations of coursework. In conjunction with advanced courses, the school also offers curriculum in SAT/ACT Preparation, Career/College Research, and Financial Math.

College recruitment opportunities are scheduled on the school campus and the school district throughout the year to explore post-secondary opportunities.



## 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:	Increase the percentage of students achieving proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (439)	70% (457)

#### 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	None	All students will receive daily reading practice in fluency and comprehension.	Assistant Principal Reading Coach	Implementation of scheduled timed reading practice in the core content subjects.  Classroom walkthrough/Student agendas that contain comprehension and fluency progress charts for each core subject area	FCAT Fall and Winter Diagnostics  Benchmark Assessments
2	None	Teachers will incorporate or increase vocabulary usage in core content areas via word walls, flash cards, or other strategies.	Assistant Principal Language Arts Instructional Leader  Science Instructional Leader  Math Instructional Leaders  Social Science Instructional Leaders	Teacher and student monitor performance and progress of weekly assessments.	Teacher created quizzes  FCAT Fall and Winter Diagnostics.

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

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

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

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:	Increase the percentage of students achieving above proficiency (Level 4 and 5) by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (240)	39%

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	None	All students will receive daily reading practice in fluency and comprehension.	Assistant Principal Reading Coach	Implementation of timed readings in the core content areas.  Classroom Walkthroughs  Student agendas that contain comprehension and fluency progress charts	FCAT Fall and Winter Diagnostics  Benchmark Assessments
2	None	Teachers will incorporate or increase vocabulary usage in core content areas via word walls, flash cards, or other strategies.	Assistant Principal Language Arts Instructional Leader  Science Instructional Leader  Math Instructional Leaders  Social Science Instructional Leaders	Teacher and student monitor performance and progress of weekly assessments.	Teacher created assessments/quizzes.  FCAT Fall and Winter Diagnostics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	n.a.
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
n.a.		n.a.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the percentage of students making learning gains by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (337)	65%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	All students will receive daily reading practice in fluency and comprehension.	Assistant Principal Reading Coach	Implementation of scheduled timed readings in the core content areas.  Classroom walkthroughs  Student agendas that contain comprehension and fluency progress charts for the core content areas.	FCAT Fall and Winter Diagnostics  Benchmark Assessments
2	None	Teachers will incorporate or increase vocabulary usage in the core content areas via word walls, flash cards, or other strategies.	Assistant Principal  Language Arts Instructional Leader  Science Instructional Leader  Math Instructional Leaders  Social Science Instructional Leaders	Teacher and students monitor performance and progress of weekly assessments.	Teacher created assessments/quizzes  FCAT Fall and Winter Diagnostics

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:		n.a.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
n.a.		n.a.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:		Increase the percentage of learning gains made by the Lowest 25% to 65%		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
63%		65%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	All level 1 students will be enrolled in Intensive Reading courses. The EDGE reading program will be utilized in these courses.  Pullouts for Level 2 students will be content specific based on the class they are attending.	Principal  Reading Coach	Review enrollment data  Classroom walkthroughs	Benchmark Assessments  FCAT Fall and Winter Diagnostics
2	Attendance	All Level 1 and 2 students will receive individualized supplemental reading instruction.	Principal  Reading Coach	Classroom walkthroughs	Benchmark Assessments  FCAT Fall and Winter Diagnostics
3	Some students may lack transportation to attend FCAT Saturday workshops	Level 1 and 2 students will participate in FCAT Saturday Workshops	Principal  Reading Coach	Plan and implement FCAT Saturday workshops with LLT.  Workshop observations and walkthroughs	Mini-Benchmark Assessments  FCAT Spring Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By the 2016-17 school year, 84% of student will score at satisfactory reading levels.					
Baseline data 2010-2011		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	76%	79%	81%		

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:	Based on the 2012 FCAT results, White, Black, and Hispanic students made AYP. The 2013 goal is to increase all subgroups level of performance by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74% (221), Black: 57% (67), Hispanic: 66% (143)	White: 76%, Black: 59%, Hispanic: 68%

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	None	Subgroups not making AYP and who are Level 1 students will be enrolled in Intensive Reading courses. The EDGE reading program will be utilized in these courses.  Pullouts for level 2 students will be content specific based on the class they are attending.	Principal Reading Coach	Review enrollment data  Classroom walkthroughs	Benchmark Assessments  FCAT Fall and Winter Diagnostics
2	Some students may lack transportation to remain after school.	Students will be given opportunities throughout the year for tutoring during lunch or after school.	Assistant Principal	Schedule tutoring sessions	Benchmark Assessments  FCAT Fall and Winter Diagnostics
3	Some students may lack transportation to attend FCAT Saturday Workshops	Subgroups not making AYP who are Level 1 and 2 students will participate in FCAT Saturday Workshops.	Principal Reading Coach	Plan and Implement FCAT Saturday workshops with the LLT  Workshop observations and walkthroughs	Mini Benchmark Assessments  FCAT Spring Assessment

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

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

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:	Increase the level of performance for SWD subgroups by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (20)	43%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	All students will receive daily reading practice in fluency and comprehension	Assistant Principal Reading Coach	Implementation of timed readings in core content areas  Classroom Walkthroughs  Student agendas that contain comprehension and fluency progress charts	Fall & Winter Diagnostics  Benchmark Assessments
2	None	Teachers will incorporate or increase vocabulary usage in the core content areas via word walls, flash cards, and other strategies	Assistant Principal ELA Instructional Leader Science Instructional Leader Math Instructional Leaders Social Science Instructional Leader	Teacher and students monitor performance and progress of weekly assessments	Teacher created assessment and quizzes  Fall & Winter 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the percentage of economically disadvantaged students making AYP by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63%(180)		65%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may lack transportation to remain after school. Other students may experience tutoring conflicts during lunch.	Students will be given opportunities throughout the year for tutoring during lunch and after school.	Assistant Principal	Schedule tutoring sessions	Benchmark assessments FCAT Fall and Winter Diagnostics
2	Some students may lack transportation to attend workshops.	Subgroups not making AYP who are level 1 and level 2 students will participate in Saturday FCAT workshops.	Principal Reading Coach	Plan and implement FCAT Saturday workshops with Core Instructional Leaders  Workshop observations	Benchmark mini-assessments FCAT Spring Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Interdisciplinary Plan	9-12	Principal Assistant Principal	School-Wide	August 2012 Pre-School	Discussions with Instructional Leaders Discussions within Professional Learning Communities Lesson Plans Classroom Observations and Walkthroughs	Principal Assistant Principal
K-12 Effective Curriculum Practices	9-12	PD Facilitator	All Instructional Staff	On-going (LTM/PDD Days)	Assignments submitted by teachers to PD Facilitator Lesson Plans Classroom Observations and Walkthroughs Discussions within Professional Learning Communities	Principal Assistant Principal PD Facilitator
Educational Data Warehouse (EDW) Training	9-12	EDW Trainer	All Instructional Staff	October LTM/PDD (Academic Teachers) November LTM/PDD (Elective Teachers)	Lesson Plans Discussions with Instructional Leaders Discussions within the Professional Learning	Principal Assistant Principal

					Communities	
Performance-Based Evaluation Training	9-12	Principal PD Facilitator	All Instructional Staff and Administrative Staff	On-going (LTM/PDD Days)	Assignments submitted by each committee to PD Facilitator	Principal Assistant Principal PD Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will incorporate or increase vocabulary usage in core content area via word wall, flashcards, and other strategies	Vocabulary for Achievement	School Budget	\$3,290.00
Subgroups not making AYP who are level 1 and level 2 students will participate in Saturday FCAT workshops	Material and Teaching Stipend	School Budget	\$1,280.00
			Subtotal: \$4,570.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,570.00

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:	Maintain student proficiency levels
2012 Current Percent of Students Proficient in listening/speaking:	
100%	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to



	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	None	All students will receive daily reading practice in fluency and comprehension	Assistant Principal Reading Coach	Implementation of timed readings in core content areas  Classroom Walkthroughs  Student agendas that contain comprehension and fluency progress charts	Fall & Winter Diagnostics  Benchmark Assessments
2	None	Teachers will incorporate or increase vocabulary usage in the core content areas via word walls, flash cards, and other strategies	Assistant Principal ELA Instructional Leader Science Instructional Leader Math Instructional Leaders Social Science Instructional Leader	Teacher and students monitor performance and progress of weekly assessments	Teacher created assessment and quizzes  Fall & Winter Diagnostics

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 student reading proficiency level by 2%		
2012 Current Percent of Students Proficient in reading:					
44% (4)					
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	None	Students receive daily reading practice in fluency and comprehension	Assistant Principal Reading Coach	Implementation of timed readings in core content areas  Classroom Walkthroughs	Fall & Winter Diagnostics  Benchmark Assessments
2	None	Teachers will incorporate or increase vocabulary usage in core content areas via word walls, flash cards and other strategies	Assistant Principal ELA Instructional Leader Science Instructional Leader Math Instructional Leader	Teacher and student monitor performance and progress of weekly assessments	Teacher created assessments/quizzes  Fall & Winter Diagnostics

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

3. Students scoring proficient in writing. CELLA Goal #3:		Increase students writing proficiency by 1%			
2012 Current Percent of Students Proficient in writing:					
67% (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	None	Students receive additional guided writing practice through core subjects	Principal ELA Instructional Leader  Science Instructional Leader  Social Science Instructional Leader	9th and 10th grade teachers utilize MyAccess lessons  Monitor student progress from MyAccess	FCAT Writes MyAccess Evaluations Palm Beach Writes

CELLA Budget:

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

# 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:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.a.	n.a.

### Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.a.	n.a.

### Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

## 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 percentage of students scoring Level 3 and above by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (105)	59%

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	None	Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies	Principal Math Instructional Leaders	Review assessment data monthly to determine progress  Review diagnostics data  Evaluate effectiveness of lesson and adjust instructions as needed.  Classroom Walkthroughs	CORE K-12 Benchmark Assessments  Fall & Winter Diagnostics
2	None	Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.	Principal Math Instructional Leaders	Classroom Walkthroughs	Benchmark assessments  Fall & Winter Diagnostics

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase the percentage of students achieving Level 4 and above by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:

5% (9)	7%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Enroll Levels 4 and 5 students in Honors Mathematics courses	Guidance Principal Math Instructional Leaders	Review enrollment data	Benchmark mini assessments  Fall & Winter Diagnostics

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # By 2016-17 school years, 85% of students will achieve at or above proficiency level on the Algebra 1 End-Of-Course Assessment. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	75%	78%	80%	83%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Increase the percentage of the performance levels in each subgroup by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 67%(46) Black 53%(27) Hispanic 62%(32)	White 68% Black 54% Hispanic 63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies.	Principal Math Instructional Leaders	Review assessment data monthly to determine progress  Review diagnostic data  Evaluate effectiveness of lesson and adjust instructions as needed.  Classroom Walkthroughs	Fall & Winter Diagnostics  Benchmark assessments
2	Some students may lack transportation to remain after school	Subgroups will be given opportunities throughout the year for tutoring during lunch and after school.	Principal Math Instructional Leader	Teacher and student monitor performance and progress of weekly assessments.	Teacher-created assessments/quizzes  Fall & Winter Diagnostics
	Some students may lack transportation to attend	Subgroups will participate in Saturday	Principal	Plan and implement Algebra EOC Saturday	Algebra 1 EOC

3	workshops	Algebra 1 EOC classes and pullouts	Math Instructional Leaders	workshops with Core instructional Leaders Workshop observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.a.	n.a.

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	Increase current performance level of SWD students by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (9)	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teachers will provide guided practice of each benchmark through lesson plans, daily instructions, and a variety of instructional strategies.	Principal Math Instructional Leaders	Review assessment data weekly during common planning to determine progress  Review diagnostics data  Evaluate effectiveness of lessons and differentiate instruction as needed.	Fall & Winter Diagnostics  Benchmark assessments
2	Some students may lack transportation to remain after school	Subgroups will be given opportunities throughout the year for tutoring during lunch and after school.	Principal Math Instructional Leader	Teacher and student monitor performance and progress of weekly assessments.	Teacher-created assessments/quizzes  Fall & Winter Diagnostics
	Some students may lack transportation to attend	Subgroups will participate in Saturday	Principal	Plan and implement Algebra EOC Saturday	Algebra 1 EOC

3	workshops	Algebra 1 EOC classes and pullouts	Math Instructional Leaders	workshops with Core instructional Leaders Workshop observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	Increase the current performance level of economically disadvantage students by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (64)	62%

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	None	Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies.	Principal Math Instructional Leaders	Review assessment data monthly to determine progress  Review diagnostic data  Evaluate effectiveness of lesson and adjust instructions as needed.  Classroom Walkthroughs	Fall & Winter Diagnostics  Benchmark assessments
2	Some students may lack transportation to remain after school	Subgroups will be given opportunities throughout the year for tutoring during lunch and after school.	Principal Math Instructional Leaders	Teacher and student monitor performance and progress of weekly assessments.	Teacher-created assessments/quizzes  Fall & Winter Diagnostics
3	Some students may lack transportation to attend workshops	Subgroups will participate in Saturday Algebra 1 EOC classes and pullouts.	Principal Math Instructional Leaders	Plan and implement Algebra EOC Saturday workshops with Core instructional Leaders  Workshop Observations	Algebra 1 EOC

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:	At least 50% of Geometry students will score at or above level 3 on the Geometry End-Of-Course statewide assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N.D.	Pending Geometry Winter Diagnostic

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	None	Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies	Principal Math Instructional Leaders	Review assessment data monthly to determine progress  Review diagnostics data  Evaluate effectiveness of lesson and adjust instructions as needed.  Classroom Walkthroughs	CORE K-12 Benchmark Assessments  Fall & Winter Diagnostics
2		Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.	Principal Math Instructional Leaders	Classroom Walkthroughs	Benchmark assessments  Fall & Winter Diagnostics

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

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

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	n.d.
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Geometry Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
n.d.		n.d.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:		n.d.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
n.d.		n.d.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:		n.d.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
n.d.		n.d.		
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				

No Data Submitted

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	n.d.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.d.	n.d.

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				

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
Educational Data Warehouse	9-12	EDW Trainer	All Instructional Staff	October LTM/PDD - Academic Teachers November LTM/PDD - Elective Teachers	Lesson Plans Discussions with Instructional Leaders Discussions with Professional Learning Communities	Principal Assistant Principal
Performance-Based Evaluation Training	9-12	Principal PD Facilitator	All Instructional and Administrative Staff	On-going (LTM/PDD Days)	Assignments submitted by each committee to PD Facilitator	Principal Assistant Principal PD Facilitator
Effective Use of Interdisciplinary Plan	9-12	Principal Assistant Principal	School-wide	August 2012 Pre-school training workshop	Discussions with Instructional Leaders Discussions with Professional Learning Communities Lesson Plans Classroom Observations and Walkthroughs	Principal Assistant Principal

K-12 Effective Curriculum Practices	9-12	PD Facilitator	All Instructional Staff	On-going (LTM/PDD Days)	Assignments submitted by each committee to PD Facilitator	Principal Assistant Principal PD Facilitator
					Lesson Plans	
					Discussions with Instructional Leaders	
					Discussions with Professional Learning Communities	

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies	Materials and Teacher Stipend	School Budget	\$26,815.35
Subtotal:			\$26,815.35
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$26,815.35

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:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.a.	n.a.

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.a.	n.a.

Problem-Solving Process to Increase Student Achievement

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

## Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	According to the 2012 Biology EOC results, 52% of Biology students achieved proficiency. The current level of performance will increase by 3% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (147)	51%

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	None	All students will receive scheduled reading practice in comprehension and	Assistant Principal  Science	Implementation of scheduled Timed Readings in the Core Content subjects.	Fall & Winter Diagnostics  Classroom

		fluency	Instructional Leader	Classroom Walkthroughs	Observations
2	None	All biology students will participate in Biology Essential Labs that are aligned with the Biology EOC assessed benchmarks.	Assistant Principal Science Instructional Leader	Implement Biology Essential Labs Monitor student performance on Benchmark Assessments	CoreK-12 Benchmark Assessments Teacher created assessments/quizzes Fall and Winter Diagnostics Biology EOC Spring Assessment
3	None	Science Teachers incorporate vocabulary practice into all science courses using word walls, flash cards, or other strategies.	Assistant Principal Science Instructional Leader	Science department will administer bi-weekly assessments and evaluate results	CoreK-12 Benchmark Assessments Teacher-created assessments/quizzes Fall & Winter Diagnostic

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

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

Problem-Solving Process to Increase Student Achievement

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

Educational Data Warehouse (EDW) Training	9-12	EDW Trainer	All Instructional Staff	LTM/PDD - Academic Teachers November LTM/PDD - Elective Teachers	Discussions with Instructional Leaders Discussions within Professional Learning Communities	Principal Assistant Principal
Performance-Based Evaluation Training	9-12	PD Facilitator	All Instructional and Administrative Staff	On-going LTM/PDD Days	Assignments submitted by each committee to PD Facilitator	Principal Assistant Principal PD Facilitator
Effective Use of Interdisciplinary Plan	9-12	Principal Assistant Principal	School-wide	August 2012 Pre-school workshop	Discussions with Instructional Leaders Discussions within Professional Learning Communities Lesson Plans Classroom Observations and Walkthroughs	Principal Assistant Principal
K-12 Effective Curriculum Practices	9-12	PD Facilitator	All Instructional Staff	On-going LTM/PDD Days	Assignments submitted by each committee to PD Facilitator Discussions within Professional Learning Communities Lesson Plans Classroom Observations and Walkthroughs	Principal Assistant Principal PD Facilitator
Biology Essential Lab Coordination	Biology	Science Instructional Leader Lead Biology Teacher	All Biology Teachers Principal Science Instructional Leader	On-going (Common planning period)	Discussions with biology teachers about student achievement on Biology Essential Lab	Principal Science Instructional Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research indicate that students enrolled in inquiry-based science programs perform better on tests than students enrolled in programs that use a traditional textbook approach. Research also shows that the longer students are enrolled in inquiry science classes, the better their test scores are, not only in science but also in reading.	Biology Essential Labs/Lab Materials	School Budget	\$20,943.25
			Subtotal: \$20,943.25
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: \$20,943.25

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:	Increase students current writing proficiency levels by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3.0 and above - 98% (300)	Level 3.0 and above - 99%

### 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	None	Students will receive additional guided writing practice through Core Subjects	Principal Language Arts Instructional Leader Science Instructional Leader Social Science Instructional Leaders	9th and 10th grade teachers utilize MyAccess lessons in all departments.  Monitor student progress from MyAccess	FCAT Writing Diagnostics  MyAccess Evaluations  Palm Beach Writes Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	n.a.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n.a.	n.a.

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
MyAccess Training	9 & 10	Media Center Specialist	New Teachers (Language Arts, Social Studies, Science) and All 9th Grade Students	August 2012 Pre-school workshop	Instructional Staff Schedule benchmark assessment using MyAccess	Principal Language Arts Instructional Leader
K-12 Effective Curriculum Practices	9-12	PD Facilitator	All Instructional Staff	On-going (LTM/PDD Days)	Assignments submitted by teachers to PD Facilitator  Lesson Plans  Classroom Observations and Walkthroughs  Discussions within Professional Learning Communities	Principal Assistant Principal PD Facilitator
Effective Use of Interdisciplinary Plan	9-12	Principal Assistant Principal	School-wide	August 2012 Pre-School	Discussions with Instructional Leaders  Discussions within Professional Learning Communities  Lesson Plans  Classroom Observations and Walkthroughs	Principal Assistant Principal
Educational Data Warehouse (EDW) Training	9-12	EDW Trainer	All Instructional Staff	October LTM/PDD (Academic Teachers) November LTM/PDD (Elective Teachers)	Lesson Plans Discussions with Instructional Leaders  Discussions within the Professional Learning Communities	Principal
Performance-Based Evaluation Training	9-12	Principal PD Facilitator	All Instructional Staff and Administrative Staff	On-going (LTM/PDD Days)	Assignments submitted by each committee to PD Facilitator	Principal Assistant Principal PD Facilitator

Writing Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student will receive additional guided writing practice through core subjects	MyAccess by Vantage Learning	School Budget	\$7,660.00
			Subtotal: \$7,660.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive additional guided practice through core subjects	MyAccess by Vantage Learning	School Budget	\$7,660.00
			Subtotal: \$7,660.00
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: \$15,320.00

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

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

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

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

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

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

U.S. History Budget:

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

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:		The school attendance rate will increase by 3%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
82% (960)		85%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
212		200			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
295		200			
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	Motivation of students	Incentives for student achievement	Principal	Principal will recognize and/or reward students making achievements	Student Achievement Wall School-wide Recognition
2	Student Attendance	Monitor students attendance and patterns of absences	Assistant Principal	Daily analysis of attendance data	Attendance Reports through TERMS or EDW

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Interdisciplinary	9-12	Principal Assistant	School-wide	On-going	Discussions with Instructional Leaders Discussions within Professional Learning Communities	Principal Assistant

Plan		Principal			Lesson Plans Classroom Observations and Walkthroughs	Principal
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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:	3% decrease in the number of out-of-school suspensions
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
336	319
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
273	267
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
75	73

2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
62		60			
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	None	Review, analyze and revise policies for Level 1 and Level 2 discipline incidences and out-of-suspensions	Principal Assistant Principal	Close monitoring of the type of disciplinary actions associated with out-of-school suspensions.	EDW, TERMS and 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
Effective Use of Interdisciplinary Plan	9-12	Principal Assistant Principal	School-wide	On-going	Discussions with Instructional Leaders Discussions within Professional Learning Communities Lesson Plans Classroom Observations and Walkthroughs	Principal Assistant Principal

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:			Decrease the percentage of students who dropped out from 4% to 0%. Increase graduation rate by 1% from previous year.		
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
4%			3% or less		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
94%			96%		
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	Participation Completion of program	At-risk students participate in credit recovery through Florida Virtual School.	Guidance	Monitor students progress reports from virtual school.	End of year graduation rate
2	Participation Completion of lab	Senior students attend Credit Recovery Labs at designated high school.	Guidance	Feedback and reports from CR administrators	End of year graduation

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
					Assignments submitted by teachers to PD	

K-12 Effective Curriculum Practices	9-12	PD Facilitator	All Instructional Staff	On-going (LTM/PDD Days)	Facilitator Lesson Plans Classroom Observations and Walkthroughs Discussions within Professional Learning Communities	Principal Assistant Principal PD Facilitator
Effective Use of Interdisciplinary Plan	9-12	Principal Assistant Principal	School-wide	August 2012 Pre-school workshop	Discussions with Instructional Leaders Discussions within Professional Learning Communities Lesson Plans Classroom Observations and Walkthroughs	Principal Assistant Principal
Educational Data Warehouse (EDW) Training	9-12	EDW Trainer	All Instructional Staff	October LTM/PDD (Academic Teachers) November LTM/PDD (Elective Teachers)	Lesson Plans Discussions with Instructional Leaders Discussions within the Professional Learning Communities	Principal
Performance-Based Evaluation Training	9-12	Principal PD Facilitator	All Instructional Staff and Administrative Staff	On-going (LTM/PDD Days)	Assignments submitted by each committee to PD Facilitator	Principal Assistant Principal PD Facilitator

Dropout Prevention Budget:

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

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parental participation in PTSO meetings and events
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
n.a.	n.a.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental availability and attendance	Advertize monthly meetings and upcoming events through School Reach and the school.	Principal PTSO President	Maintain accurate attendance information.	Attendance and participation sign-in sheet

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:		n.a.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

## Additional Goal(s)

### Saturday Classes 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. Saturday Classes Goal Saturday Classes Goal #1:		Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams			
2012 Current level:		2013 Expected level:			
n.a		All Level 1 and 2 reading students will attend Saturday FCAT Classes.  All Algebra and Geometry students will attend Saturday Math EOC Classes.  Twenty percent of 11th and 12th graders will attend Saturday SAT, ACT, and AP classes.			
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 students may lack transportation to attend Saturday FCAT and EOC Classes	All Level 1 and 2 reading students will participate in Saturday FCAT Classes.  All Level 1 and 2 math students will participate in Saturday Math EOC Classes  Modify Saturday bus routes	Principal Reading Coach  Math Instructional Leaders  Advance Placement Instructors	Plan and implement Saturday FCAT and EOC Classes with LLT and Math Instructional Leaders.  Classroom observations and walkthroughs	Mini Benchmark Assessments  FCAT Spring Assessment  Saturday Attendance Sign-in List

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:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
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 Saturday Classes Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will incorporate or increase vocabulary usage in core content area via word wall, flashcards, and other strategies	Vocabulary for Achievement	School Budget	\$3,290.00
Reading	Subgroups not making AYP who are level 1 and level 2 students will participate in Saturday FCAT workshops	Material and Teaching Stipend	School Budget	\$1,280.00
Mathematics	Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies	Materials and Teacher Stipend	School Budget	\$26,815.35
Science	Research indicate that students enrolled in inquiry-based science programs perform better on tests than students enrolled in programs that use a traditional textbook approach. Research also shows that the longer students are enrolled in inquiry science classes, the better their test scores are, not only in science but also in reading.	Biology Essential Labs/Lab Materials	School Budget	\$20,943.25
Writing	Student will receive additional guided writing practice through core subjects	MyAccess by Vantage Learning	School Budget	\$7,660.00
				Subtotal: \$59,988.60
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Students will receive additional guided practice through core subjects	MyAccess by Vantage Learning	School Budget	\$7,660.00
				Subtotal: \$7,660.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$67,648.60

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 9/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board of Directors meets every third Tuesday of every month. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning.

Anita Mitchell, Director  
Phil DiComo, Director  
Cindy D'Agostino, Director

Describe projected use of SAC funds	Amount
No data submitted	

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

n.a.

# 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 G-STAR SCHOOL OF THE ARTS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	82%	90%	56%	291	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	60%	76%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	65% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					561	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District G-STAR SCHOOL OF THE ARTS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	80%	91%	55%	280	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	54%	75%			129	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?	43% (NO)	62% (YES)			105	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					524	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested