FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SEMINOLE RIDGE COMMUNITY HIGH SCHOOL

District Name: Palm Beach

Principal: James Campbell

SAC Chair: Cindi Walker

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Seminole Ridge High School 2011-2012 Grade: Pending, Reading Mastery 60%, Math Mastery 67%, Reading Learning Gains 61%, Math Learning Gains 43%, Reading Low25 : 66%, Math Low 25: 28%, AYP Principal of Eagles Landing Middle School: 2010-2011: Grade: A, Reading Mastery 87%, Math Mastery 88%, Science Mastery: 72%, AYP: 92%, All subgroups except Economically Disadvantaged and Students with Disabilities made AYP in Reading. All subgroups except Economically Disadvantaged made AYP in Math.

Principal	James Campbell	Bachelors from Florida Atlantic University in Biology, 6-12. He received his Masters from Nova Southeastern University in Educational Leadership. He holds a certification in Leadership, K-12	2	7		2009-2010: Grade: A, Reading Mastery: 85%, Math mastery: 89%, Science Mastery: 71%; Writing Mastery: 95%. AYP: Not achieved for Students with Disabilities (reading and math) and Economically Disadvantaged (reading). Principal of Acreage Pines in 2008-2009: Grade: A, Reading Mastery: 91%, Math mastery: 88%, Science Mastery: 67%; Writing Mastery: 99%. AYP: Achieved with Safe Harbor 2007-2008: Grade: A, Reading Mastery 90%, Math Mastery 85%, Science Mastery 56%; Writing Mastery: 85%; AYP: Not Met, Only SWD subgroup in Math did not make AYP. Assistant Principal at Seminole Ridge High School: 2006-2007: Grade B, Reading Mastery: 45%, Math Mastery 76%. AYP: Not Achieved, No Subgroup made AYP in Reading; SWD did not make AYP in Math. 2005-2006: Grade C, Reading Mastery 39%, Math Mastery 71%. AYP: Not Achieved, No Subgroup made AYP in Reading; SWD did not make AYP in math. 8th Grade Dean at Osceola Creek Middle School 2004-2005: Grade: A, Reading Mastery 62%, Math mastery 62%. AYP: PRO, Only SWD did not make AYP in math
Assis Principal	Elizabeth J Boutet	B.A. in Education with major in Exceptional Student Education, Florida Atlantic University; M.S. in Educational Leadership, Nova Southeastern University; Certification in Varying Exceptionalities K-12, Educational Leadership (all levels)				Learning Team Facilitator –Palm Beach Lakes High School 2010 - 2011: Grade C, Reading Mastery 22%, Math Mastery 54%, Science Mastery 29%, Writing 80%% and AYP 77%. Learning Team Facilitator –Palm Beach Lakes High School 2009 - 2010: Grade C, Reading Mastery 21%, Math Mastery 55%, Science Mastery 30%, Writing 89% and AYP 72%. No subgroups made AYP in Reading or Math Learning Team Facilitator – John I. Leonard High School 2008 - 2009: Grade C, Reading Mastery 34%, Math Mastery 70%, Science Mastery 28%, Writing 83% ,AYP 64%
Assis Principal	Dave Carroll	B.S. in Science, Central Michigan University, M.S. in Science, Eastern Michigan University, Ed. Specialist in Leadership, Nova University; FL certifications: Science 1-6, Biology 6-12, General Science 5-9, Middle Grades endorsement, School Principal (all levels)	7	23		Seminole Ridge High School 2011-2012 Grade: Pending, Reading Mastery 60%, Math Mastery 67%, Reading Learning Gains 61%, Math Learning Gains 43%, Reading Low25 : 66%, Math Low 25: 28%, AYP Assistant Principal of SRHS in 2010 - 2011: Grade: B, Reading Mastery 55%, Math mastery: 86%, Science Mastery: 52%, AYP 79%, No subgroups made AYP in Reading, Only white subgroup made AYP in Math. 2009-2010: Grade: A, Reading Mastery 61%, Math mastery: 88%, Science Mastery: 52%, AYP 87%, All subgroups except Black, Economically Disadvantaged, and Students with Disabilities made AYP in Reading, All subgroups except Black and Students with Disabilities made AYP in math. 2008-2009: Grade: B, Reading Mastery: 51%, Math mastery: 83%, Science Mastery: 53%. AYP: 79%, no subgroups made AYP in reading; ED & SWS did not make AYP in math 2007-2008: Grade: A, Reading Mastery 54%, Math Mastery 84%, Science Mastery 53%. AYP 85%, no subgroup made AYP in reading; all subgroups made AYP in math 2006-2007: Grade B, Reading Mastery: 50%, Math Mastery 81%. AYP: 97%. SWD did not make AYP in reading; all subgroup(s) did made AYP in

					math. 2005-2006: Grade C, Reading Mastery 45%, Math Mastery 79%. AYP: 82%, no subgroups made AYP in reading. SWD did not make AYP in math.
Assis Principal	John B. Hay II	B.A. in Physical Education, Oberlin College; M.S. in Counseling & Human Resources, University of Bridgeport; M. Ed. Educational Leadership, Lynn University: Certifications; Physical Education, Guidance and Counseling, Educational Leadership (all levels)	3	17	Seminole Ridge High School 2011-2012 Grade: Pending, Reading Mastery 60%, Math Mastery 67%, Reading Learning Gains 61%, Math Learning Gains 43%, Reading Low25 : 66%, Math Low 25: 28%, AYP Assistant Principal of SRHS in 2010 - 2011: Grade: B, Reading Mastery 55%, Math mastery: 86%, Science Mastery: 52%, AYP 79%, No subgroups made AYP in Reading, Only white subgroup made AYP in Math. 2009-2010: Grade: A, Reading Mastery 61%, Math mastery: 88%, Science Mastery: 52%, AYP 87%, All subgroups except Black, Economically Disadvantaged, and Students with Disabilities made AYP in Reading, All subgroups except Black and Students with Disabilities made AYP in math. Assistant Principal Oddysey Middle School 2008-2009: Grade A, Reading Mastery 65%, Math Mastery 71%, Science Mastery 48%. AYP 77%, B, ED, & SWD did not make AYP in reading. B, ED, ELL and SWD did not make AYP in math.
Assis Principal	David Torres	B.S. in Computer Science, Herbert H Lehman College, M.S. in Education concentration on Leadership, Florida Atlantic University; FL Certifications: Mathematics 5 - 9, Educational Leadership (all levels)	2	2	Seminole Ridge High School 2011-2012 Grade: Pending, Reading Mastery 60%, Math Mastery 67%, Reading Learning Gains 61%, Math Learning Gains 43%, Reading Low25 : 66%, Math Low 25: 28%, AYP Assistant Principal of SRHS in 2010 - 2011: Grade: B, Reading Mastery 55%, Math mastery: 86%, Science Mastery: 52%, AYP 79%, No subgroups made AYP in Reading, Only white subgroup made AYP in Math. WIlliam T Dwyer High School 2009 - 2010: Grade A: Reading Mastery: 45%, Math Mastery: 77%, Science Mastery:44%, Reading Learning Gains 54%, Lowest 25: 43%, Math Learning Gains: 78%, Lowest 25: 66%. AYP 74%, B, H, SWD, and ED did not make AYP in reading; B, SWD, and ED did not make AYP in math. 2008-2009 Grade B, Reading Mastery 45%, Math mastery 81%, Reading Learning Gains 47%, Lowest 25 48%, Math Learning Gains 77%, Lowest 25 61%. AYP 79%, No subgroups made AYP in reading. B, H, ED, and SWD did not make AYP in math. 2007-2008 Grade A; Reading Mastery 48%, Math Mastery 83%, Science Mastery 47%. Learning Gains Reading 58%, Lowest 25 53%, Learning Gains Math 82%, Lowest 25 79%. AYP 90%, B, ED, and SWD did not make AYP in Reading. All subgroups made AYP in math.
Assis Principal	Brian S. McClellan	B.S. in Business Administration Salisbury State University , M.S. in Education concentration in Educational Leadership, Florida Atlantic University; FL certifications;	2	3	Seminole Ridge High School 2011-2012 Grade: Pending, Reading Mastery 60%, Math Mastery 67%, Reading Learning Gains 61%, Math Learning Gains 43%, Reading Low25 : 66%, Math Low 25: 28%, AYP Assistant Principal of SRHS in 2010 - 2011: Grade: B, Reading Mastery 55%, Math mastery: 86%, Science Mastery: 52%, AYP 79%, No subgroups made AYP in Reading, Only white subgroup made AYP in Math. Curriculum and School Improvement - Secondary Mathematics Curriculum Specialist 2009 - 2010 Learning Team Facilitator - Palm Beach

| | | | | | Gardens High School
2008 - 2009: Grade B, Reading Mastery 44%, Math Mastery 77%, Science Mastery 43%, AYP 82%. No subgroups made AYP in Reading. All subgroups except SWD made AYP in math.

Magnet Coordinator Lake Worth High School 2007 - 2008 Grade: C. Reading Mastery 37%, math mastery 65%, science mastery 34%, AYP 64%. No subgroups made AYP in reading. B, H, ED, SWD, ELL did not make AYP in math. |
| | Mathematics 5-9, Educational Leadership (all levels) | | | | |

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)
n/a	n/a	n/a			n/a

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Availability of summer trainings	Administrator	Summer 2013	
2	School based Professional Development (technology, curriculum)	Department Chair and Administrator	June 2013	
3	ESP (Educator Support Program)	Administrator	June 2013	
4	Reading Endorsement	District	June 2013	
5	Advanced Placement Training	Administrator, Department Chair, and College Board staff	June 2013	
6	ESE Support Facilitation Training	District	June 2013	
7	FCAT Reading, Writing, and EOC (Algebra, Biology, and Geometry) Training	District	June 2013	
8	Clinical Educator Training	District	June 2013	
9	AICE training	AICE staff and Administrator	June 2013	

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
	Encourage teachers to

9 teachers (6%) are teaching out of field	obtain appropriate certification. Provide professional development where possible.

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
143	3.5%(5)	16.1%(23)	30.1%(43)	45.5%(65)	31.5%(45)	95.1%(136)	10.5%(15)	9.8%(14)	18.2%(26)

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
Sandra Aragon	Ian Melmood	Common Area - English	Lesson Plan Reviewing and regular meetings to discuss progress
Marie Pelfrey	Janine Braner	Common Subject Area.-English	Lesson Plan Reviewing and regular meetings to discuss progress
Robert Frick	Steven Couture	Common Subject Area- Science	Lesson Plan Reviewing and regular meetings to discuss progress
Barbara Cloran	Joseph Krystel	Common Subject Area- Science	Lesson Plan Reviewing and regular meetings to discuss progress
Shawna Ahmad	Ashley Rawls	Common Subject Area- Science	Lesson Plan Reviewing and regular meetings to discuss progress.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

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

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal / designee, ESE contact, ESOL contact, school psychologist, classroom teacher, RtI/Inclusion Facilitator/District Representative, and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:
• A sound, effective academic program is in place
• A process to address and monitor subsequent needs is created
• The School Based Team (SBT) is implementing RtI processes
• Assessment of RtI skills of school staff is conducted
• Fidelity of implementation of intervention support is documented
• Adequate professional development to support RtI implementation is provided
• Effective communication with parents regarding school-based RtI plans and activities occurs.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future

meetings.

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

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

*Problem Solving & Response to Intervention Project 2008

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, the targets and focus attention on deficient areas will be discussed. Topics for discussion include, but are not limited to the following:
• FCAT scores and the lowest 25%
• AYP and subgroups
• Strengths and weaknesses of intensive programs
• Mentoring, tutoring, and other services

The Guidance Representative/Administrator will provide professional development for the SAC members on the RtI process.

MTSS Implementation

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

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Palm Beach County Fall Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)

End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
End of Course Exams
ACT/SAT/CPT

Numerous Educational Data Warehouse (EDW) reports will be utilized to monitor student data
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

The guidance representative/administrator from the SBT will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
• Problem Behavioral Intervention Support (PBIS)
• Data-based decision-making to drive instruction
• Progress monitoring
• Selection and availability of research-based interventions
• Tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

In addition to the School-Based Team and the Sw-PBS Team, SRHS will create a Focus Team consisting of the principal, assistant principals, guidance counselors, ESE Coordinator, CIT, Dean, BIA. Focus Team will monitor various groups of students for academic, behavioral, attendance, and social concerns.School administration and the guidance department encourage faculty and parents to make referrals to the SBT. SBT members receive ongoing training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Carly Gates, Martha Schanel, Laura McDonald, Shawna Ahmad, Sandy Aragon, Rose Carbone, Nancy Mavrookas, Holly Grossman, Joe Grossman, Girselda Wallace, James Campbell, Denise Albertini, Ben Kenerson, Matt Dickmann, Lora Weber, Elizabeth Boutet

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

Committee meets quarterly and discusses Book-It and other school wide reading initiatives. Also examine school wide statistics (Book-It quizzes taken/passed, number of books checked out through media center, average quiz scores, average books checked out, comparisons to previous years/semesters. Additionally, national and local dates/competitions are discussed as well as school wide scoring policies for Book-It program.

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

Promote student/staff reading through Book-It and outside reading. Use school based media classes to assist in promoting.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

• Encourage and support reading endorsement for every teacher
• Incorporate CRISS strategies in professional development
• Implementation of school-wide reading initiative program (Book It!)
• Department representation at monthly Reading Leadership Team Meetings

*High Schools Only

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

Seminole Ridge offers academy programs in Automotive, Construction, Informational Technology, Biotechnology, and Pre-Advanced Placement courses to expose students to a real-world curriculum. SR has also increased the number of AP student enrollment, Industry Certification exams passed, and college readiness preparedness. During the FY12 school year, SR introduced the AICE curriculum and it will continue to grow in FY 13. Guidance counselors make classroom presentations to provide students with academic information and guidelines as well as college information and enrollment procedures.

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?

Once annual goals and objectives are established, SR meets collaboratively with staff members to ensure comprehension of the strategies to meet the student academic goals. Administrators, teachers, and guidance counselors meet regularly (or as needed) with students to communicate the academic goals. Staff members may meet individually or with a group of students to monitor student progress and encourage academic challenges and courses. Students meet with guidance counselors at the end of the year and the beginning of the year to discuss scheduling options and courses of interest. Administrators and teachers are also responsible for monitoring student progress and providing support for students. Our school provides students and parents with informational meetings to inform them of graduation requirements, college entrance requirements, Bright Futures Scholarship requirements, FACTS.org and standardized tests for college admission (SAT, ACT, PSAT and PERT). Administrators and school staff use the AP Potential report to provide parents and students with information regarding opportunity and benefits of taking accelerated course work. Our goal is to enroll students in more Advanced Placement, AICE, and dual enrollment courses. All students are encouraged to participate and have access to a variety of career related courses and professional organizations (FFEA, FBLA, etc), which provide them with an opportunity to earn industry certification certificates in numerous fields. Our school promotes enrollment in career academies related to student's interests and abilities.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

- Increase AP enrollment and establish AICE program
- Increase ACT, SAT, PERT test participation for 11th and 12th graders
- Support and increase guidance involvement and student presentations
- Extra emphasis on increasing the percentage of level 3 and higher students in reading and math
- Increase dual enrollment
- Increase the percentage of students acquiring Bright Futures Scholarships
- Increase industry certification through technology, photo, and TV production courses and academies
- Guidance conducts classroom presentations throughout the year to inform students of scholarship opportunities and college entrance information
- Guidance provides students with ACT, SAT, and PERT information and monitors their progress with "Graduation Status Reports"

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 percentage of students achieving proficiency (FCAT Level 3 and above) in reading on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 9-10, 29% (361) of students achieved proficiency (Level 3 and above) on the 2012 FCAT (EDW #A0197)	In grades 9-10, 31% of students will achieve proficiency on the 2013 FCAT (EDW #A0380)

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Student attendance due to transportation</td><td>Weekly NHS peer tutoring</td><td>NHS Sponsor</td><td>attendance reports</td><td>FCAT/Eoc's</td></tr>
<tr><td>2</td><td>Student attendance due to transportation</td><td>Saturday Tutorials for retakes</td><td>Administrator</td><td>Attendance Reports</td><td>FCAT/EOC's</td></tr>
<tr><td>3</td><td>Schedule demands preventing school from allocating appropriate time to implement SSR</td><td>SR will continue to use our "Book It" Silent Sustained Reading (SSR) daily.</td><td>Administrator</td><td>Number of student points earned per 9 weeks entered in GQ</td><td>Reading Counts quizzes</td></tr>
<tr><td>4</td><td>Alignment / Availability of Comprehension Checks/Common Assessments provided by district/developed by teachers</td><td>SR will implement the district's instructional focus calendar for reading.</td><td>Administrator</td><td>Lesson plan and data review</td><td>Comprehension Checks/Common Assessments in reading, FAIR, Fluency Probes, MAZE, and CORE K12 Reports</td></tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Maintain 100% proficiency for our FAA level 4, 5 and 6 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (2), of our students will score a level 4,5, and 6 on the FAA test.	In 2013, 100% of our students will score a level 4,5, and 6 on the FAA test

<table>
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<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Availability of appropriate materials</td><td>teacher created POD</td><td>teacher</td><td>lesson plan review</td><td>FAA results</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percentage of students achieving above proficiency (FCAT Levels 4 & 5) in reading on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During FY12, 31% (383) of students achieved above proficiency (Levels 4 & 5) on the 2012 FCAT (EDW Report #A0197).	In grades 9-10, 32% of students will achieve level 4 or 5 on the 2013 FCAT (EDW #A0380)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Demands of classes and electives could prevent allocating appropriate time to implement SSR</td><td>We will continue to use our "Book It" Silent Sustained Reading (SSR) daily</td><td>Administration</td><td>Number of points earned per 9 weeks entered in GQ</td><td>Reading Counts quizzes</td></tr>
<tr><td>2</td><td>Scheduling issues which could prevent allocating appropriate time to implement SSR</td><td>SR will continue to use our "Book It" Silent Sustained Reading (SSR) daily.</td><td>Administrator</td><td>Number of student points earned per 9 weeks entered in GQ</td><td>Reading Counts quizzes</td></tr>
<tr><td>3</td><td>Availability of Media Center and personnel</td><td>Time will be provided for students to visit the media center for Book Talks and additional support with their book selections.</td><td>Administrator</td><td>Scheduled classroom visits</td><td>Number of books checked out of media center</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Increase percentage of students achieving a level 7 or above on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students scored a level 7 on the FAA reading test.	In 2013, 50% of students will achieve a level 7 or above on the FAA.

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>SRHS has a teacher new to the FAA test and coursework. Possible unfamiliarity with the coursework.</td><td>Provided teacher with District training and class support.</td><td>ESE Coordinator, AP over ESE Dept.</td><td>Teacher observations and lesson plans.</td><td>FAA Reading score.</td></tr>
<tr><td></td><td>Wide variety of ability levels within the self-</td><td>Monitor for students who show the potentioal</td><td>IND Teachers, ESE Coordinator</td><td>Teacher observations, student performance</td><td>Quarterly grades</td></tr>
</table>

2	contained classroom of students.	ability to participate in a grade-level appropriate ESE Language Arts classroom.			

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, students making learning gains will increase to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (601) of accountability students earned Learning Gains in reading (EDW Report #A0197).	In 2013, 64% of accountability students will earn Learning Gains in reading (EDW Report # A0380).

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance due to transportation	NHS peer tutoring	NHS Sponsor	attendance reports	FCAT
2	Availability of Media Center and personnel for increased reading opportunities.	Time will be provided for students to visit the media center for Book Talks and additional support with their book selections.	Administration	Scheduled classroom visits	. Number of books checked out of media center
3	Availability of Media Center and personnel	Time will be provided for students to visit the media center for Book Talks and additional support with their book selections.	Administrator	Lesson plan and data review	Comprehension Checks/common assessments, FAIR, Fluency Probes, MAZE, and CORE K12 Reports and Book It quizzes in reading
4	Scheduling due to block schedule	SR will implement the district's instructional focus calendar for reading	Administrator	Lesson plan and data review	Comprehension Checks/common assessments in reading, FAIR, Fluency Probes, MAZE, and CORE K12 Reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase the percentage of students making learning gains in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (1) of our students made learning gains on the FAA.	In 2013, 100% (2) of our students will make learning gains on the FAA.

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

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of practice material	teacher created warm ups	Teacher	Lesson plan reviews	.FAA results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of students in the lowest 25% making learning gains on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 9-10, 66% (196) of all students in the lowest 25% made learning gains based on the 2012 FCAT Reading Test (EDW Report #A0197).	In grades 9-10, 70% of all students in the lowest 25% will earn learning gains based on the 2013 FCAT (EDW #A0380).

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling of reading classes	push in tutoring for the lowest 25% during elective classes	. Administrator	Attendance reports	FAIR, Fluency Probes, MAZE, and CORE K12 Reports, common assessments
2	Scheduling issues due to block schedule	We will implement the district's instructional focus calendar for reading.	Administrator	Lesson plans and data review	Comprehension Checks/common assessments, Reading Counts/Book It Quizzes, or SRI Assessments in reading, FAIR, Fluency Probes, MAZE, and CORE K12 Reports
3	Aligning content enhancement routines to student weakness	Social studies teachers will use content enhancement routines.	Administrator	Lesson Plan Review	Comprehension Checks/common assessments in reading, FAIR, Fluency Probes, MAZE, and CORE K12 Reports
4	Scheduling	Provide push in tutoring for the lowest 25% during elective classes	Administrator	Attendance reports	FAIR, Fluency Probes, MAZE, and CORE K12 Reports, common assessements

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 # Students will steadily increase their Reading proficiency in the next six years according to FLDOE targeted Annual Measurable Objectives. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	68%	71%	74%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets, White, Black and Hispanics. In 2013, students included in the White, Black and Hispanic subgroups will decrease the not satisfactory progress as determined by the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The White (63%) Black (42%)and Hispanic (57%) did not make satisfactory progress as determined by the 2012 Reading FCAT. (report A0197)	The White (30%) Black (47%)and Hispanic (37%) will not make a satisfactory level of progress as determined by the 2013 Reading FCAT. (2012 AMO)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance due to transportation	NHS peer tutoring	NHS Sponsor	attendance reports	FCAT/EOC's
2	Availability of resources	. Reading teachers will utilize class-room libraries to engage and monitor student interaction with self selected text.	Administrator	Lesson plan review and classroom walkthroughs and observations	Classroom and diagnostic assessments, FAIR, Fluency Probes, MAZE, and CORE K12 Reports
3	Availability of resources	Students will be provided with multiple opportunities throughout the year for tutoring before and after school. Tutoring will also be available on designated Saturdays prior to FCAT testing.	Administrator	Tutoring program enrollment	Diagnostics, Comprehension Checks/common assessments, FAIR, Fluency Probes, MAZE, and CORE K12 Reports and FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Although not a known subgroup at SRHS, all ELL students will increase their Reading proficiency on the FY 13 Reading FCAT.
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				

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	In 2013, Students with Disabilities

satisfactory progress in reading.

Reading Goal #5D:

subgroup will decrease the not satisfactory progress in reading
as determined by the 2013 FCAT Reading test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 77% (135) of our SWD did not make satisfactory progress on the Reading FCAT. (report A0197)	In 2013, 52% (95) of our SWD will not make satisfactory progress on the Reading FCAT. (2012 AMO)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of Funds	After school and Saturday tutoring opportunities	. Administrator	Tutoring program enrollment	Comprehension Checks/Common Assessments, Diagnostic Assessments FCAT/EOC's
2	Availability of resources	Reading teachers will utilize class-room libraries to engage and monitor student interaction with self selected text.	. Administrator	Lesson plan review and classroom walkthroughs and observations	Classroom and diagnostic assessments, FAIR, Fluency Probes, MAZE, and CORE K12 Reports

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013, Students included in the Economically Disadvantaged subgroup will decrease the not satisfactory progress in reading as determined by the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 48% of Economically Disadvantaged students did not make satisfactory progress on the Reading FCAT. (report A0197)	In 2013, 39% of Economically Disadvantaged students will not make satisfactory progress on the Reading FCAT. (2012 AMO)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student attendance due to transportation	NHS peer tutoring	NHS Sponsor	attendance reports	FCAT/EOC's
2	Availability of funds.	Students will be provided with multiple opportunities throughout the year for tutoring before and after school. Tutoring will also be available on designated Saturdays prior to FCAT testing	Administrator	Tutoring program enrollment	Diagnostics, Comprehension Checks/common assessments, FAIR, Fluency Probes, MAZE, and CORE K12 Reports, and FCAT
3	Schedule flexibility	Reading teachers will utilize class-room libraries to engage and monitor student interaction with self selected text.	Administrator	Lesson plan review and classroom walkthroughs and observations	Classroom and diagnostic assessments, FAIR, Fluency Probes, MAZE, and CORE K12 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
Reading Endorsement	9-10 Reading and English	Administrator	Teachers of 9-10 Reading and English	June 2013	Classroom Walk-Throughs and observations Completion of reading endorsement	Administrator
ADAM (Academic Data Analysis Meetings) for reading	9-10 Reading and English	Administrator	Teachers of 9-10 Reading and English	Twice a month	Examples of student work and teacher EDW reports	Administrator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Teacher directed tutoring	School Improvement Funds	$2,100.00
Tutoring Materials	Teacher/Student Materials	School Improvement Funds	$500.00
			Subtotal: $2,600.00
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
Temporary coverage for professional development	Provided class coverage (substitute teacher) to allow full time staff members to attend professional development opportunities outside of classroom/school.	School Improvement Funds	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,600.00

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:	We do not currently have a subgroup that would take the CELLA assessment, however any student identified will increase their English language skills to pass the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:
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				

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:	N/A

2012 Current Percent of Students Proficient in reading:
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				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A

2012 Current Percent of Students Proficient in writing:
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

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Increase the number of alternatively assessed students achieving levels 4, 5 and 6 on the 2013 FAA Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students scored a level 4,5 or 6 on the math FAA.	In 2013, 100% of our studnets will core a level 4,5 or 6 on the math FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of appropriate materials	teacher created POD	Teacher	lesson plan review	FAA results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Increase the number of alternatively assessed students achieving a 7 or above on the 2013 FAA Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students scored a level 7 or above on the math FAA.	In 2013, 100% of our students will acieve a level 7 or above on the math FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of appropriate materials	teacher created POD	Teacher	lesson plan review	FAA results

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Increase the learning gains of alternatively assessed students on the 2013 FAA Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, no students made learning gains on the math FAA.	In 2013, 50% of the students will make learning gains on the math FAA.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	. Availability of materials provided by SDPBC specifically for FAA	teacher created problem of the day	Teacher	Lesson plan review	.FAA results

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 5A : Students will steadily increase their Math proficiency in the next six years according to FLDOE targeted Annual Measurable Objectives.					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		47%	52%	57%	63%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2013, students included in the White, Black and Hispanic subgroups will decrease the percent not making satisfactory progress on the Algebra 1EOC or mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the White 55% (151), Black 44% (35) and Hispanic 55% (74) subgroups did not make satisfactory progress on the Algebra 1 EOC. (report A0197)	In 2013, the White (50%), Black (66%) and Hispanic (55%) may not make satisfacory progress on the Algebra 1 EOC or mathematics test.(According to the FDOE AMO Report)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Student attendance due to transportation	NHS peer tutoring	NHS Sponsor	attendance reports	FCAT/EOC's
2	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products	Offer all students to take a virtual tutorial online	Administrator	enrollment and review reports	online quizzes and EOC results
3	. Available technology	FCAT Explorer/Gizmos	Administrator	Scheduled computer lab time	student reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making	

satisfactory progress in mathematics. Mathematics Goal #5C:	Although not a known subgroup at SRHS, all ELL students will make satisfactory progress in mathematics.
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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013, Students with Disabilities subgroup will decrease the amount not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 77% of SWD did not make satisfactory progress on the Algebra 1 EOC. (report A0197)	In 2013, 63% of the SWD may not make satisfactory progress on the Algebra 1 EOC or mathematics test. (According to FDOE AMO Report)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products	Offer all students to take a virtual tutorial online	Administration	enrollment and review reports	online quizzes and EOC results
2	Availability of Funds	After school and Saturday tutoring opportunities	. Administrator	Tutoring program enrollment	Comprehension Checks/Common Assessments, Diagnostic Assessments FCAT/EOC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 2013, students included in the Economically Disadvantaged subgroup will decrease the amount not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 48% of the Economically Disadvantaged students did not make satisfactory progress on the Algebra 1 EOC. (report A0197)	In 2013, 58% of our Economically Disadvantaged students may not make satisfactory progress on the Algebra 1 EOC or mathematics test.(According to the FDOE AMO Report)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student attendance due to transportation	NHS peer tutoring	NHS Sponsor	attendance reports	FCAT/EOC's
2	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products	Offer all students to take a virtual tutorial online	Administrator	enrollment and review reports	online quizzes and EOC results
3	Available technology	FCAT Explorer/Gizmos	Administrator	Scheduled computer lab time	student reports

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2013, we will increase the number of students achieving level 3 or above to 55% on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (260) of our students were a level 3 or above. (report A0197)	In 2013, 55% of our students will score a level 3 or above on the Algebra 1 EOC.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance due to transportation	Weekly NHS peer tutoring	NHS Sponsor	attendance reports	FCAT/Eoc's
2	Student attendance due to transportation	Saturday Tutorials for retakes	Administrator	Attendance Reports	FCAT/EOC's
3	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products	Offer all students to take a virtual tutorial online	Administration	enrollment and review reports	online quizzes and EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2013, we will increase the number of students achieving level 4 or above on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 5% (26) of our students were a level 4 or above on the Algebra EOC. (report A0197)	In 2013, 10% of our students will achieve a level 4 or above on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate time during class period to implement strategy and evaluate prior to next class meeting	Exit Slips to target remediation	Administrator	Teacher collection of Exit Slip forms	Classroom review work addressing indicated problems

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In 2013, We will increase the number of Level 3 students (or moderate) to 42% (80% total for level 3 and above).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% of our students scored a level 3 on the Geometry EOC (73% scored level 3 or higher).	In 2013, 42% of our students will score a level 3 on the Geometry EOC (80% level 3 or higher).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance due to transportation	Weekly NHS peer tutoring	NHS Sponsor	attendance reports	FCAT/Eoc's
2	Student attendance due to transportation	Saturday Tutorials for retakes	Administrator	Attendance Reports	FCAT/EOC's
3	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products	Offer all students to take a virtual tutorial online	Administration	enrollment and review reports	online quizzes and EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In 2013, We will increase the number of Level 4 and 5 students (or high) to 38% (80% total for level 3 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 35% of our students scored a level 4or 5 on the	In 2013, 38% of our students will score a level 4or 5 on

Geometry EOC (73% scored level 3 or higher).	the Geometry EOC (80% level 3 or higher).

	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	Appropriate time during class period to implement strategy and evaluate prior to next class meeting	Exit Slips to target remediation	Administrator	Teacher collection of Exit Slip forms	Classroom review work addressing indicated problems

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
ADAM (Academic Data Analysis Meetings) for math	Mathematic teachers	Administrator	Mathematics teaches	Twice per month	Example of student work and teacher EDW reports	Administrator
Algebra and Geometry EOC training	Mathematic teachers	District Math Support	Mathematic teachers	September/October	Example of student work and teacher EDW reports	Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Tutoring	School Improvement Funds	$2,000.00
Tutoring	Tutoring materials	School Improvement Funds	$500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend and Participate in Professional Development	Temporary coverage for professional development	School improvement funds	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

<table>
<tr><td colspan="2">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:</td></tr>
<tr><td>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1:</td><td>Maintain the number of our Science FAA students scoring a level 4,5, and 6 at 100%.</td></tr>
<tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td></tr>
<tr><td>In 2012, 100%(2) of the alternatively assessed students achieved a Level 4,5,6 on the Science FAA.</td><td>In 2013, 100%(2) of the alternatively assessed students will achieve a Level 4,5,6 on the Science FAA.</td></tr>
</table>

| 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				

<table>
<tr><td colspan="2">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:</td></tr>
<tr><td>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:</td><td>Increase the number of alternatively assessed students obtaining a level 7 or above on the Science FAA.</td></tr>
<tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td></tr>
<tr><td>In 2012, no students achieved a Level 7 or above on the FAA.</td><td>In 2013, 50% of our alternately assessed students will score a level 7 or above on the Science FAA.</td></tr>
</table>

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of appropriate materials	teacher created POD	teacher	lesson plan review	FAA results

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:	In 2013, We will increase the number of Level 3 students (or moderate) to 32% on the Biology EOC (80% total for moderate and high).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, , 28% of our students scored a level 3/Moderate on the Biology EOC (70% scored level 3 or higher).	In 2013, We will increase the number of Level 3 students (or moderate) to 32% on the Biology EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products.	Utilize EDW reports to determine student weaknesses based on student data and develop strategies t improve instruction based on the data. District curriculum frameworks and Learning Village will be used to direct instruction.	Administrator	Participate in ADAM meetings to review EDW reports, data from diagnostic tests and Comprehension Check with the science coach to develop strategies to improve instruction.	Evaluation Tool 1). Diagnostic Tests 2) Improvement on science Comprehension Check/common assessments 3) FCAT science 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 group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	In 2013, We will increase the number of Level 4 and 5 students (or high) to 45% (80% total for level 3/moderate and above).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% of our students scored High (Level 4) on the Biology EOC (70% scored moderate or higher).	In 2013, We will increase the number of Level 4 students (or High) to 45% on the Biology EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of materials provided by SDPBC and availability of technology within classroom to utilize products.	Students will practice high level problem solving skills by completing lab activities that allow students to analyze scientific data through the use of charts, graphs, and the scientific method	Science DIL	Science department chair will check lesson plans for completion of lab activities.	1.Diagnostic tests 2. Improvement on science Comprehension Check/common assessments 3. Biology EOC results

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Frameworks and Learning Village	Biology teachers	District	Grades 9 - 11 Science Teachers	November/December PDD	Lesson Plan reviews and Classroom walkthroughs	Administrator over Science
NG-CAR PD or Reading Endorsement	All Interested Teachers	District	All Interested Teachers	June 2013	Completion of NG-CAR PD pr Reading Endorsement courses	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with appropriate materials to utilize within Science classroom	Purchase science resources as needed by the department for class and tutoring	School improvement funds	$2,000.00
			Subtotal: $2,000.00
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
Allow teachers to attend various professional development opportunities	Temporary coverage for professional development	School Improvement funds	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with materials necessary to effectively support	Tutoring materials	School Improvement Funds	$500.00
Tutoring	Tutoring	School Improvement Funds	$1,000.00
			Subtotal: $1,500.00
			Grand Total: $4,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of student scoring level 3 and above in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 93% (579) students scored a level 3 or higher	In 2013, 95% of students will score a level 3.5 or higher

	on the FCAT Writing test.		on the FCAT Writing test.		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance is required to execute strategy	Students will write daily; all writing will be dated and kept in a writing portfolio	Administrator	A school wide consistent method of saving students' work will be established. Students will place dated writing samples in their portfolios for review	1. Progress between each of the required PalmBeach Writing test prompts 2) Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth.
2	Availability of time required to accurately review student products	The Writing process will be explicitly taught	Administrator over English	Teacher and administration will monitor this process by reviewing student work and EDW reports.	Progress between each of the required PalmBeach Writing test prompts; student writing samples will be reviewed and scored weekly
3	Availability of time required to accurately review student products	District supplied Anchor and Exemplar papers will be used as samples based on the 6 point rubric grading scale	Administrator over English	Grading of student work using the 6 point rubric; 10th grade students will write no less than 4 PalmBeach Writes! Practice tests	Scored writing samples will be used to determine progress between each of the required PalmBeach Writes! Practice writing prompts

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
Teaching the use of revision, editing and rewriting strategies	English	District or Area Writing support	English Teachers	By December PDD	Monitor student writing portfolios; students will use red pens to make revisions and edit so their self-correcting behavior can be easily monitored	Administrator over English
ADAM (Academic Data Analysis Meetings) for writing	English	Administrator	English Teachers	Twice per month	Palm Beach Writes reports and EDW reports	Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using student portfolios	File folders for student writing	School Improvement Funds	$200.00
			Subtotal: $200.00
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
Attend and Participate in Professional Development	Temporary coverage of classes for professional development	School Improvement Funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $700.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The Attendance Rate for SRCHS will increase, while the number of Students with excessive absences and tardies will decrease.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the attendance rate was 87%. (report A0197)	In 2013,the attendance rate will increase to 90%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012,13% (359)students had 10 absences or more (EDW Report #A0197)	In 2013, the number of students with 10 or more absences will decrease to 324.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 11% (314)students had 10 or more Tardies. (EDW Report #A0197)	In 2013, the number of students with 10 or more Tardies will decrease to 283.
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Accurate Attendance	Final Exam Stipulation	Teacher	Administration	Final Attendance
2	Accuracy of Student Records	Parent Link phone service	Technology Coordinator	Future Attendance	Final Attendance

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Reduce the number of students receiving In School Suspension (ISS) and Out of School Suspension (OSS).

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, there were 623 In School Suspensions.	In 2013, there will be less than 561 In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, there were 296 students that served ISS.	In 2013, there will be less than 267 students that serve ISS.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, there were 276 Out-of-School Suspensions.	In 2013, there will be less 248 Out-of-School Suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, there were 174 students that received OSS.	In 2013, there will be less than 157 students that receive OSS.

	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	Teacher implementation and adherence to behavior policy/matrix	Single School Culture for Behavior	Administrator	Regular review of EDW Discipline reports.	EDW Reports
2	Students who fail to serve minor discipline infractions that have progressive actions	Student reminders of disciplinary actions to increase appropriate behavior.	Administrators	Regular review of EDW Discipline reports./student conversation	EDW Reports

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

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

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

Suspension Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Reduce the school dropout rate, while increasing the Graduation Rate (Cohort).
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
In 2012, the Dropout Rate was 1 % or 37 students. (Report # A0197)	In 2013, the Dropout Rate will be less than 1%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
In 2012, the Graduation Rate was 86% (513 students graduated) (Report A0197).	In 2013, the Graduation Rate will be 89.0% or above.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accuracy of teacher attendance	Monitor student attendance rates regularly through data reports	Administrator	Evaluation of EDW Reports	EDW Graduation Reports
2	Accuracy of Student records	Parent Communication through phone calls, mailings, edline, and parent link.	Administrator	Evaluation of EDW Reports	Dropout Rate
	Student Reluctance	Identify and place	Guidance	Evaluation of EDW	EDW Graduation

| 3 | | individuals in E2020 to assist in recovering previously attempted credits. | Department and Administrator | Reports and E2020 Reports | Reports and E2020 completion reports |

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who*	Increase the number of volunteers and volunteer hours from 2012.

participated in school activities, duplicated or unduplicated.				

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, SRHS had 434 parent volunteers registered and 5,225 documented parent volunteer hours.	in 2013, we will register 450 parent volunteers and document 8,000 parent volunteer hours.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of time from volunteers	Recruit parents to volunteer at school through Open House, New Student Orientation, Project Graduation, SAC, and other venues	Cindi Walker (SAC Chair)	Monitoring of volunteers and volunteer hours	VIPS program

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

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

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

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
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Other

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	In 2013, we will increase the number of students who pass CTE and IC Exams.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to prepare for exams	Students are provided access to online tutorial programs	Teachers	Student scores/data chats	CTE/ICE results

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Teacher directed tutoring	School Improvement Funds	$2,100.00
Reading	Tutoring Materials	Teacher/Student Materials	School Improvement Funds	$500.00
Mathematics	Tutoring	Tutoring	School Improvement Funds	$2,000.00
Mathematics	Tutoring	Tutoring materials	School Improvement Funds	$500.00
Science	Provide students with appropriate materials to utilize within Science classroom	Purchase science resources as needed by the department for class and tutoring	School improvement funds	$2,000.00
Writing	Using student portfolios	File folders for student writing	School Improvement Funds	$200.00
				Subtotal: $7,300.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Temporary coverage for professional development	Provided class coverage (substitute teacher) to allow full time staff members to attend professional development opportunities outside of classroom/school.	School Improvement Funds	$1,000.00
Mathematics	Attend and Participate in Professional Development	Temporary coverage for professional development	School improvement funds	$1,000.00
Science	Allow teachers to attend various professional development opportunities	Temporary coverage for professional development	School Improvement funds	$1,000.00
Writing	Attend and Participate in Professional Development	Temporary coverage of classes for professional development	School Improvement Funds	$500.00
				Subtotal: $3,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Provide teachers with materials necessary to effectively support	Tutoring materials	School Improvement Funds	$500.00
Science	Tutoring	Tutoring	School Improvement Funds	$1,000.00
				Subtotal: $1,500.00
				Grand Total: $12,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funding for Reading FCAT , Math, and Science EOC's Tutoring, professional development opportunities, Science Materials, and Reading Materials.	$12,300.00

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

Discuss upcoming school events.
Discuss and analyze funding options to assist school.
Monitor progress towards school goals.
Review and discuss School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District SEMINOLE RIDGE COMMUNITY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	86%	88%	52%	281	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	51%	76%			127	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	59% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					522	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District SEMINOLE RIDGE COMMUNITY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	88%	90%	52%	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%	78%			138	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?	55% (YES)	66% (YES)			121	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					560	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested