FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SPANISH RIVER COMMUNITY HIGH SCHOOL

District Name: Palm Beach

Principal: Mr. William R. Latson

SAC Chair: Mr. Eric Dybas

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/24/2012

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 Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending. Principal of Polo Park M.S. in 2010-2011: FCAT Reading 77% proficient, 65% made gains and 66% of students in lowest 25% made gains. Math- 81% proficient, 77% made gains and 72% of lowest 25% made gains. Science 64% proficient. Writing, 82% proficient. School maintained an "A" grade but did not meet AYP. Principal of Polo Park in 2009-2010:

Principal	Mr. William R. Latson	BA- Elementary Education, University of Florida; Master of Arts- Masters is in Cultural Foundation of Education which the ESOL endorsement is a part of the degree. Specialist of Science- Educational Leadership, Florida Atlantic University	1	12	FCAT Reading 79% proficient, 66% made gains and 60% of students in lowest 25% made gains. Math- 77% proficient, 70% made gains and 65% of lowest 25% made gains. Science 71% proficient. Writing, 92% proficient. School maintained an "A" grade but did not meet AYP. Principal of Polo Park 2008-2009: FCAT Reading 80% proficient, 67% made gains and 70% of students in lowest 25% made gains. Math- 79% proficient, 73% made gains and 68% of lowest 25% made gains. Science 59% proficient. Writing, 96% proficient. School maintained an "A" grade but did not meet AYP. Principal of Calusa Elementary 2007-2008: Grade: A, Reading Mastery 91%, Math Mastery 89%, Science Mastery 78%. Economically Disadvantaged only subgroup that did not make AYP in reading and math. Principal at Calusa Elementary: 2006-2007: Grade A, Reading Mastery: 89%, Math Mastery 91%. All subgroups made AYP in Reading and Math. 2005-2006: Grade AB, Reading Mastery 87%, Math Mastery 84%. AYP: SWD did not make AYP. 2004-2005: Principal of Boynton Beach High School: Grade: D, Reading Mastery 19%, Math mastery 45%. AYP: Only White students made AYP in Reading and Whites and Hispanics Made AYP in Math.
Assis Principal	Mrs. Mara Goron	B.A. in Political Science, Masters in Special Education Transition, Masters in Administration and Supervision, School Principal K-12, Social Science 6-12, Varying Exceptionalities K-12	10	13	Asst. Principal of Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending. Asst. Principal at Spanish River H.S. 2010-11 Grade- B Reading Mastery 72%; Math Mastery 94%; Writing Mastery 94%; Science Mastery 72%; Did not make AYP Reading for Total, White, Hispanic, and F/R. All subgroups made mastery in Math AYP. Asst. Principal at Spanish River H.S. 2009-10 Grade- A Reading Mastery 73%; Math Mastery 93%; Science Mastery 78%; Writing Mastery 93%; Did not make AYP in the F/R lunch and the total subgroups for reading; achieved AYP in all subgroups for Math Assistant Principal at Spanish River High School 2008-2009: Grade A: Reading Mastery 67%; Math Mastery 91%; Science Mastery 70%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP Math in all subgroups 2007-2008 Grade A; Reading Mastery 69%; Math Mastery 90%; Science Mastery 69%; Achieved AYP in all subgroups for both Reading and Math. 2006-2007 Grade A: Reading Mastery 66%; Math Mastery 87%; Science Mastery 74%; Did not make AYP in Hispanic subgroup for Reading; Made AYP in all subgroups for Math. 2005-2006 Grade A: Reading Mastery 66%; Math Mastery 88%; Achieved AYP all subgroups for Reading and Math.
					Asst. Principal of Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending.

					Asst. Principal at Spanish River H.S. 2010-11 Grade- B Reading Mastery 72%; Math Mastery 94%; Writing Mastery 94%; Science Mastery 72%; Did not make AYP Reading for Total, White, Hispanic, and F/R. All subgroups made mastery in Math AYP.
Assis Principal	Mr. Doug Markwardt	Masters in Industrial Technology, Masters in Administration	22	26	Asst. Principal at Spanish River H.S. 2009-2010 Grade-A Reading Mastery 73%; Math Mastery 94%; Science Mastery 78%; Writing Mastery 93%; Did not make AYP in the F/R lunch and the total subgroups for reading; achieved AYP in all subgroups for Math Assistant Principal at Spanish River High School 2008-2009: Grade A: Reading Mastery 67%; Math Mastery 91%; Science Mastery 70%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP Math in all subgroups 2007-2008 Grade A; Reading Mastery 69%; Math Mastery 90%; Science Mastery 69%; Achieved AYP in all subgroups for both Reading and Math. 2006-2007 Grade A: Reading Mastery 66%; Math Mastery 87%; Science Mastery 74%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP in all subgroups for Math. 2005-2006 Grade A: Reading Mastery 66%; Math Mastery 88%; Achieved AYP all subgroups for Reading and Math.
Assis Principal	Mr. Ira Sollod	B.A. in Business Education and Marketing, Masters in Educational Leadership, School Principal K-12	12	15	Asst. Principal of Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending. Asst. Principal at Spanish River H.S. 2010-11 Grade-B Reading Mastery 72%; Math Mastery 94%; Writing Mastery 94%; Science Mastery 72%; Did not make AYP Reading for Total, White, Hispanic, and F/R. All subgroups made mastery in Math AYP. Asst. Principal at Spanish River H.S. 2009-10 Grade- A Reading Mastery 73%; Math Mastery 94%; Science Mastery 78%; Writing Mastery 94%; Did not make AYP in the F/R lunch and the total subgroups for reading; achieved AYP in all subgroups for Math Assistant Principal at Spanish River High School 2008-2009: Grade A: Reading Mastery 67%; Math Mastery 91%; Science Mastery 70%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP Math in all subgroups 2007-2008 Grade A; Reading Mastery 69%; Math Mastery 90%; Science Mastery 69%; Achieved AYP in all subgroups for both Reading and Math. 2006-2007 Grade A: Reading Mastery 66%; Math Mastery 87%; Science Mastery 74%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP in all subgroups for Math. 2005-2006 Grade A: Reading Mastery 66%; Math Mastery 88%; Achieved AYP all subgroups for Reading and Math.
					Asst. Principal of Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains

					73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending.
Assis Principal	Mr. Todd Bolar	B.S. in Physical Education and History, Masters in Administration and Supervision	4	19	Asst. Principal at Spanish River H.S. 2010-11 Grade-B Reading Mastery 72%; Math Mastery 94%; Writing Mastery 94%; Science Mastery 72%; Did not make AYP Reading for Total, White, Hispanic, and F/R. All subgroups made mastery in Math AYP. Asst. Principal at Spanish River H.S. 2009-10 Grade- A Reading Mastery 73%; Math Mastery 94%; Science Mastery 78%; Writing Mastery 93%; Did not make AYP in the F/R lunch and the total subgroups for reading; achieved AYP in all subgroups for Math Assistant Principal at Spanish River High School 2008-2009: Grade A: Reading Mastery 67%; Math Mastery 91%; Science Mastery 70%; Did not make AYP in Hispanic subgroup for Reading; Achieved AYP Math in all subgroups Assistant Principal at Palm Beach Lakes High School 2007-2008 Grade of C Reading Mastery 21%; Math Mastery 51%; Science Mastery 26% Black, Hispanic, SWD, FR, ELL Did not make AYP in either Reading or Math 2006-2007 School Grade D Reading Mastery 17%; Math Mastery 44%; Science Mastery 26% Black, Hispanic, SWD, FR, ELL did not make AYP in either Reading or Math 2005-2006 School Grade C Reading Mastery 16%; Math Mastery 49% Black, SWD and ELL did not make AYP in Math. No groups made AYP in Reading.
Assis Principal	Ms. Rachel Amburgey	Master's Degree in Secondary Education, West Virginia University; Bachelor's Degree in English, West Virginia University; Educational Leadership Certification, Florida Atlantic University and ESOL endorsed.	1	5	Asst. Principal of Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending. 2010-2011 Assistant Principal, Woodlands Middle School: Grade-A Reading Mastery 73%; Math Mastery 79%; Writing Mastery 97%; Science Mastery 65%; Did not make AYP. 2009-2010 Division of Curriculum, Language Arts Program Planner, 97% of Grade 8 and 95% of Grade 10 students in Palm Beach County had an essay score at a 3 and above on the FCAT Writes. 2008-2009 Division of Curriculum, Language Arts Program Planner, 92% of Grade 8 and 81% of Grade 10 students in Palm Beach County had a combined essay score at 3.5 and above on the FCAT Writes. 2007-2008 Division of Curriculum, Language Arts Program Planner, 91% of Grade 8 and 82% of Grade 10 students in Palm Beach County had a combined essay score at 3.5 and above on the FCAT Writes.
		BA in Elementary Education; MS Reading;			

| Assis Principal | Ms. Katie Armentano | Ed.S Educational Leadership; Elementary Education (K-6); Reading (K-12); Educational Leadership (all levels)and English For Speakers Of Other Languages (ESOL). Endorsement | 1 | 1 | Asst. Principal of Spanish River H.S. in 2011-2012: Grade-Pending Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; Science Mastery pending. |

INSTRUCTIONAL COACHES

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

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Provide a new teacher mentoring program.	Assistant Principal and Lead Teacher	ongoing	
2	Provide staff development based on needs assessments.	Assistant Principal and Professional Development Team	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4	Notification of suject area exam for certification

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
131	8.4%(11)	16.8%(22)	18.3%(24)	56.5%(74)	39.7%(52)	96.9%(127)	13.0%(17)	5.3%(7)	21.4%(28)

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
Steve Medvedeff	Querima Adams	Common Content Area	Monthly new teacher meetings, weekly PLC meeting
Nicole Susil	Francine Cangelosi	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed
Nicole Susil	David Bryan	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed
Meg Leeds	Charlotte Eames	Common Content Area	Montly new teacher meetings, day-to-day mentoring as needed
Renee Richar	Stacy Jaeger	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed
Nicole Susil	Kemper Lipscomb	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed
Paulette Riedel	Hugh Maher	Mr. Maher is a science teacher and there is not a science teacher available with CET, who is not already mentoring another teacher. Mrs. Riedel has CET.	Monthly new teacher meetings, day-to-day mentoring as needed
Kelly Kayle-Gallon	Katia Matinez	Ms. Martinez is an art teacher and there is not an art teacher available with CET. Mrs. Kayle-Gallon has CET.	Monthly new teacher meetings, day-to-day mentoring as needed
Barbara Boerstler	Kathleen Molinaro	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed
Steve Staggs	Ryan Thompson	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed
Nicole Susil	Jeremy Young	Common Content Area	Monthly new teacher meetings, day-to-day mentoring as needed

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 1003.42(2) F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, RtI facilitator, Speech and Language Pathologist (SLP) 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 problem solving team (School-Based Team) is assisting with academic and behavioral interventions;
• assessment of RtI skills of school staff is conducted;
• fidelity of implementation of intervention support is documented;
• adequate professional development to support the RtI framework is provided; and
• effective communication with parents regarding school-based RtI intervention plans and activities occur.
The RtI/Inclusion Facilitator contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available and offers professional development and technical assistance.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

The School-Based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.
* Problem-Solving Model
The four steps of the Problem-Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
• Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

Members of the School-Based RtI Leadership Team meet with the School Advisory Council (SAC) and help develop the SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.
Topics for discussion include, but are not limited to, the following:
• FCAT scores and the lowest 25%
• AMO and subgroups
• strengths and weaknesses of supplemental and intensive intervention programs
• mentoring, tutoring, and other services
The RtI/Inclusion Facilitator provides professional development for the SAC members on the RtI framework.
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 (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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
• Florida Assessment for Instruction in Reading (FAIR)
• 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
• Staff/Student Surveys
Midyear data:
• Florida Assessment for Instruction in Reading (FAIR)
• Palm Beach County Winter Diagnostics
• Palm Beach Writes
• Progress Monitoring and Reporting Network (PMRN)
End-of-year data:
• Florida Assessment for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT)
• End of Course Assessment Test (EOC)
• FCAT Writes

• ACT/SAT/CPT/PERT

Describe the plan to train staff on MTSS.

Professional development is offered to the RtI/Inclusion Facilitators by district staff. The school-based RtI/Inclusion Facilitator provides professional development opportunities to the faculty on designated Learning Team Meeting Days (LTM). These opportunities include, but are not limited to, the following:
• Effective School Based Teams –
• RtI and the Problem Solving Process
• School- wide Positive Behavior Support (Sw-PBS)
• How to Interpret Data (Making Informed Decisions)
• Research Based Interventions –
Individual professional development is provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

┌─School-Based Literacy Leadership Team─

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

Team members include:
-Principal -Assistant Principal(s) -Teachers from a variety of departments and/or grade levels deemed best able to serve as members

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, assistant principal, reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month. Agenda topics include the discussion of the school's goals and progress, as well as identification of new strategies and initiatives to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. This year one initiative will be to increase student achievement in reading in the lowest 25%. To achieve this goal, initiatives will be based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading & Social Studies:
The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense, information and unfamiliar concepts. Students in content area classes receive instruction in learning strategies in order to meet the unique requirements of the individual subject area. Students learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students learn to:
• understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
• recognize organizational patterns in text;
• understand how pictures and other graphic representations contain information that is important to understanding the text;

• understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
• know which reading strategies are appropriate to use with a particular text;
• use a variety of study and note-taking skills; and
• understand vocabulary context clues provided by the author; and use word attack skills.
To support students' efforts, content area teachers are trained to use and to teach learning strategies that are effective for their subject areas. Reading coaches model lessons in the classroom to demonstrate the infusion of reading in the content areas. Our school created an instructional flow chart with specific emphasis on reading benchmarks across the curriculum. Teachers received CRISS, Search and Destroy, and Content Enhancement pofessional development to provide engaging learning strategies for all subject areas across the curriculum. These learning strategies are designed to develop critical thinking, independent readers and learners. These professional developments support subject area classroom explicit instruction and ways to actively engage students in discussion and questioning the text. Through assigned discovery-learning projects, specific content-area leveled books are required to be checked out from the media center or classroom library to be utilized in supporting and deepening the students' understanding of the content.Search & Destroy is a strategic reading routine, developed by our district, which maximizes students' performance on FCAT, as well as, with any reading task; however, this is not a "teaching-to-the-test" method. The Search & Destroy routine enables students to reach increased levels of comprehension through the combining of four highly effective reading strategies (Preview, Focus Questions, Chunking, and Mark up the Text).
The following research supports the systematic delivery of explicit instruction in the use of strategies, such as, the Search & Destroy routine:
• Strategy instruction improves comprehension of texts (The Report of the National Reading Panel, 2006).
• Struggling readers benefit from explicit instruction in the use of strategies. (RAND Report on Reading Comprehension, 2002)
• The explicit teaching of strategies improves comprehension. (Pressley, 2002)
• Students need to be taught a set of strategies that they can use on their own when they read text, especially when they encounter difficulties. (Dole, 2000)
Math & Science
Teachers attend CRISS Science and/or CRISS Mathematics trainings and incorporate strategies into their instructional delivery methods. Teachers incorporate read alouds into the curriculum from a variety of content area text (both fiction and nonfiction).Teachers incorporate science notebooks, journals, or writing prompts as a tool to improve literacy skills.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Spanish River offers elective courses in art, business, technology and career education. Many of these courses focus on job skills which may lead to careers. We also offer a DCT/OJT program, which allows students to come to school for academic courses and then work at a job and earn school credit. Our Little Sharks program provides Early Childhood students with direct instruction and experience with children and prepares them for a career in education or in child care.

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?

Course selection is done through a team approach- the student, a guidance counselor, the teachers, and the parents. The Guidance Department also presents several seminars on college and financial planning as well as information about Advanced Placement and academies. The school provides orientations for students and parents to learn about our courses, our academies and our school's academic and extracurricular offerings.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

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

Spanish River was higher that both the District and the State in most areas. However, we are low in the number of students that take Dual Enrollment courses. One of the reasons for the low number is that we have a higher number of students enrolled in AP courses and, with the transition of our new AICE course, on campus. However, due to budget, some students are not able to get into an AP course, so those students will be encouraged to enroll in one or more Dual Enrollment classes. The administration will work with guidance to identify those students and contact parents.
More AP courses are being offered this year to increase the number of students participating in one or more AP courses.

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:	At least 86% of all targeted AYP in 9th and 10th grade will achieve proficiency on the 2012 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (740)	86% (1084)

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	No intrinsic motivation for students	SAL-P discussion and goal setting activity- 3 times per year (before fall and winter diagnostic and before FCAT)	English and Reading Teachers	Analyze data after formative and report out in LTM and PLC meetings.	Diagnostics, FCAT, FAIR
2	Need for new perspective on increasing student achievement	EDW Training, paradigm shift, data chats and differentiated instruction	All Teachers and administrators	Analyze data after formative and classroom assessments and report out in LTM and PLC meetings.	Diagnostics, FCAT, FAIR, Palm Beach Writes and classroom assessments
3	Increase performance of lowest 25%	Identifying students in August, tutorials, data chats, progress conferencing, differentiated instruction, and increased writing in response to reading in the area content classroom.	All Teachers and administrators	Analyze data after formative and classroom assessments and report out in LTM and PLC meetings.	Diagnostics, FCAT, FAIR, Palm Beach Writes and classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	At least 60% of students taking the Florida Alternate Assessment in Reading will score at Levels 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	60% (8)

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	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent parent communication, success of incentives program	Florida Alternate 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At least 54% of students will achieve a level 4 or 5 on the FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (575)	54% (698)

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	No incentive to maintain or increase their current level.	Incentive program	AP, 9th and 10th grade English teachers	Analyze data from FY12 FCAT and Diagnostics	Diagnostics, SRI, FY13 FCAT Reading

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:	At least 20% of students taking the Florida Alternate Assessment will score at or above Achievement Level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	20% (2)

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	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent and parent communication	Florida Alternate 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At least 74% of all 9th and 10th graders will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

72% (610)		74% (956)

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 knowledge of best practice classroom strategies	Training to increase knowledge in differentiated instruction, CRISS strategies, sharing strategies at LTM meetings.	All teachers and administrators	Informal observations, classroom walk-throughs, PLC and LTM meetings	Diagnostics, FCAT Reading, FAIR and classroom assessments
2	Not enough school-wide focus on reading improvement	Each department (Science, Social Studies, World Languages, Physical Education, Fine Arts and Career Technical) will target two tested reading standards to teach and assess throughout the year. English and reading will cover all of the standards.	All teachers and administrators	Discussions in PLC's, LTM's and classroom walk-throughs	Diagnostics, FCAT Reading, FAIR and classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	At least 20% of students taking the Florida Alternate Assessment will make gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	20% (2)

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	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data and consistent parent communication	Florida Alternate 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 74% of students in the Lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (200)	74% (207)

	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 apathy	Incentive program, administrators will meet with students to monitor their progress	English and reading teachers and administrators	Discussions at LTM's, Analyze data from Diagnostics, FY12 FCAT	Diagnostics, FAIR, FY13 FCAT Reading
2	Not enough school-wide focus on reading improvement	Each department (Science, Social Studies, World Languages, Physical Education, Fine Arts and Career Technical) will target two tested reading standards to teach and assess throughout the year. English and reading will cover all of the standards.	All teachers and administrators	Discussions in LTM's and classroom walk-throughs	Diagnostics, FCAT Reading, FAIR and classroom assessments
3	Not enough outside of school support for improvement on reading	Offer reading tutorial program for afterschool and Saturdays	Select reading/English teachers and Administrators	Discussions with tutorial teachers and students	Diagnostics, FCAT Reading, FAIR and attendance logs
4	Not monitoring the lowest 25% of students	Staff will receive a master list of students who are in the lowest 25%. Staff will be encouraged to color code their seating chart (teacher's chart) to be able to easily identify these students.	All Teachers and Administrators	Discussions at LTM's, data disaggregation of FY12 FCAT, common assessments and diagnostics	EDW Reports, Results of common assessments, diagnostics and FCAT
5	Students are unaware of their performance and progress.	Reading teachers will conduct data chats with SAL-P reports and set goals with students 3 times per year. The lowest 25% of students will have an individual data chat with teachers.	Reading teachers	Discussions in LTM's, Data Chats and classroom walk-throughs	Classroom assessments, Diagnostics, FY13 FCAT Reading

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Aleast 80% of the White subgroup; at least 50% of the Black subgoup; and at least 72% of the Hispanic subgroup; at least 90% of the Asian subgroup; and 75% of the American Indian subgroup will make proficiency on the FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 78% (622)	White 80% (680)

Black 38% (25)
Hispanic 69% (169)
Asian 88% (128)
Am. Indian 50% (3)

Black 50% (35)
Hispanic 72% (213)
Asian 90% (29)
Am. Indian 75% (6)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough support from faculty for extra/remedial programs	Identify students and provide staff mentors to help students	All teachers and administrators	Discussion at LTM and Leadership meetings	Diagnostics, FAIR, FCAT, Palm Beach Writes and classroom assessments
2	No sheltered ELL classes	Use of ELL best practices/strategies by all teachers Communication with parents in bilingual form and Tutoring by Latin American Club	Latin American Club sponsor and administrators	Informal observations, Classroom walk-throughs by administrators, review of lesson plans	Diagnostics, FAIR,FCAT, Bilingual letters, CELLA, attendance at Latin American Club tutoring

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:	At least 50% of ELL students will be satisfacting progress (e.g., learning gains)in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	50% (2)

	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	No sheltered ELL classes	Use of ELL best practices, strategies, accomodations (when applicable) by teachers, ESOL Parent Leaderhsip Council Meetings, Latin American Club Tutoring	Administratos, Teachers and Latin American Tutoring Club	Informaal observations, Lesson Plan Reviews and Communication with parents	Classroom work, Cella and informal and formal reading assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At least 45% of Students with Disabilities will make satisfactory progress (learning gains) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (37)	45% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support including transportation problems and access to learning materials	Provide an ESE parent night to educate parents on what resources are available and provide parents with resources	ESE Coordinator, Administators and ESE teachers and support staff	Conferences with students, observations, tutoring programs and attendance at parent workshops	Classroom work and assessments, Formal and informal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At least 55% of students in the Economically Disadvantaged subgroup will achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (125)	55% (200)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support including transportation problems and access to materials	Provide a letter home indicating what resources are available, provide access to the Activity bus, recommend classroom libraries, GPA on the Rise workshops	Student Services, GPA on the Rise Team personnel, Administrators PTSA, Foundation	Conferences with students, observations at tutoring programs, attendance at workshops	Diagnostics,FAIR,FCAT, Attendance logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	9-12	Diana Fedderman	School-Wide, All Staff	TBD (Original Training Date Cancelled Due to Hurrican Makeup Date)	Classroom Walkthoughs, Lesson Plan Reviews, Student Work, Classroom Assessments	All Teachers and All Administrators
Motivating Students through Building Positive Relationships	9-12	William Latson	School-Wide, All Staff	August 14, 2012	Classroom Walkthoughs, Communicating with Students, Teachers and Parents	All Teachers and All Administrators
Marzano Evaluations	9-12	William Latson	School-Wide, All Staff	Ongoing	Classroom Walkthoughs, Lesson Plan Reviews, Student Work, Classroom Assessments	All Teachers and All Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Engage students in reading with "Just Right" books	Classroom Libraries: Fiction & Nonfiction Books	School Improvement Plan	$2,500.00
			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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with the materials they need to teach the benchmarks (working from old materials)	copy paper	School Improvement Plan	$1,000.00
Motivate Students	Food for tutoring during lunches; incentives for tutoring program; teacher resources; food or coupons for shark shop	School Improvement Plan	$3,500.00
			Subtotal: $4,500.00
			Grand Total: $7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	At least 92% of students will score proficient in the listening/speaking componenet of CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
91% (10)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No sheleterd ELL classes.	Target low to intermediate listening/speaking students with small group instruction and ensure implementation of accomdations by	Administrator	Speaking and listening exercises recommended by the district and practice assessments	CELLA

| | | teachers | | | |

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:	At least 50% of students will score proficient in reading on the CELLA test.

2012 Current Percent of Students Proficient in reading:

45% (5)

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	No sheleterd ELL classes.	Target low to intermediate listening/speaking students with small group instruction and ensure implementation of accomdations by teachers	Administrator	Speaking and listening exercises recommended by the district	Communication with students, practice assessments and CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	At least 20% of students will score proficiency in writing on the CELLA assessment.

2012 Current Percent of Students Proficient in writing:

18% (2)

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	No sheleterd ELL classes.	Target low to intermediate listening/speaking students with small group instruction and ensure implementation of accomdations by teachers	Administrator	Speaking and listening exercises recommended by the district	Communication with students, practice assessments and CELLA

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:	At least 60% of students who take the Flordia Alternate Assessment will score at Levels 4, 5 and 6 in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (30)	60% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent parent communication	Florida Alternate 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	At least 20% of students taking the Florida Alternate Assessment will score at or above a Level 7 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	20% (2)

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	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent parent communication	Florida Alternate 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:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	At least 40% of students taking the Florida Alternate Assessments will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (12)	40% (2)

	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	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent parent communication	Florida Alternate Assessment

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:	At least 70% of the Algebra I students will score a level 3.0 or above on the Algebra I Exam (EOC).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (162)	70% (400)

	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	Algebra I EOC is new to teachers and students.	Attend district professional development (1/2 day) to receive training on the Algebra I Course Exams and provide time for Content Specific Professional Learning Communities to promote teacher collaboration to determine most effective math instructional practices.	Administrators and Algebra I Teachers	Training Documentation (e.g., agenda, materials, etc.), Training Follow-up (e.g.,In-service Activity)	Algebra I EOC
2	Students are not aware of their progress toward performance on the EOC.	Algebra I teachers will conduct data chats and set goals with students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Algebra I EOC
3	Lack of Motivation from students to do well on the EOC.	Offer an incentive program for students earning a 3 or above on the Algebra I exam.	Administrators and Algebra I Teachers	Data Analysis of Algebra I EOC, Survery teachers and students for feedback	Algebra I EOC
4	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students, tutorial sign-in sheets	Algebra I EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	At least 25% of students will a level 4 or above on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (78)	25% (152)

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	Algebra I EOC is new to teachers and students.	Attend district professional development (1/2 day) to receive training on the Algebra I Course Exams and provide time for Content Specific Professional Learning Communities to promote teacher collaboration to determine most effective math instructional practices.	Administrators and Algebra I Teachers	Training Documentation (e.g., agenda, materials, etc.), Training Follow-up (e.g.,In-service Activity)	Algebra I EOC
2	Students are not aware of their progress toward performance on the EOC.	Algebra I teachers will conduct data chats and set goals with students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Algebra I EOC
3	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students, tutorial sign-in sheets	Algebra I EOC
4	Lack of Motivation from students to do well on the EOC.	Offer an incentive program for students earning a 3 or above on the Algebra I exam.	Administrators and Algebra I Teachers	Data Analysis of Algebra I EOC, Survery teachers and students for feedback	Algebra I EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Aleast 80% of the White subgroup; at least 40% of the Black subgoup; and at least 80% of the Hispanic subgroup; at least 80% of the Asian subgroup; and 100% of the American Indian subgroup will make satisfactory progress (e.g., learning gains on the Algebra I E.O.C.)

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	White 73% (144)	White 80% (200)
	Black 31% (10)	Black 40% (20)
	Hispanic 74% (67)	Hispanic 80% (75)
	Asian 78% (7)	Asian 80% (10)
	Am. Indian 100% (3)	Am. Indian 100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of their progress toward performance on the EOC.	Algebra I teachers will conduct data chats and set goals with students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Algebra I EOC
2	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students, tutorial sign-in sheets	Algebra I EOC
3	Lack of Motivation from students to do well on the EOC.	Offer an incentive program for students earning a 3 or above on the Algebra I exam.	Administrators and Algebra I Teachers	Data Analysis of Algebra I EOC, Survery teachers and students for feedback	Algebra I EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	At least 50% of ELL students will be satisfacting progress (e.g., learning gains)in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	50% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No sheltered ELL classes	Use of ELL best practices, strategies, accomodations (when applicable) by teachers, ESOL Parent Leaderhsip Council Meetings, Latin American Club Tutoring	Administratos, Teachers and Latin American Tutoring Club	Informaal observations, Lesson Plan Reviews and Communication with parents	Classroom work, informal and formal Algebra assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	At least 55% of Students with Disabilities will make satisfactory progress (learning gains) in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:

53% (23)	55% (25)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support including transportation problems and access to learning materials.	Provide an ESE parent night to educate parents on what resources are available and provide parents with resources	ESE Coordinator, Administators and ESE teachers and support staff	Conferences with students, observations, tutoring programs and attendance at parent workshops	Classroom work and assessments, Formal and informal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	At least 55% of students in the Economically Disadvantaged subgroup will achieve proficiency in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (67)	55% (68)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support including transportation problems and access to materials	Provide a letter home indicating what resources are available, provide access to the Activity bus, recommend classroom libraries, GPA on the Rise workshops	Student Services, GPA on the Rise Team personnel, Administrators PTSA, Foundation	Conferences with students, observations at tutoring programs, attendance at workshops	Diagnostics, Classroom Assessments, Attendance logs, Algebra I EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	At least 66% of students will score a Level 3 or above on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (317)	66% (403)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Geometry EOC is new to teachers and students.	Attend district professional development (1/2 day) to receive training on the Geometry Course Exam and provide time for Content Specific Professional Learning Communities to promote teacher collaboration to determine most effective math instructional practices.	Administrators and Geometry Teachers	Training Documentation (e.g., agenda, materials, etc.), Training Follow-up (e.g.,In-service Activity)	Geometry EOC
2	Students are not aware of their progress toward performance on the Geometry EOC.	Geometry teachers will conduct data chats and set goals with students.	Administrators and Geometry Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Geometry EOC
3	Lack of Motivation from students to do well on the Geometry EOC.	Offer an incentive program for students earning a 3 or above on the Geometry exam.	Administrators and Geometry Teachers Data Analysis of Geometry EOC	Survery teachers and students for feedback	Geometry EOC
4	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Geometry EOC Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students, tutorial sign-in sheets	Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	At least 25% of students will a level 4 or above on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	25% (150)

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	Geometry EOC is new to teachers and students.	Attend district professional development (1/2 day) to receive training on the Geometry Course Exam and provide time for Content Specific Professional Learning Communities to promote teacher collaboration to determine most effective math instructional practices.	Administrators and Geometry Teachers	Training Documentation (e.g., agenda, materials, etc.), Training Follow-up (e.g.,In-service Activity)	Geometry EOC
2	Students are not aware of their progress toward performance on the Geometry EOC.	Geometry teachers will conduct data chats and set goals with students.	Administrators and Geometry Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Geometry EOC
3	Lack of Motivation from students to do well on the Geometry EOC.	Offer an incentive program for students earning a 3 or above on	Administrators and Geometry Teachers	Data Analysis of Geometry EOC, Survery teachers and students	Geometry EOC

			the Geometry exam.		for feedback	
4	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Geometry Teachers	Classroom Walkthroughs during chats, LTM's, communcation with students, tutorial sign-in sheets	Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Aleast 73% of the White subgroup; at least 31% of the Black subgoup; and at least 74% of the Hispanic subgroup; at least 78% of the Asian subgroup; and 100% of the American Indian subgroup will make satisfactory progress (e.g., learning gains) on the Geometry E.O.C.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	White 73% (144) Black 31% (10) Hispanic 74% (67) Asian 78% (7) Am. Indian 100% (3)

<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>Students are not aware of their progress toward performance on the Geometry EOC.</td><td>Geometry teachers will conduct data chats and set goals with students.</td><td>Administrators and Geometry Teachers</td><td>Classroom Walkthroughs during chats, LTM's, communciation with students</td><td>Geometry EOC</td></tr>
<tr><td>2</td><td>Lack of Motivation from students to do well on the Geometry EOC.</td><td>Offer an incentive program for students earning a 3 or above on the Geometry exam.</td><td>Administrators and Geometry Teachers</td><td>Data Analysis of Geometry EOC, Survery teachers and students for feedback</td><td>Geometry EOC</td></tr>
<tr><td>3</td><td>Extra help sessions for students.</td><td>Tutorials will be offered to remediate and provide enrichment to students.</td><td>Administrators and Geometry Teachers</td><td>Classroom Walkthroughs during chats, LTM's, communcation with students, tutorial sign-in sheets</td><td>Geometry EOC</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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	At least 44% of ELL students will be satisfacting progress (e.g., learning gains)in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A		44% (4)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No sheltered ELL classes	Use of ELL best practices, strategies, accomodations (when applicable) by teachers, ESOL Parent Leaderhsip Council Meetings, Latin American Club Tutoring	Administratos, Teachers and Latin American Tutoring Club	Informaal observations, Lesson Plan Reviews and Communication with parents	Classroom work, informal and formal Geometry assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	At least 53% of Students with Disabilities will make satisfactory progress (learning gains) in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	53% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent support including transportation problems and access to learning materials.	Provide an ESE parent night to educate parents on what resources are available and provide parents with resources	ESE Coordinator, Administators and ESE teachers and support staff	Conferences with students, observations, tutoring programs and attendance at parent workshops	Classroom work and assessments, Formal and informal assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	At least 54% of students in the Economically Disadvantaged subgroup will achieve proficiency in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	54% (67)

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
	Lack of parent support including transportation problems and access to	Provide a letter home indicating what resources are available,	Student Services, GPA on the Rise Team personnel,	Attendance logs, Conferences with students, observations	Geometry EOC, Diagnostics, Classroom

| 1 | materials | provide access to the Activity bus, recommend classroom libraries, GPA on the Rise workshops | Administrators PTSA, Foundation | at tutoring programs, attendance at workshops | Assessments, |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Preparing Students for Algebra I and Geometry EOC Exams	Algebra I and Geometry Teachers	Diana Snider, District Office	Algebra I and Geometry Teachers	Preschool and ongoing	Classroom Walkthrougs, Agendas, Sign in Sheets, Data chats with Teachers	Administration, Teachers and Instructional Leaders

Mathematics 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
Provide student with calculators to complete work	Basic 4 function calculators class sets of TI-108's	School Improvement Plan	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Motivate Students	Food for tutoring during lunches; incentives for tutoring program; teacher resources; food or coupons for shark shop	School Improvement Plan	$3,500.00
			Subtotal: $3,500.00
			Grand Total: $5,000.00

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring

at Levels 4, 5, and 6 in science. Science Goal #1:	At least 75% of students taking the Florida Alternate Assessment will score at level 4, 5 or 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	75% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent parent communication	Florida Alternate 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	At least 1% of students taking the Florida Alternative Assessment will score at or above a level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	1% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for new perspective on increasing student achievement	Paradigm shift, data chats with students teachers, parents, and administrators, incentives	Teachers and Administrators	Analyze data, consistent parent communication	Florida Alternate Assessment

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:	At least 80% of students will score at level 3 or higher on the Biology End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	55% (318)		80% (463)		

	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	Addressing all learning needs and supporting literacy	Students will receive weekly differentiated instruction and reading strategies with classroom activities and assessments that are in the format and rigor of the Biology End of Course Assessment.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
2	Lack of Content Knowledge	Teachers will incorporate activities that identify students' prior knowledge into lessons.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
3	Lack of Vocabulary	Teachers will collaborate with Intensive Reading teachers on vocabulary and content for science.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
4	Lack of Critical Thinking Activities	Students will participate in a science investigation once each week for a minimum of 45 minutes or other type of active learning activity.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
5	Addressing all learning needs	Teachers will provide weekly opportunities to work in collaborative or small-group learning activities that help students construct their own knowledge.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
6	Lack of Content Knowledge and Progress	Teachers will use item analysis and data chats to conduct data chats and set goals with students and to identify objectives for re-teaching.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
7	Lack of Motivation	Offer an incentive program for students earning a middle or high on the Biology End of Course Assessment.	Biology Teachers and Administrators	Communication with Students and Teachers	Biology EOC
8	Lack of Progress toward Student Achievement	Teachers will use CPS program to assess student learning and disaggregate data for student data chats.	Biology Teachers and Administrators	Data Chats and Communication with Teachers and Students	Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	At least 25% of students will score at or above a leve 4 on the Biology End of Course Exam.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	25% (127)

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	Addressing all learning needs and supporting literacy	Students will receive weekly differentiated instruction and reading strategies with classroom activities and assessments that are in the format and rigor of the Biology End of Course Assessment.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
2	Lack of Content Knowledge	Teachers will incorporate activities that identify students' prior knowledge into lessons.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
3	Lack of Vocabulary	Teachers will collaborate with Intensive Reading teachers on vocabulary and content for science.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
4	Lack of Critical Thinking Activities	Students will participate in a science investigation once each week for a minimum of 45 minutes or other type of active learning activity	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
5	Addressing all learning needs	Teachers will provide weekly opportunities to work in collaborative or small-group learning activities that help students construct their own knowledge.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
6	Lack of Content Knowledge and Progress	Teachers will use item analysis and data chats to conduct data chats and set goals with students and to identify objectives for re-teaching.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
7	Lack of Motivation	Offer an incentive program for students earning a middle or high on the Biology End of Course Assessment.	Biology Teachers and Administrators	Communication with Students and Teachers	Biology EOC
8	Lack of Progress toward Student Achievement	Teachers will use CPS program to assess student learning and disaggregate data for student data chats.	Biology Teachers and Administrators	Data Chats and Communication with Teachers and Students	Biology EOC

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
Preparing Students for the Biology End of Course Exam	Biology Teachers	Greg Goebel	Biology Teachers	Preschool and ongoing	Classroom Walkthrougs, Agendas, Sign in Sheets, Data chats with Teachers	Administration, Teachers and Instructional Leaders

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Inform students of their progress in Biology and disaggregate data	Provide two class sets of Classroom Performance Devices for data collection for Biology EOC.	School Improvement Plan	$4,000.00
			Subtotal: $4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	At least 96% of all 10th graders will score a 3.0 or higher on the FY13 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (526)	96% (644)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocab, elaboration, transitions, unity of focus	Active use of Thesaurus, journals, small group editing, pullouts, revise, edit, peer/self review	English teachers and administrators	Compare initial assignments to later assignments	P. B. Writes, Essays, Dialogues, FCAT Writes
2	Does not count for graduation	Incentive program for students earning a 4.0 or above on FCAT Writes	English teachers and administrators	Final scores	FCAT Writes
3	New students have entered from private schools or out of state that are not familiar with an FCAT-type format	Pullout workshop for targeted students	Select teachers and administrators	Compare initial assignments to later assignments	P.B. Writes, Essays, FCAT Writes
4	Too many students with scores of 3.0/3.5	Pullout/Pushin workshops for targeted students	Select teachers and administrators	Compare early writing assignments to later assignments	P.B. Writes, Essays, FCAT Writes
5	Change in scoring	Attend preschool workshop to receive information and collaborate to determine most effective instructional practices	Select teachers and administrators	Compare initial assignments to later assignments	P.B. Writes, FCAT Writes
6	Change of time for FCAT Writes (45 minutes to 60 minutes)	Extend periods each test administration to provide students with authentic testing environment	Select teachers and administrators	Feedback from teachers and students	P.B. Writes, FCAT Writes
7	Lack of school-wide focus on writing	Add extended response to each common assessment and essay (one per year) for every department	All teachers and administrators	Common Assessment Tests and Essay Test Grades, Feedback from Teachers and Students	P.B. Writes, FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	At least 70% of students will score a 4 or higher on the FCAT Writes Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (301)	70% (469)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocab, elaboration, transitions, unity of focus	Active use of Thesaurus, journals, small group editing, pullouts, revise, edit, peer/self review	English teachers and administrators	Compare initial assignments to later assignments	P. B. Writes, Essays, Dialogues,FCAT Writes
2	Change in scoring	Attend preschool workshop to receive information and collaborate to	English teachers and administrators	Compare initial assignments to later assignments	P.B. Writes, FCAT Writes

		determine most effective instructional practices			
3	Change of time for FCAT Writes (45 minutes to 60 minutes)	Extend periods each test administration to provide students with authentic testing environment	All teachers and administrators	Feedback from teachers and students	P.B. Writes, FCAT Writes
4	Lack of school-wide focus on writing	Add extended response to each common assessment and essay (one per year) for every department	All teachers and administrators	Common Assessment Tests and Essay Test Grades, Feedback from Teachers and Students	P.B. Writes, FCAT Writes
5	Does not count for graduation	Incentive program for students earning a 4.0 or above on FCAT Writes	English teachers and administrators	Final scores	FCAT Writes
6	New students have entered from private schools or out of state that are not familiar with an FCAT-type format	Pullout workshop for targeted students	Select teachers and administrators	Compare initial assignments to later assignments	P.B. Writes, Essays, FCAT Writes

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
FCAT Writes Classroom	All Staff	Diana Fedderman	School-Wide	TBD (Original Training Date Cancelled Due to Hurrican Makeup Date)	Walkthoughs, Lesson Plan Reviews, Student Work, Classroom Assessments	All Teachers and All Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lack of teacher materials (due to delay in textbook adoption)	copy paper	School Improvement Plan	$1,000.00
			Subtotal: $1,000.00
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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Food for tutoring during lunches;		

Lack of student motivation	incentives for tutoring program; teacher resources; food or coupons for shark shop	School Improvement Plan	$3,500.00

	Subtotal: $3,500.00
	Grand Total: $4,500.00

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In FY13, two (2%) less students will have excessive absences of 10 or more days.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
135	73
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

	213		196		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with 10 or more days absent that were not absent due to illness are not motivated to come to school.	Send letters home to parents alerting them when they have reached more than 5 days, Ask teachers to alert Guidance Couselors and Administrators when a student has missed more than 5 days, Meet with Guidance Counselors to discuss goals and contact parent	Attendance secretary Guidance Counselors Teachers Administrators	Copies of letters Guidance Counselor Logs Communication from Teachers	End of year attendance rate
2	First period is generally where the largest number of tardies occurs	Call, e-mail or meet with parents when students reach 5 tardies	Administrators	Administrator notes of communication	End of year attendance rate

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:	Students receiving an out of school suspension will decrease by at least 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1244	1811
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
467	443
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
242	229
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
159	151

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some suspensions require a mandatory out of school suspension per District matrix i.e. drugs, weapons, etc.	For mandatory drug, alochol and tobacco suspensions, students will be offered a program to attend in order to hold part of their days in abeyance (upon completion of the program).	All administrators by alpha	Review suspension data monthly	Mid year and end of year suspension rate.
2	Students that are suspended make choices for attention	Use PBS strategies to recognize positive behavior and implement school-wide positive behavior program	All administrators	Documentation of PBS Team	Mid year and end of year suspension rate. Log of PBS activities

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.*	The dropout rate will decrease by at least 3 students.

	2012 Current Dropout Rate:	2013 Expected Dropout Rate:
	1%	1% (minus 3 students)
	2012 Current Graduation Rate:	2013 Expected Graduation Rate:
	94%	95%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not see any value in a high school diploma	Counselors meet with all grade levels regarding career and academic planning, Career academies are provided, Informational meetings are provided to inform students about graduation requirements, college entrance, and Bright Futures, at-risk students are monitored by both an AP and Guidance Counselors, teachers are provided with lists of at-risk students, E2020 and Credit Lab are provided for credit recovery, mentors are provided	Administrators, Guidance Counselors, Academy Coordinator, Mentoring program coordinator	Review EDW reports at least once per month, counselors log, meetings, attendance at parent meetings, assignments of mentors, monitor E2020 progress and Credit Lab progress.	Results of at-risk graduation rate cell; final dropout rate
2	Teachers' understanding of at-risk graduation	Provide list of students who are At-Risk at the September 13, LTM. Teachers will be encouraged to select a student on the At-Risk list to mentor.	Administrators	Monitor at-risk gradution data once per month, counselors log, meetings, attendance at parent meetings, assignments of mentors, monitor E2020 progress and Credit Lab progress.	Results of at-risk graduation rate cell; final dropout rate

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 participated in school activities, duplicated or unduplicated.*	Programs for parents of at-risk students will be increased by at least 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% of 9th and 10th grade students in the at-risk or lowest 25%.	20% of parents of students in the at-risk or lowest 25%.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is more difficult to get participation from parents of at-risk students due to socio-economic conditions, work schedules, transportation, etc.	Offer workshops at night for parents and offer the activity bus for students who want to participate in tutoring help after school. Bring awareness to the need at School Advisory Council and PTSA meetings.	Administrators, GPA on the Rise, Team, Community School personnel	Sign-in sheets at GPA on the Rise workshops, Tutoring sign-ins	FY13 FCAT, EOCs, graduation rate, dropout rate and parent participation rate.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
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:		To contine to increase studnet exposure to the world of work by 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time for Academy Coordinator to teach/schedule events outside of classroom time about the economy	Job Shadow Day Invite Guest Speakers Involve other area schools	Debroah Stenner	Number of students who Shadow Number of Businesses and Speakers involved in event	Feedback form on the 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
Discussion of AICE Courses and their impact on CTE programs	9-12	Deb Carter	Mr. Belcher, 9-12 Ms. Carter, 10-12 Ms. Canelzani, 9-11 Ms. Budd, 9-12 Ms. Englehardt,9-12 Mr. Youngberg, 9-12	December 6 February 7	Sucess on the 2013 Exams	Deb Carter

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)

College Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. College Readiness Goal College Readiness Goal #1:	Participation in college readiness courses will increase by at least 1%.
2012 Current level:	2013 Expected level:
73%	74%

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	Not enough sections of AP courses	Provide teachers an opportunity to attend training/provide more sections of AP from teachers who are currently qualified to teach it	All administrators/Academy Coordinator	AP student enrollment/TERMS	AP CollegeBoard Scores

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

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

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

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 College Readiness Goal(s)

Multicultural/Character Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Multicultural/Character Education Goal Multicultural/Character Education Goal #1:	All ethics groups will be represented in the academies (Biotech, Entrepreneur, Child Care).
2012 Current level:	2013 Expected level:
4 school activities	5 school activities

	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	Rpresentation of all ethnic groups in the academies (Biotech, Entrepreneur, Child Care)	Identify potential students for the academies-invite students and parents to learn about the academies in the an evening workshop session and visit feeder schools	Academy Coordinator	Cnduct survey to determine ethnic backgrounds of all students in program	Palm Beach County Ethic Report of Choice Programs and Academies

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

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 Multicultural/Character Education Goal(s)

Algebra 1 EOC Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Algebra 1 EOC Goal Algebra 1 EOC Goal #1:	At least 70% of the Algebra I students will score a level 3.0 or above on the Algebra I Exam (EOC).
2012 Current level:	2013 Expected level:
47% (162)	70% (400)

	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 apathy, lack of motivation to improve	Incentive program for achievement	Math teachers, math department chairperson and administrators	Analyze data from diagnostics, last year's EOC and classroom assessments	Diagnostics, EOCs and classroom assessments
2	Algebra I EOC is new to teachers and students.	Attend district professional development (1/2 day) to receive training on the Algebra I Course Exams and provide time for Content Specific	Administrators and Algebra I Teachers	Training Documentation (e.g., agenda, materials, etc.), Training Follow-up (e.g.,In-service Activity	Algebra I EOC

		Professional Learning Communities to promote teacher collaboration to determine most effective math instructional practices.			
3	Students are not aware of their progress toward performance on the EOC.	Algebra I teachers will conduct data chats and set goals with students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Algebra I EOC
4	Lack of Motivation from students to do well on the EOC.	Offer an incentive program for students earning a 3 or above on the Algebra I exam.	Administrators and Algebra I Teachers	Data Analysis of Algebra I EOC, Survery teachers and students for feedback	Algebra I EOC
5	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Algebra I Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students, tutorial sign-in sheets	Algebra I EOC

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
Preparing Students for Algebra I	Algebra I	Diana Snider, District Office	Algebra I Teachers	Teachers Preschool and ongoing	Classroom Walkthrougs, Agendas, Sign in Sheets, Data chats with Teachers	Administration, Teachers and Instructional Leaders

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Algebra I Teacher with Resources	Inside Algebra Classroom Set of 20 with GIZMOS (Includes Inside Algebra Instructor Kit, 20 Student Sets, and access to VPORT and Gizmos	School Improvement Plan	$799.00
Provide Algebra students with interactive resources	Inside Algebra Student Set with GIZMOS (Includes one copy of the Student Interactive Text, Student Assessment Book, Placement Test: Student Edition, and access to VPORT and GIZMOS	School Improvement Plan	$500.00
			Subtotal: $1,299.00
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: $1,299.00

End of Algebra 1 EOC Goal(s)

Geometry EOC Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Geometry EOC Goal Geometry EOC Goal #1:	At least 66% of students will score a Level 3 or above on the Geometry EOC.
2012 Current level:	2013 Expected level:
52% (317)	66% (403)

	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 apathy, lack of motivation to improve	Incentive program for achievement	Math teachers, math department chairperson and administrators	Analyze data from diagnostics, last year's EOC and classroom assessments	Diagnostics, EOCs and classroom assessments
2	Geometry EOC is new to teachers and students.	Attend district professional development (1/2 day) to receive training on the Geometry Course Exam and provide time for Content Specific Professional Learning Communities to promote teacher collaboration to determine most effective math instructional practices.	Administrators and Geometry Teachers	Training Documentation (e.g., agenda, materials, etc.), Training Follow-up (e.g.,In-service Activity)	Geometry EOC
3	Students are not aware of their progress toward performance on the Geometry EOC.	Geometry teachers will conduct data chats and set goals with students.	Administrators and Geometry Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students	Geometry EOC
4	Extra help sessions for students.	Tutorials will be offered to remediate and provide enrichment to students.	Administrators and Geometry EOC Teachers	Classroom Walkthroughs during chats, LTM's, communciation with students, tutorial sign-in sheets	Geometry EOC

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
Preparing Students for Geometry EOC Exam	Geometry Teachers	Diana Snider, District Office	Geometry Teachers	Preschool and ongoing	Classroom Walkthrougs, Agendas, Sign in Sheets, Data chats with Teachers	Administration, Teachers and Instructional Leaders

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 Geometry EOC Goal(s)

Biology 1 Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Biology 1 Goal Biology 1 Goal #1:	At least 80% of students will score at level 3 or higher on the Biology End of Course Exam.
2012 Current level:	2013 Expected level:
55% (318)	80% (463)
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
	Addressing all learning needs and supporting literacy	Students will receive weekly differentiated instruction and reading strategies with	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC

1		classroom activities and assessments that are in the format and rigor of the Biology End of Course Assessment.			
2	Lack of Content Knowledge	Teachers will incorporate activities that identify students' prior knowledge into lessons.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
3	Lack of Vocabulary	Teachers will collaborate with Intensive Reading teachers on vocabulary and content for science.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
4	Lack of Critical Thinking Activities	Students will participate in a science investigation once each week for a minimum of 45 minutes or other type of active learning activity.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
5	Addressing all learning needs	Teachers will provide weekly opportunities to work in collaborative or small-group learning activities that help students construct their own knowledge.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
6	Lack of Content Knowledge and Progress	Teachers will use item analysis and data chats to conduct data chats and set goals with students and to identify objectives for re-teaching.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
7	Lack of Motivation	Offer an incentive program for students earning a middle or high on the Biology End of Course Assessment.	Biology Teachers and Administrators	Classroom Walkthroughs and Lesson Plans	Biology EOC
8	Lack of Progress toward Student Achievement	Teachers will use CPS program to assess student learning and disaggregate data for student data chats.	Biology Teachers and Administrators	Data Chats and Communication with Teachers and Students	Biology EOC

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
Preparing Students for the Biology End of Course Exam	Biology Teachers	Greg Goebel	Biology Teachers	Preschool and ongoing	Classroom Walkthrougs, Agendas, Sign in Sheets, Data chats with Teachers	Administration, Teachers and Instructional Leaders

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 Biology 1 Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Engage students in reading with "Just Right" books	Classroom Libraries: Fiction & Nonfiction Books	School Improvement Plan	$2,500.00
Writing	Lack of teacher materials (due to delay in textbook adoption)	copy paper	School Improvement Plan	$1,000.00
Algebra 1 EOC	Provide Algebra I Teacher with Resources	Inside Algebra Classroom Set of 20 with GIZMOS (Includes Inside Algebra Instructor Kit, 20 Student Sets, and access to VPORT and Gizmos	School Improvement Plan	$799.00
Algebra 1 EOC	Provide Algebra students with interactive resources	Inside Algebra Student Set with GIZMOS (Includes one copy of the Student Interactive Text, Student Assessment Book, Placement Test: Student Edition, and access to VPORT and GIZMOS	School Improvement Plan	$500.00
				Subtotal: $4,799.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide student with calculators to complete work	Basic 4 function calculators class sets of TI-108's	School Improvement Plan	$1,500.00
Science	Inform students of their progress in Biology and disaggregate data	Provide two class sets of Classroom Performance Devices for data collection for Biology EOC.	School Improvement Plan	$4,000.00
				Subtotal: $5,500.00

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide teachers with the materials they need to teach the benchmarks (working from old materials)	copy paper	School Improvement Plan	$1,000.00
Reading	Motivate Students	Food for tutoring during lunches; incentives for tutoring program; teacher resources; food or coupons for shark shop	School Improvement Plan	$3,500.00
Mathematics	Motivate Students	Food for tutoring during lunches; incentives for tutoring program; teacher resources; food or coupons for shark shop	School Improvement Plan	$3,500.00
Writing	Lack of student motivation	Food for tutoring during lunches; incentives for tutoring program; teacher resources; food or coupons for shark shop	School Improvement Plan	$3,500.00
				Subtotal: $11,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʰ Priority	ʰ Focus	ʰ Prevent	ʰ NA

Are you a reward school: ʰ Yes ʰ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

 No. Disagree with the above statement.

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

We will be reaching out to current SAC members, PTSA members and our parent body to encourage the participation of more parents on SAC. We will also post SAC meeting dates and times on the school marquee and PTSA will include the meeting dates and times in their newsletter.

Projected use of SAC Funds	Amount
Classroom Libraries: Fiction & Nonfiction Books for Reading, Copy paper for Reading & English, Provide two class sets of Classroom Performance Devices for data collection for Biology EOC, Inside Algebra Classroom Set of 20 with GIZMOS (Includes Inside Algebra Instructor Kit, 20 Student Sets, and access to VPORT and Gizmos, Inside Algebra Student Set with GIZMOS (Includes one copy of the Student Interactive Text, Student Assessment Book, Placement Test: Student Edition, and access to VPORT and GIZMOS, Basic 4 function calculators class sets of TI-108's, and food for tutoring during lunches; incentives for tutoring program; teacher resources; food or coupons for shark shop for reading, writing and science.	$21,799.00

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

SAC will focus on raising student achievement, providing opportunities for professional development for teachers, supporting the AdvancED's accreditation prcoess, providing opportunities for reteach and enrichment for students in small group settings, mentoring students, and increasing participating in the AP and AICE programs.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District SPANISH RIVER COMMUNITY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	94%	94%	72%	332	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	64%	81%			145	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?	47% (NO)	82% (YES)			129	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					606	
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 SPANISH RIVER COMMUNITY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	94%	93%	78%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	83%			150	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?	57% (YES)	84% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					629	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested