

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PARK VISTA COMMUNITY HIGH SCHOOL

District Name: Palm Beach

Principal: Mr. Reginald B. Myers

SAC Chair: Mrs. Ellie Smith

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/14/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Mr. Reginald Myers	M.S. Educational Leadership; State of Florida Certifications: Education Leadership K-12, Physical Education K-12, & Elementary Education	4	24	Principal of Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Principal of Park Vista in 2010-11: Grade A, Reading Mastery 62%, Math Mastery: 86%, Algebra Mastery 43%, Writing Mastery 98%, Science Mastery: 59%. Principal of Park Vista in 2009-2010: Grade A, Reading Mastery: 66%, Math Mastery: 90%, Science Mastery 58%, AYP: 95% of criteria met, SWD did not make AYP in Reading or Math. Principal of Park Vista in 2008-09: Grade A, Reading Mastery: 58%, Math Mastery: 86%, Science Mastery: 50%, AYP: 82% of criteria met. No subgroups made AYP in Reading. SWD did not make AYP in Math.
					Assistant Principal of Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Assistant Principal of Park Vista in 2010-11: Grade A, Reading

Assis Principal	Ms. LuAnne Daucanski	Specialist Educational Leadership, M.S. Physical Education; State of Florida Certifications: School Principal All Levels, Health Education K-12, & Physical Education K-12	4	13	Mastery 62%, Math Mastery: 86%, Algebra Mastery 43%, Writing Mastery 98%, Science Mastery: 59%. Assistant Principal of Park Vista in 2009-2010: Grade A, Reading Mastery: 66%, Math Mastery: 90%, Science Mastery 58%, AYP: 95% of criteria met, SWD did not make AYP in Reading or Math. Assistant Principal of Park Vista in 2008-09: Grade A, Reading Mastery: 58%, Math Mastery: 86%, Science Mastery: 50%, AYP: 82% of criteria met. No subgroups made AYP in Reading. SWD did not make AYP in Math. Assistant Principal of Park Vista in 2007-08: Grade A. AYP: 82% of criteria met. Black, Hispanic, ED & SWD did not meet AYP in Reading, SWD did not meet AYP in Math.
Assis Principal	Ms. Marie DiFonte	M.S. Educational Leadership; State of Florida Certifications: School Principal All Levels, Biology 6-12, & General Science 5-9	4	14	Assistant Principal of Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Assistant Principal of Park Vista in 2010-11: Grade A, Reading Mastery 62%, Math Mastery: 86%, Algebra Mastery 43%, Writing Mastery 98%, Science Mastery: 59%. Assistant Principal of Park Vista in 2010-11: Grade A, Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery 93%. Assistant Principal of Park Vista in 2009-2010, Grade A, Reading Mastery: 66%, Math Mastery: 90%, Science Mastery 58%, AYP: 95% of criteria met, SWD did not make AYP in Reading or Math. Assistant Principal of Park Vista in 2008-09: Grade A, Reading Mastery: 58%, Math Mastery: 86%, Science Mastery: 50%, AYP: 82% of criteria met. No subgroups made AYP in Reading. SWD did not make AYP in Math.
Assis Principal	Mr. Ronn Peteck	M.S. Educational Leadership, M.S. Information Technology; State of Florida Certifications: Educational Leadership K-12, Physical Education 6-12, & Technology Education 6-12	3	3	Assistant Principal of Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Assistant Principal of Park Vista in 2010-11: Grade A, Reading Mastery 62%, Math Mastery: 86%, Algebra Mastery 43%, Writing Mastery 98%, Science Mastery: 59%. Assistant Principal of Park Vista in 2010-11: Grade not yet available. Assistant Principal of Park Vista in 2009-2010, Grade A, Reading Mastery: 66%, Math Mastery: 90%, Science Mastery 58%, AYP: 95% of criteria met, SWD did not make AYP in Reading or Math.
Assis Principal	Mr. Reggie Lanier	M.S. Educational Leadership; State of Florida Certifications: Educational Leadership K-12, ESOL requirements met	3	3	Assistant Principal of Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Assistant Principal of Park Vista in 2010-11: Grade A, Reading Mastery 62%, Math Mastery: 86%, Algebra Mastery 43%, Writing Mastery 98%, Science Mastery: 59%. Assistant Principal of Park Vista in 2010-11: Grade not yet available. Assistant Principal of Park Vista in 2009-2010, Grade A, Reading Mastery: 66%, Math Mastery: 90%, Science Mastery 58%, AYP: 95% of criteria met, SWD did not make AYP in Reading or Math.
Assis Principal	Mr. Hal Videtto	M.S. Educational Leadership, B.S. Information Systems; State of Florida Certifications: Educational Leadership K-12, Educational Media Specialist PreK-12	3	4	Assistant Principal of Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Assistant Principal of Park Vista in 2008-09: Grade A, Reading Mastery: 58%, Math Mastery: 86%, Science Mastery: 50%, AYP: 82% of criteria met. No subgroups made AYP in Reading. SWD did not make AYP in Math.

Assis Principal	Dr. Pia Lawson	E.D.D. Educational Leadership, M.S. Management and Administration for Educational Programs, B.S. Social Science Education; State of Florida Certifications: Educational Leadership K-12, Social Science 6-12	7	Teacher at Park Vista in 2011-12: Grade not yet available. Reading Mastery 68%, Algebra Mastery: 60%, Writing Mastery: 93%. Teacher at Park Vista in 2010-11: Grade A, Reading Mastery 62%, Math Mastery: 86%, Algebra Mastery 43%, Writing Mastery 98%, Science Mastery: 59%. Teacher at Park Vista in 2010-11: Grade not yet available. Teacher at Park Vista in 2009-2010, Grade A, Reading Mastery: 66%, Math Mastery: 90%, Science Mastery 58%, AYP: 95% of criteria met, SWD did not make AYP in Reading or Math.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

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	Regular meetings of new teachers with Assistant Principal	Assistant Principal	On-going	
2	Educator Support Program	Assistant Principal	April 2013	
3	Staff Development / Learning Team Meetings	Assistant Principal	On-Going	
4	Curriculum Support	Assistant Principal	On-Going	

Non-Highly Effective Instructors

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

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

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

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
1	100.0%(1)	100.0%(1)	100.0%(1)	100.0%(1)	100.0%(1)	100.0%(1)	100.0%(1)	100.0%(1)	100.0%(1)

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
Mr. Eric Luchina	Mr. John Russell	Mentor has common content area with Clinical Education Training. Mr. Russell is a first year Social Science teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Mr. Steven Kaufman	Mr. Sean Thornton	Mentor has common content area with Clinical Education Training. Mr. Thornton is a first year ESE Math teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Ms. Lhisa Almashy	Mr. Kevin VanMeter	Mentor has common content area with Clinical Education Training. Mr. VanMeter is a second year Language Arts teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Ms. Linda Kunf	Ms. Colette Gilbert	Mentor has common content area with Clinical Education Training. Ms. Gilbert is a first year science teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Ms. Christine Palulis	Ms. Lisa Lupo	Mentor is science teacher with Clinical Education training. Ms. Lupo is a first year Health Occupations teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Ms. Ingrid Simpson	Ms. Carlylna Golas	Mentor has common content area with Clinical Education Training. Ms. Golas is a first year ESE teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Ms. Brenda Kopman	Mr. Timothy Reen	Mentor has common content area with Clinical Education Training. Mr. Thornton is a first year Math teacher.	Professional development to include integration of FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
		Mentor has Clinical	Professional development to include integration of

Ms. Michelle Deming	Ms. Patricia Veloso	Education Training. Ms. Veloso is a first year Art teacher.	FCAT 2.0 and EOC skills into curriculum, lesson plan review, classroom observations, videotaping of lessons, and support.
Ms. E. Betsy Lyon	Ms. Ruth Arden	Mentor has Clinical Education Training. Ms. Arden is a first year Counselor/AcademyCoordinator.	Professional development to include course and career counseling, conferences, observations, videotaping and support.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

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

Nutrition Programs

Single School Culture and Appreciation for Multicultural Diversity

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

N/A

Other

Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Supports data-based decision making, ensures implementation of intervention support and documentation, coordinates professional development to support RtI implementation.

Exceptional Student Education Contact: Coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning.

ELL Contact: Participates in student data collection, integrates core instructional activities/materials in ELL classes, and serves as a resource to General Education and ELL teachers regarding educational interventions to support ESOL student learning.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; facilitates data-based decision making activities.

Guidance Counselor: Provides services and expertise on issues ranging from program design to assessment and intervention with individual students, supports students' academic, emotional, behavioral, and social success.

General Education Teacher: Provides information about core instruction, participates in student data collection, delivers instruction/interventions, collaborates with staff to integrate and implement interventions.

Technology Coordinator: Provides technical support regarding data management and display

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 Team meets every other week to engage in the following activities:

- Review universal screening data, diagnostic data, and progress monitoring data.
- Identify students who are meeting/exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support.
- Develop research-based intervention plans which address the students' needs.
- Identify problems, develop plans, implement plans and assess progress toward goals.
- Identify appropriate professional development and resources.
- Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

Members of the RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. Topics for discussion include: FCAT and EOC Scores and the progress of the lowest 25%, AYP and subgroups, instructional strategies, and services. The RtI Leadership Team is actively involved in both the formation and implementation of the School Improvement Plan. Both academic and behavioral concerns are addressed in the SIP and strategies are employed to meet the needs of students.

MTSS Implementation

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

Baseline data: Florida Comprehensive Assessment Test (FCAT), Curriculum based measurement, Palm Beach County Fall Diagnostics, End Of Course Exams, Palm Beach Writes, Florida Assessment for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), Discipline referrals, and retentions
Midyear data: Palm Beach County Winter Diagnostics, and curriculum based measurement

End of year data: Florida Comprehensive Assessment Test (FCAT), End of Course Exams and AP/ACT/SAT/AICE scores

Describe the plan to train staff on MTSS.

The school-based RtI Leadership Team will train staff in the fall of 2012. Participants will attend a presentation that includes an overview of the school-based team, referral process and implementation of services.

Describe the plan to support MTSS.

The school-based team multi-tiered system of response will be supported by the RtI Leadership Team to ensure intervention fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision making, ensures that the School-based Literacy Leadership Team is implementing research based reading intervention strategies, ensures implementation of literacy plans, ensures adequate professional development to support Literacy implementation, and communicates with parents regarding School-based Literacy plans and activities.

Assistant Principal: Supports data-based decision making, ensures implementation of intervention support and documentation, coordinates professional development to support Literacy initiatives.

ELL Contact: Participates in student data collection, integrates core instructional activities/materials in ELL classes, and serves as a resource to General Education teachers regarding educational interventions to support ELL student learning.

Reading Department Chair: Develops, leads, and evaluates Reading program, identifies research based reading intervention approaches, identifies patterns of student need, collaborates with District personnel to identify appropriate evidence-based intervention strategies, assists with whole school screening process to provide interventions to "at-risk" students, assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

General Education Reading Teachers: Provide information about core instruction, participate in student data collection, deliver instruction/interventions, collaborate with staff to integrate and implement intervention.

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

The School-based Literacy Leadership Team will meet twice monthly to engage in the following activities:

- Review universal screening data, diagnostic data, and progress monitoring data.
- Identify students who are meeting/exceeding benchmarks or who are at risk for not meeting benchmarks and need additional academic and/or behavioral support.
- Develop research-based intervention plans which address the students' needs.
- Identify problems, develop plans, implement plans and assess progress toward goals.
- Identify appropriate professional development and resources.
- Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

The School-based Literacy Leadership Team will provide effective instructional and assessment strategies through professional development trainings. Teachers will engage students with instructional strategies and best practices shared in Learning Team Meetings. They will provide a variety of methods to address the learning needs of students in nonmastered areas.

FCAT Success Academy, after school tutoring and an FCAT 2.0 support parent meeting will be conducted.

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.

During scheduled Learning Team Meetings, all instructional staff will receive training on effective instructional Reading comprehension strategies. Implementation will be monitored through classroom visits and observations. All lesson plans will be reviewed on a regular basis for the inclusion of strategies to enhance reading skills. The Language Arts Department Chair will provide effective instructional and assessment strategies through professional development trainings, demonstrations and modeling. The Reading Department Chair will offer support to all teachers, including E.S.E., E.L.L., content, and elective areas. Each teacher has access through EDW to student proficiency reports.

*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?

Park Vista has five career-technical academies to prepare students for the future, while also providing the enriching experience of a traditional high school. Students attain knowledge and skills that prepare them for post-secondary education and/or meaningful employment. The integration of academics with hands-on practical application provides students with the training and skills necessary to pass licensing and/or certifications.

The Career Academy of Information Technology offers an innovative, integrated learning environment focused on computers, technology and communications.

The Medical Sciences Academy offers an innovative, integrated learning environment designed to provide students with the medical skills and training necessary to succeed in post-secondary health care career education and/or to successfully transition into the health care workforce.

The Auto Collision Repair and Refinishing Academy prepares students for employment in the auto body and refinishing industry and for post-secondary education.

The Media, Film, and Television Production Technology Program is dedicated to providing quality education in the organization and dissemination of ideas through television and film production. Students are taught in professional broadcast studios with high quality equipment.

The Automotive Repair Technology Career Academy combines hand-on training in fully integrated, computerized, state-of-the-art laboratories. The course also includes training in communications, leadership, human relations, employability skills, and safe, efficient work practices.

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?

A college checklist for each grade level is provided to all students and parents and published in the school newsletter.

All students have an opportunity to meet with Guidance Counselor to complete course selection.

Teachers and counselors recommend coursework.

Pre-Advanced Placement informational session is held with incoming 9th graders and parents.

Advanced Placement and AICE informational sessions are held with parents and students.

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](#)

Increase participation in challenging coursework including Honors, Dual Enrollment, Advanced Placement and AICE.

Provide real-world experiences in Health Science, Automotive, Informational Technology and T.V. and Film Production through participation in Academies and certifications where applicable.

Administer PSAT to 10th grade students and select 9th grade students.

Administer SAT to 11th grade students.

Advanced Placement Boot Camp will be offered in the fall and spring to Pre-AP and potential AP students to orient them to the rigor of AP classes.

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:	25% (354) of students will score at Level 3 in Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (397)	25% (354)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Incorporate SAT/ACT practice activities into curriculum with select students.	Assistant Principal	Lesson Plan review and focused walkthroughs	FCAT 2.0 Reading 2013 results
2	Availability of sufficient funds	Provide Saturday FCAT 2.0 Success Academy.	Assistant Principal	Monitor student progress toward proficiency	FCAT 2.0 Reading 2013 results
3	Availability of resources	Diagnose student strengths and weakness for continued intervention through Florida Assessment for Instruction in Reading (FAIR), mini assessments, vocabulary, independent reading, Edge, Jamestown, CAT 2.0 ancillary books, Learning Village, Cork K-12, Focus and FCAT Explorer.	Assistant Principal	Review assessment data reports and logs to ensure teachers are assessing students according to the schedule	Effectiveness will be evaluated through improvement on mini assessments and Diagnostic tests
4	Time	Provide immediate intervention through after school tutoring to aid student progress. Monitor student progress toward reading proficiency.	Assistant Principal	Monitor student progress toward proficiency	Progress of all students on assessments
5	None	Incorporate vocabulary, grammar, sentence structure, and research into Reading curriculum.	Reading and Language Arts Department Chairs and Assistant Principal	Focused walkthroughs	FCAT 2.0 Reading 2013 results
6	Scheduling conflicts	Offer Advanced Reading elective to low level 3 students.	Assistant Principal	Monitor student progress	FCAT 2.0 Reading 2013 results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	27% of students will score at Levels 4,5, and 6 in reading on
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Reading Goal #1b:	the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3/12)	27% (4/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and lesson plan review	Florida Alternative Assessment 2013 results
2	None	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom Observations	Florida Alternative Assessment 2013 results
3	Student Receptiveness	SLP will provide literacy support and reinforcement.	Assistant Principal	Classroom Walkthroughs	Florida Alternative Assessment 2013 results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	45% of students will achieve Level 4 or 5 on the FCAT 2.0 2013 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (572)	45% (664)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Incorporate SAT / ACT vocabulary practice activities into the Language Arts curriculum and utilize higher level challenging text and summer reading activities.	Assistant Principal	Lesson Plan review and classroom observations	FCAT 2.0 Reading 2013 results
2	Possible scheduling conflicts	Offer Pre AP / Honors level Language Arts, Social Science and Science classes to further develop proficiency through enrichment model.	Assistant Principal	Master Schedule review	Master Schedule
3	Time for teachers to plan together	Utilize project based learning and articulation through cross-curricular teaming.	Assistant Principal	Lesson Plan review and classroom observations	FCAT 2.0 Reading 2013 results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	46% of students will achieve Level 7 in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (5/12)	46% (7/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and lesson plan review	Florida Alternative Assessment 2013 results
2	None	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom observations and lesson plan review	Florida Alternative Assessment 2013 results
3	Student receptiveness	SLP will provide literacy support and reinforcement.	Assistant Principal	Classroom walkthroughs	Florida Alternative Assessment 2013 results

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	72% of students will make Learning Gains on the FCAT 2.0 2013 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (770)	72% (803)

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	Test availability	Monitor student progress through Diagnostic testing and comprehension checks.	Assistant Principal, teachers	Monitor student progress toward proficiency and improvement.	FCAT 2.0 Reading 2013 results
2	Sufficient funds	Provide Saturday FCAT Success Academy.	Assistant Principal	Monitor student progress toward proficiency and improvement.	FCAT 2.0 Reading 2013 results
3	Sufficient Funds	Provide after school Reading tutoring.	Assistant Principal	Monitor student progress toward proficiency and improvement.	FCAT 2.0 Reading 2013 results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	
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reading. Reading Goal #3b:	46% of students will achieve Level 7 in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3/12)	46% (7/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and lesson plan review	Florida Alternative Assessment 2013 results
2	None	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom observations and lesson plan review	Florida Alternative Assessment 2013 results
3	Student receptiveness	SLP will provide literacy support and reinforcement.	Assistant Principal	Classroom walkthroughs	Florida Alternative Assessment 2013 results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	70% (244) of the Lowest 25% will make learning gains on the FCAT 2.0 2013 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (237)	70% (244)

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	Sufficient funds	Provide Saturday FCAT Success Academy.	Assistant Principal	Monitor student progress toward proficiency.	FCAT 2.0 Reading 2013 results
2	Sufficient funds	Provide immediate intervention through after school tutoring to aid student progress.	Assistant Principal	Monitor student progress toward proficiency.	FCAT 2.0 2013 results
3	Possible scheduling conflicts	Cluster levels 1 and 2 reading students into Language Arts classes to provide additional focus on FCAT 2.0 skills development and provide common planning for these teachers for collaboration.	Assistant Principal	Monitor student progress toward proficiency.	FCAT 2.0 2013 results

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 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:	All subgroups will achieve satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 74% (648); Black: 50% (83); Hispanic: 61% (173); Asian: 74% (41); and American Indian: 38% (3)	White: 75% (658), Black: 75%(83), Hispanic: 75% (213)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Teachers conduct individual Data Chats with students after Diagnostic and SRI testing.	Assistant Principal, teachers	Monitor student progress toward proficiency	Progress of all students on assessments
2	Time	Language Arts teachers will infuse the reading benchmarks in lesson plans and instructional delivery.	Assistant Principal	Focused classroom walkthroughs with attention to the frequency of explicitly teaching the reading benchmarks	Progress of all students on assessments
3	Time	Students will receive instruction and practice for reading comprehension in Grades 9 and 10 each week with classroom tasks that are in the format and rigor of FCAT 2.0.	Assistant Principal	Focused classroom walkthroughs with attention to the frequency of explicitly teaching the reading benchmarks	Progress of all students on 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	75% of ELL students will achieve proficiency on the FCAT 2.0 2013 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (5)	75% (20)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of facilitative language support in all of students' home languages and lack of literacy in home language	All ELL students receive instruction and practice for reading comprehension in Grades 9 and 10 each week with classroom tasks that are in the format and rigor of FCAT. ELL students receive individual and small group instruction with facilitative language support in content classes.	ELL Coordinator and Assistant Principal	Focused walkthroughs by ELL Coordinator and Assistant Principal	Progress of all students on assessments
2	Teacher training	Teachers will differentiate instruction and provide a balanced literacy instruction.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Improvement between Diagnostic tests / FCAT Reading 2.0 2013.
3	Lack of prior experience with computers	Enhance vocabulary skills through technology, including Achieve 3000 and supplemental vocabulary resources.	Assistant Principal, teacher	Lesson Plan review and classroom walkthroughs	FCAT 2.0 Reading 2013 results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	75% (102) of SWD will make satisfactory progress on the FCAT 2.0 2013 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (50)	75% (102)

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	Scheduling conflicts	All Level 1 readers in 9th and 10th grade will be scheduled into a daily intensive reading class in which District adopted reading materials will be used which include Next Generation Sunshine State Standards and specific FCAT 2.0 skills assessments.	Assistant Principal	Lesson Plan review by Assistant Principal and implementation will be assessed during classroom walkthroughs	Effectiveness will be evaluated through improvement on mini assessments and Diagnostics
2	Time	Select Students with Disabilities not proficient in reading will receive instruction through the Wilson Reading Program in a rotational model in addition to best practices and instructional strategies in reading.	Assistant Principal	Lesson Plan review and classroom walkthroughs	FCAT 2.0 Reading 2013 results
3	Teacher training	Enhance vocabulary skills through a structured approach with emphasis on word parts and	Assistant Principal	Lesson Plan review and classroom walkthroughs	FCAT 2.0 Reading 2013 results

		context clues.			
4	None	Incorporate vocabulary, grammar, sentence structure, and research into Reading curriculum.	Reading and Language Arts Department Chairs and Assistant Principal	Focused walkthroughs	FCAT 2.0 2013 results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	75% (295) of Economically Disadvantaged students will make satisfactory progress on the FCAT 2.0 2013 Reading test
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (220)	75% (295)

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	Scheduling conflicts	All Level 1 readers in 9th and 10th grade will be scheduled into a daily intensive reading class in which District adopted reading materials will be used which include Next Generation Sunshine State Standards and specific FCAT 2.0 skills assessments.	Assistant Principal	Lesson Plan review by Assistant Principal and implementation will be assessed during classroom walkthroughs	Effectiveness will be evaluated through improvement on mini assessments and Diagnostics
2	Time	Students will receive instruction and practice for reading comprehension in Grades 9 and 10 each week with classroom tasks that are in the format and rigor of FCAT 2.0.	Assistant Principal and Department Chairs	Focused walkthroughs by Department Chairs.	Progress of all students on assessments
3	Time	Provide immediate intervention through after school tutoring to aid student progress. Monitor student progress toward reading proficiency.	Assistant Principal	Monitor student progress toward proficiency	Progress of all students on 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
Literacy skills						

in sentence structure, grammar and research	All Reading teachers, including ESE	Vanessa Cowart	Reading Teachers	Fall 2012	Lesson Plan review and classroom walkthroughs	Assistant Principal
Reading in the Content Area	ESE Content Area Teachers	Tricia Myhre	ESE Content Area Teachers	Winter 2012/13	Lesson Plan review and classroom walkthroughs	Assistant Principal
Content Area Best Practices Collaboration	Intensive Language Arts and Reading	Tricia Myhre and Rachel Kahn	Intensive Language Arts and Reading Teachers	Fall 2012	Lesson Plan review and classroom walkthroughs	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Success Academy	Teacher stipends and materials	SIP	\$4,000.00
After School Tutoring	Teacher stipends and materials	SIP	\$1,000.00
			Subtotal: \$5,000.00
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
Literacy Skills	Training materials and supplies	SIP	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Walkthroughs by Language Arts and Reading department Chairs	Substitute coverage	SIP	\$600.00
			Subtotal: \$600.00
			Grand Total: \$5,700.00

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:	75% (35) of ELL students will score proficient in listening/speaking on the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
68% (32)	
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	Time	Provide aural and oral instructional opportunities, including speeches, dialogues, and debates.	ELL Coordinator	Classroom observations	Rubrics correlated to Learning Goal
2	Time	Assess academic content orally.	ELL Coordinator	Classroom observations	Rubrics correlated to Learning Goal
3	Student receptiveness	Engage students in academic conversations.	ELL Coordinator and Assistant Principal	Classroom Observations	Mastery of content

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:

30% (15) of ELL student will score proficient on the CELLA Reading.

2012 Current Percent of Students Proficient in reading:

22% (11)

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 completion	Daily reading logs for homework and classwork will be maintained.	ELL Coordinator	Reading Log review	Reading Log
2	Lack of facilitative support in all students' home language	ELL students receive individual and small group instruction with facilitative language support in content classes.	ELL Coordinator	Classroom observations	Progress of all students on assessments
3	Lack of prior experience with computers	Enhance vocabulary skills through technology, including Achieve 3000 and supplemental vocabulary resources.	Assistant Principal, teacher	Classroom walkthrough, Data Charts review	Data Chart

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

3. Students scoring proficient in writing.

CELLA Goal #3:

30% (15) of ELL students will score proficient on the CELLA writing.

2012 Current Percent of Students Proficient in writing:

20% (10)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Provide individualized, concentrated, targeted, differentiated instruction to each student.	ELL Coordinator	Portfolio Assessment	CELLA writing results and growth through portfolio assessment
2	Time	All students will write at least four Palm Beach Writes essays, including one creative writing sample, which will be scored according to CELLA rubric. Students will revise essays for improved sentence structure, elaboration, and grammar.	ELL Coordinator	Student portfolio assessment	EDW writing data and growth through portfolio assessment
3	Time	Students will work in cooperative team to assess academic content and revise writing samples.	ELL Coordinator	Assessment of activity product	Activity product

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

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:	40% (6/15) of students who take the Florida Alternate Assessment in Mathematics will score at Levels 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4/12)	40% (6/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results
2	Student receptiveness	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results
3	None	Integrate real world math problems into regular instructional practices.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	40% (6/15) of students who take the Florida Alternate Assessment in Mathematics will score at Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4/12)	40% (6/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results
2	Student receptiveness	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics

					2013 results
3	None	Integrate real world math problems into regular instructional practices.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	53% (8/15) of students will make learning gains in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (6/12)	53% (8/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results
2	Student receptiveness	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results
3	None	Integrate real world math problems into regular instructional practices.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results

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:	45% (178) of students will score at achievement Level 3 on the Algebra End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (210)	45% (178)

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
	Curriculum pacing	Students will receive	Teachers and	Subject area teams will	Improvement on

1		instruction and practice each week with classroom tasks that are in the format and rigor of End of Course exam.	Assistant Principal	review assessments monthly to determine progress toward goal	Diagnostic test
2	Curriculum pacing	Utilize District provided pacing guides and lesson plans for all Algebra classes.	Assistant Principal and Math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Improvement on Diagnostic test
3	Availability of computer labs	Utilize Pearsonsuccesnet.com, E2020 tutorials, and District provided materials for instruction on calculator and straight end instruction on the computer.	Assistant Principal and Math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Improvement on Diagnostic test
4	Possible scheduling conflicts	Cluster levels 1 and 2 mathematics students in Algebra to provide additional focus on End of Course Exam skills development and provide common planning for these teachers for collaboration and sharing of Best Practices.	Assistant Principal	Monitor student progress toward proficiency	Algebra EOC 2013 results
5	Availability of computer labs	Utilize Core K-12 for Diagnostic review, assessment and reteaching.	Assistant Principal and teachers	Lesson Plan review	Improvement on Diagnostic test
6	Availability of sufficient funds	Provide Algebra Saturday Success Academy.	Assistant Principal	Monitor student progress toward proficiency	Algebra EOC 2013 results
7	Availability of sufficient funds	Provide immediate intervention through lunch time and after school tutoring.	Assistant Principal	Monitor student progress toward proficiency	Algebra EOC 2013 results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	18% (67) of students will score at or above achievement Level 4 on the Algebra End-of-Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(26)	18% (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
1	Possible scheduling conflicts	Algebra teachers will work in collaborative teams for pacing, lesson planning, assessments and sharing Best practices.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Algebra EOC 2013 results
2	Availability of computer labs	Utilize Pearsonsuccesnet.com, Core K-12, E2020, and Khanacademy.org.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Algebra EOC 2013 results
	Time	Create and utilize	Assistant Principal	Lesson Plan review and	Lesson Plans

3		appropriate practice packets for students.	and Algebra Team Leader	classroom walkthroughs	
4	Curriculum pacing	Incorporate test taking strategies for End of Course Exams, SAT, ACT, and AP into lessons.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Lesson Plans

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	70%of all student subgroups by ethnicity (White, Black, Hispanic, Asian and American Indian will make satisfactory progress on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (134); Black: 58% (37); Hispanic: 49% (41); Asian: 80% (8)	White: 70% (146); Black: 70% (45); Hispanic: 70% (58); Asian: 70% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum pacing	All students will receive instruction and practice in Algebra each week with classroom tasks that are the format and rigor of EOC.	Teachers and Assistant Principal	Algebra Team will review assessments monthly to determine progress toward goal	Improvement on Diagnostic test

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	70% (11)of English Language Learners (ELL) will make satisfactory progress on the Algebra End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (8)	70% (11)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	District pacing may not align	Engage students through the use of manipulatives, visuals and technology in the classroom including Pearsonsuccesnet.com, Discovery streaming, PowerPoint, Classroom Performance System, etc.	Assistant Principal and math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Progress of all students on assessments
2	Possible scheduling conflicts	Students who were not successful on Algebra EOC will be offered Informal Geometry and Algebra to reinforce skills.	Assistant Principal	Monitor student progress toward proficiency	Algebra EOC 2013 results

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	70% (36) of Students with Disabilities (SWD) will make satisfactory progress on the Algebra End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (11)	70% (36)

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	District pacing may not align	Engage students through the use of manipulatives, visuals and technology in the classroom including Pearsonsuccesnet.com, Discovery streaming, PowerPoint, Classroom Performance System, etc.	Assistant Principal and Math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Progress of all students on assessments
2	Student awareness of waiver	Provide facilitative support by pairing an ESE teacher and Regular Education teacher in select math classes.	Assistant Principal	Classroom walkthroughs by Assistant Principal and Math Department Chair	Increased achievement between assessments
3	Possible scheduling conflicts	Students who were not successful on Algebra EOC will be offered Informal Geometry and Algebra to reinforce skills.	Assistant Principal	Monitor student progress toward proficiency	Algebra EOC 2013 results

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	70% of Economically Disadvantaged students will make satisfactory progress on the Algebra End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

54% (82)			70% (106)		
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	District pacing may not align	Engage students through the use of manipulatives, visuals and technology in the classroom including Pearsonsuccesnet.com, Discovery streaming, PowerPoint, Classroom Performance System, etc.	Assistant Principal and Math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Progress of all students on assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	50% (366) of students will score at achievement level 3 on the Geometry End-of-Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (278) of students scored in the middle range on the Geometry End-of-Course Exam administered in 2012.	50% (366) of students will score at achievement Level 3 on the Geometry End-of-Course Exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum pacing	Students will receive instruction and practice each week with classroom tasks that are in the format and rigor of End of Course exam.	Teachers and Assistant Principal	Subject area teams will review assessments monthly	Improvement on Diagnostic test
2	Curriculum pacing	Utilize District provided pacing guides and lesson plans for all Geometry classes.	Assistant Principal and Math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Improvement on Diagnostic test
3	Scheduling conflicts	Geometry teachers will work in collaborative teams for pacing, lesson planning, assessments and sharing Best Practices.	Assistant Principal	Data Analysis – Fall vs. Winter Diagnostics	Improvement on Diagnostic test
4	Availability of computer labs	Utilize Core K-12 for Diagnostic review, assessment and reteaching.	Assistant Principal and Teachers	Lesson Plan review	Improvement on Diagnostic test
5	Availability of sufficient funds	Provide Geometry Saturday Success Academy.	Assistant Principal	Assistant Principal	Geometry EOC 2013 results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	35% (256) of students will score at or above Achievement Level 4 on the Geometry End-of-Course Exam in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (219) scored in the highest level on the Geometry End-of-Course Exam administered in 2012.	35% (256) of students will score at or above Achievement Level 4 on the Geometry End-of-Course Exam in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of computer labs	Utilize Pearsonsuccesstnet.com, Core K-12, E2020, and Khanacademy.org.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Geometry EOC 2013 results
2	Time	Create and utilize appropriate practice packets.	Geometry Team Leader	Lesson Plan review and classroom walkthroughs	Geometry EOC 2013 results
3	Curriculum pacing	Incorporate test taking strategies for End of Course Exam, SAT, ACT, and AP into lessons.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Geometry EOC 2013 results

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	70% (512)of students in all subgroups will make satisfactory progress on the Geometry End-of-Course Exam in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Baseline	70% (512)of students in all subgroups will make satisfactory progress on the Geometry End-of-Course Exam in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Curriculum pacing	All students will receive instruction and practice each week with classroom tasks that are in the format and rigor of EOC.	Teachers and Assistant Principal	Subject area team will review assessments monthly to determine progress toward goal	Improvement on Diagnostic test
2	Availability of sufficient funds	Provide immediate intervention through lunch time and after school tutoring.	Assistant Principal	Monitor student progress toward proficiency	Monitor student progress toward proficiency

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:	70% of ELL students will make satisfactory progress on the Geometry End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Baseline	70% of ELL students will make satisfactory progress on the Geometry End-of-Course Exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District pacing may not align	Engage students through the use of manipulatives, visuals and technology in the classroom including Pearsonsuccesnet.com, Discovery streaming, PowerPoint, Classroom Performance System, etc.	Assistant Principal and math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Progress of all students on assessments
2	Availability of sufficient funds	Provide immediate intervention through lunch time and after school tutoring.	Assistant Principal	Monitor student progress toward proficiency	Geometry EOC 2013 results
3	Availability of computer labs	Utilize Core K-12 for Diagnostic review, assessment and reteaching.	Assistant Principal	Lesson Plan review	Geometry EOC 2013 results

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	70% of Students with Disabilities will make satisfactory progress on the Geometry End-of-Course Exam in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Baseline	70% of Students with Disabilities will make satisfactory progress on the Geometry End-of-Course Exam in 2013.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	District pacing may not align	Engage students through the use of manipulatives, visuals and technology in the classroom including Pearsonsuccesnet.com, Discovery streaming, PowerPoint, Classroom Performance System, etc.	Assistant Principal and math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Progress of all students on assessments
2	Student awareness of waiver	Provide facilitative support by pairing an ESE teacher and Regular Education teacher in select math classes.	Assistant Principal	Classroom walkthroughs by Assistant Principal and Math Department Chair	Increased achievement between assessments
3	Availability of computer labs	Utilize Core K-12 for Diagnostic review, assessment and reteaching.	Assistant Principal	Lesson Plan review	Geometry EOC 2013 results

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	70% of Economically Disadvantaged students will make satisfactory progress on the Geometry End-of-Course Exam in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Baseline	70% of Economically Disadvantaged students will make satisfactory progress on the Geometry End-of-Course Exam in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District pacing may not align	Engage students through the use of manipulatives, visuals and technology in the classroom including Pearsonsuccesnet.com, Discovery streaming, PowerPoint, Classroom Performance System, etc.	Assistant Principal and math Department Chair	Classroom walkthroughs by Assistant Principal and Math Department Chair	Progress of all students on assessments
2	Availability of computer labs	Utilize Core K-12 for Diagnostic review, assessment and reteaching.	Assistant Principal	Lesson Plan review	Geometry EOC 2013 results

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Manipulatives	Algebra Teachers including ESE	Olga Ferber	Algebra Teachers including ESE	Fall 2012	Session Feedback	Assistant Principal
College Readiness	9-12 Math	Guidance Team	All Math Teachers	Winter 2012	PERT, SAT and ACT review	Assistant Principal
Preparation for computerized testing and End of Course Exams	9-12 Math	To be determined	All Math Teachers	Winter 2012	Algebra and Geometry EOC results	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Supplies	SIP	\$150.00
EOC Saturday Success Academy	Stipends and materials	SIP	\$4,000.00
			Subtotal: \$4,150.00
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
Math Manipulatives	Professional Development materials and supplies	SIP	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Walkthroughs by Math Department Chair to Algebra and Geometry classes	Substitute Coverage	SIP	\$400.00
			Subtotal: \$400.00
			Grand Total: \$5,050.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	27% (5/15) of students will score at Levels 4, 5, and 6 in science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

No students tested in 2012			27% (5/15)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and lesson plan review	Florida Alternate Assessment 2013 results
2	None	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom observations	Florida Alternate Assessment 2013 results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	46% of students will achieve Level 7 in science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students tested in 2012	46% (7/15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and lesson plan review	Florida Alternate Assessment 2013 results
2	None	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom observations and lesson plan review	Florida Alternate Assessment 2013 results

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	20% (146) of Biology students will score at Achievement Level 3 on the 2013 Biology End-Of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (217) scored in the middle range on the 2012	20% (146) of Biology students will score at Achievement

Biology End-of-Course exam (Baseline).			Level 3 on the 2013 Biology End-Of-Course Exam.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible scheduling conflicts	All Biology teachers will work in collaborative teams on unit preparation to include at least one lab, virtual lab, or hands-on activity for each unit of instruction assessed in Biology End Of Course Exam.	Assistant Principal and Biology Team leader	Classroom walkthroughs by ASsistant Principal and Science Department Chair. Data Analysis – Fall to Winter Diagnostics	Improvement on Biology Diagnostic test, Biology 2013 EOC results
2	Availability of District provided supplementary materials	All Biology teachers will utilize Interactive Reader workbooks and supplemental materials.	Assistant Principal and Science Department Chair	Data Analysis – Fall to Winter Diagnostics	Improvement on Science Diagnostic test, Biology 2013 EOC results
3	Computer lab availability	Utilize online Biology EOC skills reinforcement practice activities and assessments.	Assistant Principal and Science Department Chair	Data Analysis – Fall to Winter Diagnostics	Improvement on Science Diagnostic Test, Biology 2013 EOC results
4	Available time within pacing charts	9th grade Earth/Space Science classes will include graphing, scientific inquiry and hands-on activities.	Assistant Principal and Science Department Chair	Skills assessment within the Earth/Space curriculum.	Mastery of skills based on skills assessments in Earth/Space Science classes.
5	None	All Biology teachers will utilize Core K-12 for assessment and reteaching activities.	Assistant Principal	Lesson Plan review	Biology EOC 2013 results
6	Time	All Biology teachers will provide comprehensive review prior to the EOC.	Assistant Principal	Lesson Plan review	Biology EOC 2013 results
7	Availability of sufficient funds	Provide Biology Saturday Success Academy.	Assistant Principal	Monitor student progress toward proficiency	Biology EOC 2013 results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	50% (362) of students will score at or above Achievement Level 4 on the Biology 2013 End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (326) of students scored at the highest level on the 2012 Biology End-of-Course Exam.	50% (362) of students will score at or above Achievement Level 4 on the Biology 2013 End-of-Course Exam.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Possible scheduling conflicts	All Biology teachers will work in collaborative teams on unit preparation and pacing	Assistant Principal and Biology Team leader	Classroom walkthroughs by Assistant Principal and Science Department	Improvement on Biology Diagnostic test Biology EOC 2013

1		to include at least one lab, virtual lab, or hands-on activity for each unit of instruction assessed in Biology End Of Course Exam.		Chair Data analysis – Fall to Winter Diagnostics	results
2	Computer lab availability	Utilize online Biology EOC skills reinforcement and assessments.	Assistant Principal and Science Department Chair	2.2. Data Analysis – Fall to Winter Diagnostics	Improvement on Biology Diagnostic test Biology EOC 2013results
3	Time	All Biology Teachers will provide comprehensive review prior to the EOC.	Assistant Principal	Lesson Plan review	Lesson Plan review

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
Biology Collaborative Team	Biology	Linda Kunf	Biology Teachers	Monthly	Data Analysis - Fall to Winter Diagnostics	Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Biology EOC Success Academy	Stipend and Materials	SIP	\$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
Classroom walkthroughs by Science Department Chair	Substitute Coverage	SIP	\$400.00
			Subtotal: \$400.00
			Grand Total: \$1,400.00

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:	95% (692) of 10th grade students will score at achievement level 3.0 or higher on the FCAT 2.0 Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (678)	95% (692)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	All 9th and 10th grade students will practice the writing process and related grammar daily with writing to be recorded in a journal, student notebook, or portfolio for monitoring growth across time.	Teachers and Language Arts Department Chair	Review of Palm Beach / FCAT Writes student folders	Progress between writing prompts
2	Time	The FCAT writing rubric, revision and editing process will be explicitly taught, as well as vocabulary and grammar, and seen in student writing drafts. Literary analysis will be incorporated into writing practice. Error logs will be maintained.	Assistant Principal and Language Arts Department Chair	Classroom walkthroughs by the Assistant Principal and Language Arts Department Chair	Progress between writing prompts
3	Time	All students will write at least four Palm Beach Writes essays, including one creative writing sample, which will be scored according to FCAT rubric. Students will revise essays for improved sentence structure, elaboration and creativity and grammar. Teachers will enter student writing performance data in EDW and monitor progress.	Teachers, Assistant Principal, and Language Arts Department Chair	Student folder assessment	Scored writing samples will be used to determine progress between the four Palm Beach Writes Essays. EDW writing data
4	Time	Incorporate SAT and college writing practice in 10th, 11th, and 12th grade Language Arts classes.	Teachers, Assistant Principal, and Language Arts Department Chair	Student folder assessment	SAT writing results
5	Time	Reading classes will incorporate research, vocabulary, grammar and sentence structure into curriculum.	Teachers, Assistant Principal, and Language Arts Department Chair	Student folder assessment	Progress between writing prompts

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	67% (4) of students will score at Level 4 or higher in writing on the Florida Alternate Assessment.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
67% (4)	67% (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	Student Attendance	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal	Classroom walkthroughs and lesson plan review	Florida Alternative Assessment 2013 results
2	None	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom Observations	Florida Alternative Assessment 2013 results
3	Student receptiveness	SLP will provide literacy support and reinforcement.	Assistant Principal	Classroom Observations	Florida Alternative Assessment 2013 results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AP/SAT writing	Language Arts	Robin Milholland and Mike Lott	9-12 Language Arts	Fall 2012	SAT writing scores review	Assistant Principal
Instructional strategies to support writing proficiency for college readiness	Language Arts teachers	Robin Milholland	9-12 Language Arts	Fall, 2012	Monitor student writing folders and journals	Assistant Principal and Language Arts Department Chair
FCAT Rubric Training	9th and 10th Language Arts Teachers	Language Arts Department Chair	9th and 10th grade Language Arts teachers	Fall 2012	Monitor student writing folders and journals	Assistant Principal and Language Arts Department Chair
Error Logs	Language Arts Teachers	Language Arts Department Chair	9-12 Language Arts teachers	Fall 2012	Monitor student writing folders and journals	Assistant Principal and Language Arts Department Chair

Writing Budget:

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

All 9th and 10th grade students will use the writing process daily with writing to be recorded in a journal, student notebook, or portfolio for monitoring growth across time.	Writing folder supplies	SIP	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

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

U.S. History Budget:

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

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	The 2013 Expected Attendance Rate is 88%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
85% (2579)	88% (2526)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
445	400
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16	15

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of Counselors and Assistant Principals	Identify 9th grade students at risk of poor attendance through EDW reports and implement support services through Guidance and Student Services.	Assistant Principal	Review of Attendance reports through EDW	EDW attendance reports
2	Funding for postage	Maintain automated phone-dialer system to relay information to parents regarding daily absences. Mail ten-day absence notification letters to parents.	Assistant Principal	Review of attendance reports through EDW	EDW attendance reports
3	Funding	Assign Saturday School to students who are truant, habitually tardy, or miss detentions.	Assistant Principal	Review of Saturday School reports	Saturday School reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Attendance Procedures	All Teachers	Pia Lawson	School-Wide	August 2012	Electronic Attendance Reports	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maintain automated phone-dialer system to relay information to parents regarding daily absences. Mail ten-day absence notification letters to parents.	Postage stamps	SIP	\$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
Offer Saturday School to students who are truant.	Teacher stipend	SIP	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$2,000.00

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:	The 2013 expected level of In-School Suspension will not exceed 10% (287). The 2013 expected level of Out-of-School Suspension will not exceed 6.9% (200).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
647	500
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
333	350

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
232	200				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
150	125				
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	Transportation	Offer Saturday School and In-School Suspension as an alternative to out of school suspension for select infractions designated in the School District of Palm Beach County Discipline Matrix.	Assistant Principal	Discipline data reports through EDW	Discipline Reports
2	School-wide support	Explicitly teach Positive Behavior Support Leadership Team recommendations of Be Courteous, Be On Time, Be Brilliant, Be Responsible and Respectful, Be A Role Model, and Be Safe.	Principal, Assistant Principals and Positive Behavior Support Leadership Team.	Discipline Data Reports	EDW Discipline reports
3	School-wide support	Implement Single School Culture for Behavior Plan and Honor Code	Assistant Principal	Discipline Data Reports	EDW Discipline reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Interventions	School-wide	Assistant Principals	School-wide	September 13, 2012	Discipline Incident Review	Assistant Principals

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement PBS Plan and Respect Lesson	Paper and Supplies	SIP	\$500.00
			Subtotal: \$500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Interventions	Presentation supplies	SIP	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Offer Saturday School and In-School Suspension as an alternative to Out-Of-School Suspension for select infractions designated in the School District of Palm Beach County Matrix.	Teacher stipend	SIP	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,600.00

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:		The 2013 graduation rate will be 93% or above			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
1% (22)		1% (22)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
91%		93%			
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 completion	Implement credit recovery classes through e20/20, Florida Virtual, Palm Beach Virtual, and Credit Lab.	Guidance Coordinator	Data Reports through EDW	2013 Graduation Rate
	Time	Counselors meet individually with parents and students at risk of	Guidance Coordinator	Data Reports	2013 Graduation Rate

2		dropping out and provide options for students to become academically on track for graduation. Counselors mail graduation / credit information to student homes.			
3	Parent availability	"Freshmenology" presentation will be conducted during new student orientation to acclimate 9th graders and parents to high school. Counselors will meet with 9th graders with Ds or Fs on report cards.	Guidance Coordinator	Grade Data Reports	9th Grade Retention 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
Counselors mail graduation / credit information to student homes	Paper and postage	SIP	\$800.00
			Subtotal: \$800.00
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: \$800.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	80% of parents will attend at least one event at Park Vista during the 2012-2013 School year..
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75% (2280)	80% (2433)

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	Parent availability to attend	Invite parents for "Coffee Talks" with Guidance Department where topics including college readiness will be discussed. Post PowerPoints from "Coffee Talks" to school website.	Guidance Coordinator	Track student data	Student Data Reports
2	Parent availability	Publicize and hold Pre-AP and AP /AICE curriculum sessions and College Financial Aid nights for parents and students.	Guidance Coordinator and Principal	Track number of students who sign up for Pre-AP and AP classes	Course registration sheets
3	Adequate finances	Utilize edline and phone dialer for frequent parent communication. Print and mail at least two newsletters to each family and post additional newsletters online with copies available at school site.	Assistant Principal and Technology Coordinator	Review edline and phone dialer reports	Edline and phone dialer reports

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Informational parent meetings	Presentation supplies	SIP	\$350.00
Communication through newsletters	Newsletter printing and mailing	SIP	\$4,000.00
			Subtotal: \$4,350.00
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
Coffee Talks	Supplies	SIP	\$350.00
			Subtotal: \$350.00
			Grand Total: \$4,700.00

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		Offer AICE Marine Science and AICE Environmental Management classes in 2012-13.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding availability	Select teachers attend AICE training and round tables when available.	Assistant Principal	AICE enrollment and 2013 pass rates	AICE 2013 results
2	Scheduling Conflicts	Offer AICE Marine Science and AICE Environmental Management to students in 2012-13.	Assistant Principal	AICE enrollment	AICE enrollment

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
Round Table Discussions	9-12	Lalena Richards	Palm Beach County AICE Marine and Environmental teachers	August 2012	Development of AICE teacher network	AICE Teachers

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:		Career and Technical Education students will the opportunity to establish a successful transition from school to the workforce through Career Academies.			
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	Transportation Availability of Business Support	Develop job shadowing opportunities for select Academy students through the Park Vista Academy Advisory Council.	Academy Advisor Committee President	Student Feedback	Feedback Results
2	Available funding	Offer industry certification exams where available.	Academy Coordinator	Certification Exam Results	Certification Exam Results
3	Time	Develop feeder pattern for Medical Academy with Woodlands Middle School.	Medical Science Academy Teachers	Teacher Feedback	Teacher Feedback

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
Medical Academy Vertical Teaming with Woodlands	Medical Academy Teachers	Dorothy Hadad	Medical Academy Teachers	Fall 2012	Session Feedback	Dorothy Hadad

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)

Encourage a responsible, safe, respectful learning environment through implementing the Positive Behavior Support System. Goal:

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
COBRA Matrix and Respect Lesson Overview	School-wide	Marie DiFonte	School-wide	August 17, 2012	Referral Incident Data	Assistant Principal
Behavior Intervention Training	School-wide	Assistant Principals	School-wide	September 13, 2012	Referral Incident Data	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teach the COBRA matrix and respect lesson with all students	Lesson Supplies	SIP	\$100.00
			Subtotal: \$100.00
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: \$100.00

End of Encourage a responsible, safe, respectful learning environment through implementing the Positive Behavior Support System. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Success Academy	Teacher stipends and materials	SIP	\$4,000.00
Reading	After School Tutoring	Teacher stipends and materials	SIP	\$1,000.00
Mathematics	Tutoring	Supplies	SIP	\$150.00
Mathematics	EOC Saturday Success Academy	Stipends and materials	SIP	\$4,000.00
Science	Biology EOC Success Academy	Stipend and Materials	SIP	\$1,000.00
Writing	All 9th and 10th grade students will use the writing process daily with writing to be recorded in a journal, student notebook, or portfolio for monitoring growth across time.	Writing folder supplies	SIP	\$500.00
Attendance	Maintain automated phone-dialer system to relay information to parents regarding daily absences. Mail ten-day absence notification letters to parents.	Postage stamps	SIP	\$1,000.00
Suspension	Implement PBS Plan and Respect Lesson	Paper and Supplies	SIP	\$500.00
Dropout Prevention	Counselors mail graduation / credit information to student homes	Paper and postage	SIP	\$800.00
Parent Involvement	Informational parent meetings	Presentation supplies	SIP	\$350.00
Parent Involvement	Communication through newsletters	Newsletter printing and mailing	SIP	\$4,000.00
Encourage a responsible, safe, respectful learning environment through implementing the Positive Behavior Support System.	Teach the COBRA matrix and respect lesson with all students	Lesson Supplies	SIP	\$100.00
				Subtotal: \$17,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Skills	Training materials and supplies	SIP	\$100.00
Mathematics	Math Manipulatives	Professional Development materials and supplies	SIP	\$500.00
Suspension	Behavior Interventions	Presentation supplies	SIP	\$100.00
				Subtotal: \$700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom Walkthroughs by Language Arts and Reading department Chairs	Substitute coverage	SIP	\$600.00
Mathematics	Classroom Walkthroughs by Math Department Chair to	Substitute Coverage	SIP	\$400.00

	Algebra and Geometry classes			
Science	Classroom walkthroughs by Science Department Chair	Substitute Coverage	SIP	\$400.00
Attendance	Offer Saturday School to students who are truant.	Teacher stipend	SIP	\$1,000.00
Suspension	Offer Saturday School and In-School Suspension as an alternative to Out-Of-School Suspension for select infractions designated in the School District of Palm Beach County Matrix.	Teacher stipend	SIP	\$2,000.00
Parent Involvement	Coffee Talks	Supplies	SIP	\$350.00
				Subtotal: \$4,750.00
				Grand Total: \$22,850.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Implementation of School Improvement Plan strategies	\$22,850.00

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

The primary role of the School Advisory Council is to collaborate with school personnel to maintain, monitor, and evaluate progress in meeting the objectives of the School Improvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District PARK VISTA COMMUNITY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	89%	88%	63%	306	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	62%	80%			142	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?	58% (YES)	77% (YES)			135	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					593	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District PARK VISTA COMMUNITY HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	90%	93%	58%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	80%			142	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?	56% (YES)	70% (YES)			126	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					585	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested