FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALM BEACH CENTRAL HIGH SCHOOL

District Name: Palm Beach

Principal: Mr. Burley E. Mondy

SAC Chair: Ms. Donna C. Baxter

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/29/2012

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	Burley E. Mondy	Graduate from Nova University with a Master's Degree in Educational Leadership. Certificate as School Principal (All levels). 17th year as School Administrator at Secondary School Level. FY09 - FY 11 District Director of Professional Development.	5	21	Principal 2011 - 2012 (FY12) Grade - Pending District Director of Professional Development FY09-FY11. Principal Palm Beach Central High School 2007-2008 Grade A: Did not make AYP. Principal Palm Beach Central High 2006-2007 – Grade: B, did not meet AYP. Principal Palm Beach Central High School 2005-2006 - Grade: B, Did not make AYP. Principal Jupiter Middle School 2004-2005 Grade: A, Made AYP
					Assistant Principal at Palm Beach Central High School in 2011 - 2012 (FY12) Grade - Pending

Assis Principal	Laurence J. Greenberg	Bachelors of Arts in Biology; Bachelor of Science in Electrical Engineering- Washington University. Masters in Educational Leadership – Florida Atlantic University. Masters in Bio-Medical Engineering – Washington University. Certifications: School Principal (All Levels), Biology	9	16	Assistant Principal at Palm Beach Central High School in 2010-2011: School grade pending. Reading Proficiency: 54%, Math Proficiency: 82%, Science Proficiency: 57%, Writing Proficiency: 90% AYP: 79% of criteria met. Total, White, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet proficiency in Reading. Black, Hispanic, Economically Disadvantaged students did not meet proficiency in Mathematics. Assistant Principal of Palm Beach Central High School in 2009-2010: School grade: A. Reading Proficiency: 56%, Math Proficiency: 84%, Science Proficiency: 56%, Writing Proficiency: 98% AYP: 97% of criteria met, Black student population did not make AYP in Reading. Assistant Principal of Palm Beach Central High 2008-09. Grade: A, did not meet AYP. Assistant Principal of Palm Beach Central High 2007-08 – Grade: B, did not meet AYP. Assistant Principal at Palm Beach Central High 2006-07 – Grade: B, did not meet AYP
Assis Principal	Nereyda Garcia	Bachelor of Science in Mathematics, Saint Joseph College for Women. Masters in Education, University of Connecticut. Specialist Degree in School Administration, University of Connecticut Certifications: Educational Leadership	6	16	Assistant Principal at Palm Beach Central High School in 2011 - 2012 (FY12) Grade Pending Assistant Principal at Palm Beach Central High School in 2010-2011: School grade pending. Reading Proficiency: 54%, Math Proficiency: 82%, Science Proficiency: 57%, Writing Proficiency: 90% AYP: 79% of criteria met. Total, White, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet proficiency in Reading. Black, Hispanic, Economically Disadvantaged students did not meet proficiency in Mathematics. Assistant Principal of Palm Beach Central High School in 2009-2010: School grade: A. Reading Proficiency: 56%, Math Proficiency: 84%, Science Proficiency: 56%, Writing Proficiency: 98% AYP: 97% of criteria met, Black student population did not make AYP in Reading. Assistant Principal at Palm Beach Central High 2008-09 – Grade: A, did not meet AYP. Assistant Principal at Palm Beach Central 2007-08 – Grade: B, did not meet AYP. Assistant Principal at Palm Beach Central High 2006-07- Grade: B, did not meet AYP.
Assis Principal	Daniel Snider	Bachelor of Arts – Health and Physical Education, Concord University; Master of Science – Educational Leadership, Nova Southeastern University; Certifications: Educational Leadership, Principal		7	Assistant Principal of Lake Worth High School 2011-2012: School Grade: Pending Assistant Principal at Lake Worth High School 2010-2011: Grade B, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP: Total subgroup made AYP in Math. Assistant Principal at Lake Worth High School 2009-2010: Grade A, Reading Mastery 33%, Math Mastery: 68%, Science Mastery: 39%. Writing Mastery: 90%. AYP: 77% White, Hispanic and Economically Disadvantages subgroups made AYP in Math. White and Hispanic subgroups made AYP in Reading.
		Bachelor of Science: Education - Florida State University			Assistant Principal South Technical Academy in 2011 - 2012 (FY12) Grade: Pending Assistant Principal South Technical

| Assis Principal | Lisa Marie Dorta | Master of Science: Educational Leadership - Nova Southeastern University

Certifications: Health K - 12, Physical Education 6 - 12, Educational Leadership | | 4 | Academy School Year in 2010 - 2011
School Grade: D
Reading Proficiency: 29%
Math Proficiency: 75%
Science Proficiency: 34%
Writing Proficiency: 88%

Assistant Principal at South Technical Academy in 2009 - 2010
School Grade: B
Reading Proficiency: 33%
Math Proficiency: 74%
Science Proficiency: 32%
Writing Proficiency: 86% |
| Assis Principal | Samantha Ericka Shante Butler | Bachelor of Science Family, Child and Consumer Sciences - Florida State University

Master of Science in Education - Lynn University

Certifications - Psychology (6 - 12), Mathematics (5 - 9), Health (K - 12), Family and Consumer Science (6 - 12), Educational Leadership

Endorsement: Reading | | | Teacher in 2011 - 2012 (FY12) at Royal Palm Beach Community High School - Grade: Pending

Teacher: School Year: 2010 - 2011
School Name: Royal Palm Beach Community High School
School Grade: C
Reading Proficiency: 54%
Math Proficiency: 60%
Science Proficiency:34%
Writing Proficiency: 86%
AYP: no

Teacher: School Year: 2009 - 2010
School Name: Royal Palm Beach Community High School
School Grade: B
Reading Proficiency: 41%
Math Proficiency:77%
Science Proficiency: 38
Writing Proficiency:98
AYP: No |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Teresa Gilmore	Bachelor of Arts, Elementary Education - Florida Atlantic University; Masters of Science in Education, Reading K-12, Florida Atlantic University ESOL Endorsement	7		Reading Teacher at Palm Beach Central High School in 2011 - 2012 (FY12): School Grade - Pending Reading Teacher at Palm Beach Central High School in 2010-2011: School grade pending. Reading Proficiency: 54%, Math Proficiency: 82%, Science Proficiency: 57%, Writing Proficiency: 90% AYP: 79% of criteria met. Total, White, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet proficiency in Reading. Reading Teacher at Palm Beach Central High School in 2009-2010: School grade: A. Reading Proficiency: 56%, Math Proficiency: 84%, Science Proficiency: 56%, Writing Proficiency: 98% AYP: 97% of criteria met, Black student population did not make AYP in Reading. Reading Teacher at Palm Beach Central High 2008-09- Grade: A, did not meet AYP. Reading Teacher at Palm Beach Central High 2007-08 – Grade: B, did not meet AYP.

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 Principal	Principal Mondy	June 2013	
2	Educator Support Program	Principal Mondy	June 2013	
3	New Teacher Mentor Program	District Staff	June 2013	
4	Partnering new teachers with veteran staff.	School based mentor and buddy assigned by Assistant Principals	June 2013	
5	Soliciting referrals from current employees	Principal	On-going	
6	Participation in Job Fairs	Principal and Assistant Principals	On-going	
7	New teachers will be offered workshops to provide opportunity for professional growth.	Principal and Assistant Principals recommend District trainings.	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
2	One teacher is teaching out of field in ESOL Reading. She is ESOL endorsed but not reading endorsed. She is leaving PBCHS in December 2012 and will be replaced by an ESOL endorsed English teacher who is reading endorsed. The second teacher is taking review classes to pass her subject area test. She is currently employed as a substitute teacher until she can pass the exam.

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
159	1.9%(3)	14.5%(23)	39.0%(62)	44.7%(71)	41.5%(66)	98.7%(157)	16.4%(26)	13.8%(22)	22.6%(36)

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
Kathleen Ali Tracy Fogarty Lauren Thompson	Stephanie Nitch	Ms. Ali is a former mathematics teacher specializing in Algebra/Geometry. Ms. Fogarty is the Department Chair for Mathematics and is responsible for assistance with lesson plans and examinations. Ms. Thompson is a current Algebra/Geometry teacher and assists with classroom management and lesson curriculum	The mentor and mentee are meeting formally biweekly. The Department Chair and Ms. Thompson share classrooms with Ms. Nitch and meet daily. Educator Support Program
Joy Ostaffe Helena Sliney Kelly DeAngelo Teresa Gilmore B.E. Mondy	Heather DeAngelo	Ms. H. DeAngelo is a first year teacher and Ms. OStaffe and Ms. Sliney are veteran teachers. They are very knowledgeable of school and district policy as well as incorporating inquiry based instruction and reading strategies into English lessons.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The Reading Coach (Ms. Gilmore) is also modeling lessons using reading strategies to teach English benchmarks. Professional development to also include integration of FCAT skills, lesson plan review, classroom observations and support.
Donna Baxter Daniel Snider Teresa Gilmore	Elizabeth Kelley	Ms. E. Kelley is a first year teacher and Ms. Baxter is a veteran teacher. She is very knowledgeable of school and district policy as well as incorporating inquiry based instruction and reading strategies into Social Studies lessons.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The Reading Coach (Ms. Gilmore) is also modeling lessons using reading strategies to teach Social Studies benchmarks. Professional development to also include integration of FCAT skills, lesson plan review, classroom observations 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

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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 ESOL classes, and serves as a resource to General Education and ESOL 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.
Reading Coach: 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 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 will meet 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 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, Palm Beach Writes, Diagnostic Reading (FAIR), MAZE, Comprehensive English Language Learning Assessment (CELLA), Discipline referrals, and retentions
Midyear data: Diagnostic Assessment in Reading (FAIR)), MAZE, Palm Beach County Winter Diagnostics, and curriculum based measurement
End of year data: Florida Comprehensive Assessment Test (FCAT) and AP/ACT/SAT/CPT 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 and implementation of services.

Describe the plan to support MTSS.

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 iniatives.
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 Coach: 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 interventions.

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 Sunset Academy, after school tutoring and an informational FCAT support parent meeting will be considered.

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 Reading Coach will provide effective instructional and assessment strategies through professional development trainings, demonstrations and modeling. The Reading Coach will offer support to all teachers, including E.S.E., content, and elective areas. She will prioritize time to those teachers, activities and roles that will have the greatest impact on students' achievement. Each teacher will receive

individual lowest 25% reading reports. In addition, each teacher has access through EDW to student proficiency reports.

*High Schools Only

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

Palm Beach Central High School has three 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 digital design.

The Academy of Culinary Arts offers an innovative, integrated learning environment designed to provide students with the culinary skills necessary to succeed in post-secondary culinary career education and/or to successfully transition into the hospitality workforce.

The Engineering 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. It has received model academy status by Project Lead the Way (PLTW).

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 informational sessions are held with parents and students.

In addition, Palm Beach Central High School has a comprehensive and developmental guidance department that is designed to serve all students in preparing them for productive citzenship. Our guidance services are based on the national standards of the American Counseling Association, Florida Department of Education's School Counseling and Guidance Framework and other researched based strategies. We provide services and assistance within the following three domains: academic, career, and personal/social.
Academic Domain: District Homework Hotline, Tutoring, SAL-P, Weekly Progress Reports, Edline, CHOICE Programs, FLVS, E2020, Advanced Placement classes, Dual Enrollment, National Honor Societies.
Career Domain: CHOICE Program, ePEP, Financial Aid Assistance, FACTS.org, College Fairs
ASBAV Testing
Personal/Social Domain: Character Education, 211, SADD, Athletic/Extracurricular Activities (Clubs), DATA Counseling, Conflict Resolution/Peer Mediation, Safe SChool Ambassadors, Peer Counselors.

Postsecondary Transition

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, and Advanced Placement.

Establish AICE Program.

Increased ACT, SAT, CPT test participation for 11th and 12th graders.

Support and increase guidance involvement and student presentations.

Increase the percentage of students receiving Bright Futures Scholarships.

Provide real-world experiences in Information Technology, Culinary Arts and Engineering through participation in Academies

and certifications where applicable.

Increased industry certification through increased academy and career class enrollment.

Administer PSAT to all 10th grade students.

Guidance conducts classroom presentations throughout the year to inform students of scholarship opportunities and college entrance information.

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:	Current Year Proficiency Target for Reading: 62% 955 (799 + 742 = 1541 x .62)(EDW #A0380) Safe Harbor Target compared to self.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 9-10, 58% (792 = 366 + 426)) of students achieved proficiency (Level 3 and above) on the 2012 FCAT (EDW #A0197)	In grades 9-10, 62% (955) of students will achieve proficiency on the 2012 FCAT 2.0 (EDW #A0380) Safe Harbor Target.

	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 sufficient funds	Provide afterschool tutoring and Saturday FCAT Academy.	Assistant Principal and Reading Coach	Monitor student progress toward proficiency.	FY 13 FCAT Reading Results
2	Time	Provide immediate intervention through after school tutoring to aid student progress. Monitor student progress toward reading proficiency and provide additional reading elective classes for struggling students second semester.	Reading Coach and Language Arts Department Chair	Monitor student progress toward proficiency	Progress of all students on assessments
3	Availability of resources	Diagnose student strengths and weakness for continued intervention through FAIR, mini assessments, Learning Village CORE K-12 and SRI.	Assistant Principal and Reading Coach	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	High number of level 1 and level 2 students in grades 9 and 10 High level of Retentions in grades 9 and 10 High percentage of 9th and 10th graders in lowest 25%	The school will implement the FAIR assessment to all level 1 and level 2 students to monitor student progress. Teachers will follow an Instructional Focus Calendar for Reading, Language Arts, and Social Studies classes. Monitor retention students to ensure rollover 2nd semester. Common planning during common period or after school for Social Studies, Science, English and Reading Teachers.	Principal Assistant Principal assigned to monitor English, Reading, Social Studies Departments Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal Administration will be aware of the Instructional Focus Calendar's upcoming focus and monitor implementation through classroom walkthroughs.	Printout of FAIR assessments. Administrators observations logs to determine use of higher order questions and demonstation of Rigor in classrooms per Marzano Training.

| 5 | Comprehensive Differentiated Instruction | 1. Develop an Instructional Focus Calendar for Reading, Social Studies, and English classes.

2. Schedule Students into Small Learning Communities for Academic Teaming Monitor retentions and 2nd. semester rollover.

Continue the use of Reading Plus through all 9th and 10th grade classes

Implement FAIR assessment at all level 1 and 2 students as a tool for monitoring progress.

3. Implement SAT Prep online

4. Expand collection of library books

5. AVID/ELL Strategies

6. Reteach lesson content and re-assess to track progress | 1. Reading Coach, English Chair

2. Assistant Principals

3. Assistant Principals

4. Media Specialist

Teachers/Coaches | 1. Administration will monitor implementation through CWTs and review FAIR data reports.

2. Administration will monitor through Lesson Plans and CWTs and Instructional Focus Calendars.

3. Student grades will be monitored by Guidance Counselors

4. Assistant Principal will monitor student participation.

5. Principal | 1. FCAT results

2. CWT logs and FAIR reports

3. Report cards

4. FCAT results

5. Circulation reports

CWT |

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	50% (5/10) of students will score at Levels 4, 5, and 6 in Reading on the Florida Alternative Assessment. EDW A0197 Safe Harbor Target averaged up from 46% (4.6)
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4/10) of students scored at Levels 4, 5, and 6 in Reading on the Florida Alternative Assessment in FY12. EDW A0197	50% (5/10) of students will score at Levels 4, 5, and 6 in Reading on the Florida Alternative Assessment. EDW A0197 Safe Harbor Target

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	Teacher	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom Walkthroughs and lesson plan reviews	Florida Alternative Assessment 2013 results.
3	Student Receptiveness	Learning Strategies Teacher will provide literacy support and reinforcement.	Assistant Principal	Classroom Walkthroughs and lesson plan reviews	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:	Increase percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading - 38% (1541 x .38 = 586) of students tested. Safe Harbor Target. (EDW Report #A0380)
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In grades 9-10, 31% (426) of students achieved at or above Acheievement Level 4 on the 2012 FCAT (EDW Report #A0197).	In grades 9-10, 38% (1541 x .38 = 586) of students will achieve above proficiency (Level 4 & 5) on the 2013 FCAT 2.0 (EDW Report #A0380)

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	Principal and Assistant Principal	Lesson Plan Review and Classroom Observation	FY13 FCAT Reading Results
2	Scheduling conflicts	Offer AICE / AP / Honors level Language Arts, Social Science and Science classes to further develop proficiency through enrichment model.	Principal and Assistant Principal	Master schedule review	Master schedule
3	Time for teachers to plan together	Utilize project based learning and articulation through cross-curricular teaming. Rework the location of classes to have "areas of concentration".	Principal and Assistant Principal	Lesson plan review and classroom observations	FY13 FCAT Reading results School Site Map
4	Inconsistant use of differentiated instruction. Lack of Rigor in lesson planning	Meeting with LTF to modify lesson plans and tests for increased rigor and relevance. Close monitoring of honors classes in grades 9 and 10 for rigor	Principal/Assistant Principal assigned to subject area	Review of Lesson plans and classroom obsrvations	Classroom walkthroughs
5	Availibility of Media Center and personnel	Time will be provided for students to visit the Media Center for Book Talks and additional support with their book selection.	Principal/Assistant Principal	Scheduled classroom visits and media center book use rerports.	Media Center Reports on Book Checkout per Month.

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:	30% (3/10) of students will achieve Level 7 in Reading on the Florida Alternative Assessment. Safe Harbor Target EDW #A0197
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2/10) EDW #A0197	30% (3/10) of students will achieve Level 7 in Reading on the Florida Alternative Assessment. EDW #A0197

	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 ESE Department Chairperson	Classroom walkthroughs and lesson plan review	Florida Alternative Assessment 2013 Results
2	Teacher	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom walkthroughs and lesson plan review	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:	Increase to 69% of accountability students making Learning Gains on the 2012 Reading FCAT 2.0 Safe Harbor Target (EDW Report #A0197).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 9-10, 66% (809) of accountability students made Learning Gains in Reading on the 2012 FCAT. (EDW Report #A0197)	In grades 9-10, 69% (1541 x .69 = 1063) of accountability students will make Learning Gains on the 2013 FCAT 2.0. (EDW Report #A0380)

	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	Inconsistant use of differentiated Instruction. Lack of rigor in questions	Use of Instructional Focus calendar in Reading, Language Arts and Social Studies. Monitor retained students for rollover Monitor AP/Honor's courses for drops in upper levels on predicted FCAT performance on Fall and Winter Diagnostics. Tutoring for all students in level 1 and level 2. Use of Reading Plus and MAZE, EDGE curriculum to fidelity in all double block Reading classes	Principal/Assistant Principal assigned to departments Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Administrators observation logs to determine use of FAIR and EDGE Administrators observation logs to determine the use of Reading Plus. FAIR assessments will be disaggregated by social studies teachers to determine the effectiveness of reading benchmark instruction in social studies classes.
2	Test Availability	Monitor student progress through Diagnostic testing and comprehension checks	Assistant Principal and teachers	Monitor student progress toward proficiency and improvement.	FY 13 FCAT Reading results.
3	Funding	Provide afterschool and Saturday tutoring sessions	Assistant Principal	Monitor student progress toward proficiency.	FY13 FCAT Reading results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	30% (3/10) of students will make Learning Gains on the Florida Alternative Assessment in 2013. EDW #A0197

Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
20% of students made gains on the Florida Alternative Assessment in FY12. EDW #A0197		30% (3/10) of students will make Learning Gains on the Florida Alternative Assessment in 2013. Safe Harbor Target EDW #A0197		

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	Student receptiveness	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom observations and lesson plan review	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:	Increase to 74% of students in the Lowest 25% making Learning Gains on the 2012 FCAT 2.0 Reading Test. Safe Harbor Target (EDW #A0197)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 9-10, 66% of all students in the lowest 25% made learning gains based on the 2011 FCAT Reading Test results (EDW Report A#0197).	Increase to 74% (1541 x .74 = 1140) of students in the Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading Test. Safe Harbor Target (EDW #A0197)

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	Inconsistant use of differentiated Instruction.	All students in the lowest 25% will be in a Reading Block using FAIR, EDGE and Reading Plus Curriculum. Ensure all retention students in the lowest 25% have opportunities for credit recovery to promote at midyear. Assure all lowest 25% have opportunity for tutoring Implement common planning and common comprehension checks. Monitor suspensions and attendance of lowest 25%.	Principal AP assigned to Reading Reading Coach Guidance Counselors ESE and Coordinator.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted quarterly to Assistant Principal When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in social studies classes.	Administrators observation logs to determine use of FAIR, EDGE and Reading Plus. FAIR assessments will be disaggregated by social studies teachers to determine the effectiveness of reading benchmark instruction in social studies classes.
2	Sufficient funds	Provide afterschool and Saturday tutoring sessions.	Assistant Principal	Monitor student progress towards proficiency	FY 13 FCAT Reading results.
3	Possible scheduling conflicts	Cluster levels 1 and 2 reading students into Language Arts classes to provide additional focus on FCAT skills	Assistant Principal	Monitor student progress toward proficiency.	FY13 FCAT Reading Results.

		development and provide common planning for these teachers for collaboration.			
4	Align content enhancement routines to student weakness	Reading teachers and Social Studies teachers will use content enhancement routines.	Administrator	Lesson Plan Review	Comprehension checks, common assessments, FAIR and Core K-12 reports.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years, Palm Beach Central High School will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	62%	66%	69%	73%	

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 Adequate Yearly Progress in Reading either by 62% proficiency or safe harbor calculations. EDW Report #A0380
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading, the White (66% or 396 students), Black (43% or 106 students), Hispanic (55% or 229 students), Asian (58% or 28 students) and Am. Indian (70% or 7 students) subgroups were proficient or higher in Reading. EDW Report #A0197	On the 2013 FCAT Reading, the White (69% or 642 x .69 = 443 students), Black (50% or 275 x .5 = 13 8 students), Hispanic (60% or 512 x .6 = 307 students), Asian (62% or 47 x .62 = 29 students) and Am. Indian (73% or 11 x .73 = 8 students) subgroups were proficient or higher in Reading. EDW Report #A0197/A0380

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, FAIR and SRI testing.	Assistant Principal, teachers	Monitor student progress toward proficiency	Conference notes
2	Time	Social Science and Language Arts teachers will infuse the reading benchmarks in lesson plans and instructional delivery.	Assistant Principal, Reading Coach, Social Science and Language Arts Department Chairs	When visiting Social Science and Language Arts classrooms, administrators will focus their attention to the frequency of explicitly teaching the reading benchmarks	Assessments will be disaggregated by social science and Language Arts teachers to determine the effectiveness of reading benchmark instruction in Social Science and Language Arts classes.
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	Reading Coach and Language Arts Department Chair	Focused walkthroughs by Reading Coach and Language Arts Department Chair	Progress of all students on assessments

			FCAT.		
4	Teachers face challenge of utilizing data for differentiated instruction and best practices.	Reading teachers will utilize the Rotational Instructional Model, Edge and Reading Plus in the Intensive Reading classes.	Assistant Principal and Reading Coach	The Reading Coach will monitor the implementation by doing classroom walkthroughs	CWT logs.

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:	20% (10)of ELL students will achieve proficiency on the FY13 FCAT 2.0 Reading test. EDW Report #A0380 Safe Harbor Target
2012 Current Level of Performance:	2013 Expected Level of Performance:
11 % (42 x .11 = 5)EDW Report #A0380	20% (10)of ELL students will achieve proficiency on the FY13 FCAT 2.0 Reading test. EDW Report #A0380 Safe Harbor Target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of 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.	Reading Coach and Language Arts Department Chair	Focused walkthroughs by Reading Coach and Language Arts Department Chair	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 2013.
3	Lack of prior experience with computers	Enhance vocabulary skills through technology, including Achieve 3000.	Assistant Principal, teacher	Lesson Plan review and classroom walkthroughs	FY13 FCAT Reading 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:	42% (180 x .42 = 77) of SWD will make AYP on the FY13 FCAT Reading Test. EDW Report #A0380
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (52) EDW Report #A0197	42% (77) EDW Report #A0380

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	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 skills assessments	Assistant Principal	Lesson Plans will be submitted weekly to Assistant Principal and implementation will be assessed during classroom walkthroughs	Effectiveness will be evaluated through improvement on mini assessments and Diagnostics
2	High percentage of students in the lowest 25% High percentage of student are disfluent	Determine core instructional needs by reviewing FAIR(Florida Assessment for Instruction in Reading) assessment data for all SWD, Plan differentiated instruction using evidence-based instruction/interventions within reading block Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and monitored independent practice. After school tutorial will be made available to these students. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Principal, Assistant Principal, ESE Coordinator and the Reading Coach	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal 3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	1. Printout of FAIR assessments. 2. Administrators observations logs to determine use of higher order questions 3. Effectiveness will be determined through FAIR assessments
3	Time	11th and 12th grade Students with Disabilities not proficient in reading will receive instruction through the Wilson Reading Program in a rotational model in addition to instructional strategies in reading.	Assistant Principal	Lesson Plan review and classroom walkthroughs	FY 13 FCAT 2.0 Reading results.
4	Teacher training	Enhance vocabulary skills through a structured approach with emphasis on word parts and context clues.	Assistant Principal and Language Arts Department Chair	Lesson Plan review and classroom walkthroughs	FY 13 FCAT 2.0 Reading 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:	48% (609 x .48 = 292) students classified as Economically Disadvantaged will achieve Adequate Yearly Progress on the FY13 FCAT 2.0 Reading test. EDW Report #A0197
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (423 x .42 = 178)EDW #A0197	48% (292) EDW #A0197

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 skills assessments.	Assistant Principal	Lesson Plans will be submitted weekly to 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.	Reading Coach and Language Arts Department Chair	Focused walkthroughs by Reading Coach and Language Arts Department Chair.	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 and provide additional reading elective classes for struggling students second semester.	Reading Coach and Language Arts Department Chair	Monitor student progress toward proficiency	Progress of all students on assessments
4	Schedule Flexibility	Reading teachers will utilize classroom libraries to engage and monitor students interaction with a self selected text.	Teacher, Assistant Principal, Principal	Lesson plan review and CWT	Classroom and diagnostic assessments, Reading Counts Quizzes (if available), FAIR 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
Literacy skills in sentence structure, grammar and research	All Reading teachers, including ESE	Teresa Gilmore	Reading Teachers	Fall 2012	Lesson Plan review and classroom walkthroughs	Principal and Assistant Principal
Reading in the Content Area	ESE Content Area Teachers	Debbie Miller	ESE Content Area Teachers	Winter 2012 / 2013	Lesson Plan review and classroom walkthroughs	Principal and Assistant Principal
Content Area Best Practices Collaboration	Intensive Reading	Teresa Gilmore	Intensive Reading	Fall 2012	Lesson Plan review and classroom walkthroughs	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Afterschool Tutoring	Teacher stipends and materials	SIP	$6,000.00
EOC (Geometry, Biology, Algebra I) Tutoring	Teacher stipends and materials	SIP	$5,000.00
FCAT Academy - Saturday School	Teacher stipends and materials	SIP	$2,000.00
			Subtotal: $13,000.00
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 Language Arts, Social Studies, Science and Mathematics Department Chairpeople	Substitute coverage	SIP	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $15,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	64% of ELL students will score proficient in listening/speaking on the CELLA. Safe Harbor Target EDW #A0197
2012 Current Percent of Students Proficient in listening/speaking:	

60% (46) students were proficient in Listening/speaking in FY12. EDW #A0197

		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	Provide aural and oral instructional opportunities, including speeches, dialogues, and debates.	Assistant Principal	Classroom Observations	CELLA Examination in FY13
2	Time	Assess academic content orally.	Assistant Principal	Classroom Observations	CELLA Examination in FY13.
3	Student receptiveness	Engage students in academic conversations.	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:	33% of ELL student will score proficient on the CELLA Reading in FY13. EDW #A0197 Safe Harbor
2012 Current Percent of Students Proficient in reading:	
25% (20) EDW #A0197	

		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.	Assistant Principal	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.	Assistant Principal	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	Classroom walkthrough, Data Chats review	Data Chats

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	31% of ELL students will score proficient on the CELLA writing in 2013. EDW #A0197 Safe Harbor
2012 Current Percent of Students Proficient in writing:	

23% (18/236) students tested scored proficient on the CELLA writing in 2012. EDW #A0197

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Time	Provide individualized, concentrated, targeted, differentiated instruction to each student.	Assistant Principal and Guidance Counselor	Portfolio Assessment	CELLA Writing results in 2013
2	Time	All students will write at least four Palm Beach Writes essays, including one creative writing sample, which will be scored accordint to CELLA rubric. Students will revise essays for improved sentence structure, elaboration,and grammar.	Assistant Principal and Guidance Counselor	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.	Assistant Principal and Guidance Counselor	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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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:	46% of students who take the Florida Alternate Assessment in Mathematics in 2013 will score at Levels 4, 5, and 6. EDW #A0197 Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4/10) EDW #A0197	46% of students who take the Florida Alternate Assessment in Mathematics in 2013 will score at Levels 4, 5, and 6. EDW #A0197

	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	Teacher	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:	37% of students who take the Florida Alternate Assessment in Mathematics in 2013 will score at Level 7. EDW #A0197 Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3/10) EDW #A0197	37% of students who take the Florida Alternate Assessment in Mathematics in 2013 will score at Level 7. EDW #A0197 Safe Harbor

	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

3	Teacher	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:	46% of students will make learning gains in mathematics on the 2013 Florida Alternate Assessment. EDW #A0197 Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4/10) EDW #A0197	46% of students will make learning gains in mathematics on the 2013 Florida Alternate Assessment. EDW #A0197

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	Teacher	Integrate real world math problems into regular instructional practices.	Assistant Principal	Classroom walkthroughs and Lesson Plan review	Florida Alternate Assessment Mathematics 2013 results

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # In six years, Palm Beach Central High School will reduce the achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	41%	47%	52%	57%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	69% (445) of all student subgroups by ethnicity (White, Black, Hispanic, Asian and American Indian will make satisfactory progress on the Algebra EOC. EDW #A0380 Safe Harbor (66% + 3.4% = 69.4% x 645 = 448)

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% (118); Black: 58% (52); Hispanic: 59% (91); Asian: 90% (10); American Indian 80% (N/A) EDW #A0380	White: 69% (177)(257 x .69 = 177): Black: 70% (86) (124 x .69 = 86); Hispanic: 69% (157)(228 x .69 = 157); Asian: 69% (6)(9 x .69 = 6); AMerican Indian 69% (3)(4 x .69 = 3) EDW #A0380

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:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	42% (11) of English Language Learners (ELL) will make satisfactory progress on the Algebra End-of-Course Exam. Safe Harbor (EDW #A0380 and #A0197)
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (14) EDW #A0197	42% (11) of English Language Learners (ELL) will make satisfactory progress on the Algebra End-of-Course Exam. Safe Harbor (EDW #A0380 and #A0197)

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 Pearsonsuccessnet.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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	31% (94 x .31 = 28)of Students with Disabilities (SWD) will make satisfactory progress on the Algebra End-of-Course Exam. EDW #A0197 and EDW #A0380 Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (72 x .37 = 27) EDW #A0197	31% (94 x .31 = 28)of Students with Disabilities (SWD) will make satisfactory progress on the Algebra End-of-Course Exam. EDW #A0197 and EDW #A0380 Safe Harbor

	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 Pearsonsuccessnet.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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	60% (308 x .6 = 184.8 = 185) of Economically Disadvantaged students will make satisfactory progress on the Algebra End-of-Course Exam. EDW #A0197 and #A0380 Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (98) EDW #A0380	60% (308 x .6 = 184.8 = 185) of Economically Disadvantaged students will make satisfactory progress on the Algebra End-of-Course Exam. EDW #A0197 and #A0380 Safe Harbor

	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 Pearsonsuccessnet.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 High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra.	47% of students will score at achievement Level 3 on the

	Algebra Goal #1:		Algebra End-of-Course Exam. EDW #A0197 Safe Harbor	
	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	41% (205) EDW A#0197		47% of students will score at achievement Level 3 on the Algebra End-of-Course Exam. EDW #A0197	

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 to determine progress toward goal	Improvement on 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	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
4	Availability of computer labs	Utilize Pearsonsuccessnet.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
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:	19% of students will score at or above achievement Level 4 on the Algebra End-of-Course exam. EDW #A0197 Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (51) EDW #A0197	19% of students will score at or above achievement Level 4 on the Algebra End-of-Course exam. EDW #A0197

	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 Pearsonsuccessnet.com, Core K-12, E2020, and Khanacademy.org.	Assistant Principal	Lesson Plan review and classroom walkthroughs	Algebra EOC 2013 results
3	Time	Create and utilize appropriate practice packets for students	Assistant Principal and Algebra Team Leader	Lesson Plan review and classroom walkthroughs	Lesson Plans
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

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. FY12 was baseline year no EDW Report Available.
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. FY12 was baseline year no EDW Report Available.	50% (366) of students will score at achievement Level 3 on the Geometry End-of-Course Exam. FY12 was baseline year no EDW Report Available.
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	Assistant Principal	Data Analysis – Fall vs. Winter Diagnostics	Improvement on Diagnostic test

			sharing Best Practices.			
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 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.

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of computer labs	Utilize Pearsonsuccessnet.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

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
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
Math Manipulatives	Algebra Teachers including ESE	Tracy Fogarty, Nereyda Garcia, District Math Resource Specialist	Algebra Teachers including ESE	Fall 2012	Session Feedback	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 Academy	Stipend and materials	SIP	$3,000.00
			Subtotal: $3,150.00
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	PD 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: $4,050.00

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:	25% of students will score at Levels 4,5, and 6 in science on the Florida Alternate Assessment. Based on 75% of eligible students achieving Level 7 or above. FY12 data N/A EDW #A0197
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students tested in FY12 EDW #A0197	25% of students will score at Levels 4,5, and 6 in science on the Florida Alternate Assessment. Based on 75% of eligible students achieving Level 7 or above. FY12 data N/A EDW #A0197

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	Teacher	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:	75% of eligible students will achieve Level 7 in Science on the FLorida Alternative Assessment. No data available in FY12 EDW #A0197	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
No data available in FY12	75% of eligible students will achieve Level 7 in Science on the FLorida Alternative Assessment. No data available in FY12 EDW #A0197	

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	Teacher	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:	63% of 11th grade students will achieve proficiency (Level 3 or above) on the 2013 FCAT 2.0 Science test. EDW Report #A0380 and #A0197 (FY12 Data N/A)
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (347) in FY11 (FY12 data N/A) EDW Report #A0197	63% of 11th grade students will achieve proficiency (Level 3 or above) on the 2013 FCAT 2.0 Science test. EDW Report #A0380 and #A0197 (FY12 Data N/A)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Available time within course pacing charts	FCAT Science Benchmark review workbooks will be provided to all 11th grade students and utilized in science class	Assistant Principal	Data Analysis – Fall to Winter Diagnostics	Improvement on Science Diagnostic test, FY13 FCAT Science
	Available time within course pacing charts	All science students will conduct at least one laboratory or	Assistant Principal and Science	Data Analysis – Fall to Winter Diagnostics	Improvement on Science Diagnostic test,

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2		hands-on activity per unit and utilize a standard lab report template	Department Chair		FY13 FCAT Science
3	Computer availability	Utilize Learning Village for course scope and sequence, pacing guides, textbook correlations, PowerPoints, Gizmos, etc.	Assistant Principal and Science Department Chair	Data Analysis – Fall to Winter Diagnostics	Improvement on Science Diagnostic test, FY13 FCAT Science
4	All students have not been exposed to all of the tested benchmarks in preparation for the FCAT Science exam	All 11th grade students will be enrolled in a Science class.	Principal and Assistant Principal	Teachers will assess the mastery of Science tested Benchmarks bi-weekly.	Comprhension checks, teacher assessments and Diagnostic tests. Minimum score of 80% on compehension checks.
5	All students have not been exposed to hands on/laboratory activities to enhance Science learning.	Utilize hands-on laboratory experiments a minimum of once per week. FCAT Explorer will enhance laboratory instruction.	Assistant Principal and Science Coach	The created lab schedule will be implemented with fidelity and monitored by the Assistant Principal. Students will be required to take assessments and keep a lab reports in Science notebook.	Comprhension checks, teacher assessments and Diagnostic tests. Minimum score of 80% on compehension checks.
6	Not enough time to complete required laboratories.	Use of virtual laboratories that are computer based.	Teacher, Department Chairperson, Assistant Principal	Teacher graded laboratory reports. Edline.	2013 FCAT 2.0 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% of students will score at or above Achievement Level 4 on the Biology 2013 End-of-Course Exam. No report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	50% of students will score at or above Achievement Level 4 on the Biology 2013 End-of-Course Exam. No report

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Possible scheduling conflicts	All Biology teachers will work in collaborative teams on unit preparation and pacing 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 EOC 2013 results
2	Computer lab availability	Utilize online Biology EOC skills reinforcement and assessments.	Assistant Principal and Science Department Chair	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	Iryna Panyokova	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 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:	92% (742 x .92 = 683) of 10th grade students will achieve Adequate Yearly Progress (FCAT Level 4 and higher) on the FY13 FCAT 2.0 Writing test. EDW Report #A0380 and #A0197 Safe Harbor

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	91% (635) EDW Report #A0197 Proficiency measured as Level 3.0 and above.	92% (742 x .92 = 683) of 10th grade students will achieve Adequate Yearly Progress (FCAT Level 4 and higher) on the FY13 FCAT 2.0 Writing test. EDW Report #A0380 and #A0197 Safe Harbor

		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 use the writing process 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.	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 five Palm Beach Writes essays which will be scored according to FCAT rubric. Students will revise essays for improved sentence structure, elaboration and creativity. 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 five Palm Beach Writes Essays. EDW writing data

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:	46% of students will score at Level 4 or higher in writing on the Florida Alternate Assessment in 2013. EDW #A0197
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2/5) EDW #A0197	46% of students will score at Level 4 or higher in writing on the Florida Alternate Assessment in 2013. EDW #A0197

		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	Teacher	Utilize FAA practice materials to focus instruction on goals.	Assistant Principal	Classroom Observations	Florida Alternative Assessment 2013 results

3	Student receptiveness	Strategies Teacher will provide literacy support and reinforcement.	Assistant Principal	Classroom Observations	Florida Alternative Assessment 2013 results

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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	Barbara Bretherick	9-12 Language Arts	Fall 2012	SAT writing scores review	Assistant Principal
Instructional strategies to support writing proficiency for college readiness	Language Arts teachers	Joy O'Staffe	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

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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-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	No data available benchmark year
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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

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

US History EOC Review	Grade 11	Donna Baxter	All Social Studies Teachers	Winter 2012	CWT	Assistant Principal

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The FY13 expected attendance rate is 87% (2947 x .87 = 2564) based on a Safe Harbor increase in the FY11 attendance rate (85% + 1.5% = 87%) EDW Report #A0197
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
85% based on unduplicated enrollment of 3044. EDW Report #A0197	87% (85% + 1.5% = 87%) EDW Report #A0197
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
442 EDW Report #A0197	433 = decrease of 2% from FY13 EDW Report #A0197
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
269 EDW Report #A0197	264 = decrease of 2% from FY12 EDW Report #A0197
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	Availabily of Counselors and Assistant Principals	Identify 9th grade students at risk of poor attendance through contact with Middle Schools and 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 or habitually tardy and offer Saturday School as an alternative to suspension for missed 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
No Data Submitted						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The FY 13 expected level of In-School Suspension will not exceed 90 % of FY12 (672 x .9 = 605). FY12 was 672 in-school suspensions. EDW #A0197
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
672 EDW #A0197	605 = 672 x .9
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
351 EDW #A0197	316 = 351 x .9 EDW A#0197
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
261 EDW Report #A0197	235 = 261 x .9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
174 EDW #A0197	157 = 174 x .9

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	Utilize Positive Behavior Support Leadership Team recommendations of Be Respectful, Be Responsible, Be Safe, Be On Time, and Be a	Principal, Assistant Principals	Discipline Data Reports	EDW Discipline reports

		Role Model as well as the Bronco Trail to Excellence Classroom Conduct Model			
3	School-wide support	Implement Single School Culture for Behavior Plan and Honor Code	Assistant Principal	Discipline Data Reports	EDW Discipline reports
4	Students do not see suspensions as a negative consequence. Out of school suspensions are not a proven deterrent of inappropriate activity Students fall farther behind academically when they are suspended The students who are suspended are also more likely to drop out of school	Apply a progressive discipline strategy to schoolwide discipline Utilize other interventions such as in-school suspension or Saturday detention as an effective deterrent to misbehavior Provide mentoring opportunities with students will a history of suspensions Have students with a history of suspensions sign behavioral contracts and closely monitor them throughout the year	Assistant Principal	Monthly review of SSASSY Reports in EDW Regular meeting with DATA Counselor	EOY Environmental Safety Report

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The FY13 Dropout Rate will be 1% or less. EDW #A0197
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1% (38) EDW Report #A0197	1% (29) EDW #A0197
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
54% (377) EDW Report #A0197	60% Safe Harbor (Senior Rate above 93.5%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student completion	Implement credit recover classes through e2020, Florida Virtual, Palm Beach Virtual.	Guidance Coordinator	Data Reports through EDW	2013 Graduation Rate
2	Time	Counselors meet individually with parents and students at risk of dropping out and provide options for students to become academically on track for graduation.	Guidance Coordinator	Data Reports	2013 Graduation Rate
3	Parent availability	Hold FCAT parent Information Meeting to discuss strategies for FCAT success with parents of 11th and 12th grade students who have not passed FCAT.	Guidance Coordinator	Sign-In sheets	2013 Graduation Rate
	Students cannot pass the FCAT, which discourages them from making an effort in the classroom.	Provide credit recovery opportunities before, during and after school. Implement E2020 online	Assistant Principal and Guidance Coordinator	Bi-monthly monitoring of Graduation Cohort list Bi-Monthly monitoring of retention list	Graduation and At-Risk Graduation Cohort List used to ensure improvement on

4	Students have a G.P.A. lower than 2.0 and will not graduate. students do not understand the value of a high school diploma. Students lack credits to graduate in 4 years.	credit recovery program for students behind in credits. Hold assemblies for students showing them the value of earning a high school diploma. Partner with community agencies and national programs like Communities in Schools, Take Stock in Children to help motivate students Engage in bi- monthly meetings with guidance to ensure students are on track to graduate and at-risk students are closely monitored		Regularly monitor E2020 completion report	stated 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
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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	85% of parents will attend at least one event at Palm Beach Central High School during FY13.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
76% Estimate	85% Estimate

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation to attend meetings	Create an information center for parents Host 2 parent trainings/workshops that will empower parents to assist their students in increasing achievement in Reading and Mathematics Provide materials for parents on AP classes, Dual Enrollment and college readiness Conduct parent trainings and information on FCAT, financial aid and college admissions Hold two parent leadership meetings for all bilingual parents Hold FCAT Parent Night Edline Night Increase parent communication through newsletters and mailings and home visits. Use Phone dialer system, website and	Guidance Counselors ELL district coordinator Principal SAC Chair Graduation Coach Reading,Math and Science Coaches	Attendance logs Generated discussion and questions Meeting minutes Student Achievement	Meeting agendas and sign-in sheets

		newletters to market meetings

Provide food and door prizes for parent participants | | | |
| 2 | 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. Invite parents for "Coffee Talks" with Guidance Department where topics including college readiness will be discussed. | Assistant Principal and Technology Coordinator | Track student assessment data | Edline and phone dialer reports |
| 3 | Parent availability | Publicize and hold Pre-AP and AP /AICE curriculum sessions and College Financial Aid nights for parents and students. | AICE Coordinator, Guidance Coordinator and Principal | Track number of students who sign up for Pre-AICE, ACIE and AP classes | Course registration sheets |

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Offer AICE Marine Science (Level AS and A) and AP Environmental Science classes in 2012-13.

	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	Selective place course during non conflict periods in the Master Schedule.	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 and Best Practices Workshops	9 - 12	Assistant Principal	Palm Beach County AICE Marine and Environmental teachers	Fall 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

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. No EDW report available

	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 Palm Beach Central Academy Advisory Council.	Academy Advisor Committee President	Student Feedback	Student Feedback
2	Available funding	Offer industry certification exams where available.	Academy Coordinator	Certification Exam Results	Certification Exam Results
3	Time	Develop feeder pattern for CTE Academies with Middle School.	Academy Coordinator	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
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

SWPBS (PRIDE) Rubric and Respect Lesson Overview Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. SWPBS (PRIDE) Rubric and Respect Lesson Overview Goal SWPBS (PRIDE) Rubric and Respect Lesson Overview Goal #1:	Encourage a responsible, safe, respectful learning environment through implementing the Positive Behavior Support System
2012 Current level:	2013 Expected level:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SWPBS Training and PRIDE Posters	Schoolwide	James King	Schoolwide	Fall 2012	Referral Incident Data	Assistant Principal

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 SWBPS (PRIDE) Rubric and Respect Lesson Overview Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Afterschool Tutoring	Teacher stipends and materials	SIP	$6,000.00
Reading	EOC (Geometry, Biology, Algebra I) Tutoring	Teacher stipends and materials	SIP	$5,000.00
Reading	FCAT Academy - Saturday School	Teacher stipends and materials	SIP	$2,000.00
Mathematics	Tutoring	Supplies	SIP	$150.00
Mathematics	EOC Saturday Academy	Stipend and materials	SIP	$3,000.00
Science	Biology EOC 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
Dropout Prevention	Counselors mail graduation / credit information to student homes	Paper and postage	SIP	$800.00
				Subtotal: $18,450.00

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
Mathematics	Math Manipulatives	PD Materials and Supplies	SIP	$500.00
				Subtotal: $500.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom Walkthroughs by Language Arts, Social Studies, Science and Mathematics Department Chairpeople	Substitute coverage	SIP	$2,000.00
Mathematics	Classroom Walkthroughs by Math Department Chair to Algebra and Geometry classes	Substitute Coverage	SIP	$400.00
Science	Classroom walkthroughs by Science Department Chair	Substitute Coverage	SIP	$400.00
				Subtotal: $2,800.00
				Grand Total: $21,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: ○ Yes ○ No

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

No Attachment (Uploaded on 11/8/2012)

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	$21,750.00

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

Sunshine Law Review
College Planning Night
AP/AICE Courses
Registration Night
Senior Night
SAT/ACT Prep Night
School Grading Evening

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
PALM BEACH CENTRAL HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	82%	90%	57%	283	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	56%	80%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	64% (YES)			113	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					542	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
PALM BEACH CENTRAL HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	84%	93%	56%	289	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	61%	80%			141	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)	65% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					561	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested