

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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
Tallahassee, Florida 32399

School Name: ATLANTIC HIGH SCHOOL

District Name: Palm Beach

Principal: Dr. Anthony Lockhart

SAC Chair: Jimmy Weatherspoon

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Ruthe Francis	BA- Psychology, Master of Science Counseling Psychology, Certification-Educational Leadership, State of Florida Reading (Endorsed)	1	4	Assistant Principal at Atlantic High School 2011-2012: Grade Pending Assistant Principal at Bear Lakes Middle Grade: B Bear Lakes Middle 2010- 2011: Grade: C, Reading Mastery: 51%, Math mastery: 51%, Science Mastery: 26%. AYP: 77%, Black, Hispanic, FRPL, and SWD did not make AYP in reading. Hispanic, FRPL, and SWD did not make AYP in math. 2008-2009: Grade: B, Reading Mastery: 49%, Math mastery: 45%, Science Mastery: 21%. AYP: 79%, Black, FRPL, and SWD did not make AYP in reading and math. 2007-2008: Grade: C, Reading Mastery 50%, Math Mastery 51%, Science Mastery 32%. AYP 90%, Hispanic did not make AYP in reading. Black did not make AYP in math. 2006-2007: Grade C, Reading Mastery: 44%, Math Mastery 46%. AYP: 72%, Black, Hispanic, FRPL, and SWD did not make AYP in reading and math. 2005-2006: Grade B, Reading Mastery 43%,

					Math Mastery 44%. AYP: 72%, Black, FRPL, SWD and ELL did not make AYP in reading and math.
Assis Principal	Kia Allen	B.S. Biomedical Science, USF MS Ed. Management & Administration, Nova Southeastern. Certified/Biology (6-12) Administration	7	3	Assistant Principal at Atlantic Community High School, 2011-2012: Grade Pending 2010-2011: Grade A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87 % Science Mastery 47% 2009-2010; Grade B Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87 % Science Mastery 47% 2009-2010; Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89 % Science Mastery 42%; 2008-2009: School Grade B Reading Mastery: 44%, Math Mastery, 66%, Writing Mastery: 80%, Science Mastery: 38%; 2007-2008: Grade C Reading Mastery 47%; Math Mastery 63%; Writing Mastery 69 %; Science Mastery 39%; AYP Provisional
Assis Principal	David A. Youngman	B.S. Biology / Chemistry, St John Fisher, M.S. Science Education, Florida Institute of Technology Certified Biology 6-12, Chemistry 6-12, Educational Leadership, Gifted K-12, Middle Grades	22	6	Assistant Principal at Atlantic Community High School 2011-2012: Grade Pending 2010-2011: Grade A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87%; Science Mastery 47% 2009-201: Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89%; Science Mastery 42%; 2008-2009: Grade B Reading Mastery 49%; Math Mastery 67%; Writing Mastery 80% Science Mastery 38%; AYP: No 2007-2008: Grade C Reading Mastery 47%; Math Mastery 63%; Writing Mastery 69 %; Science Mastery 39%; AYP: No 2006-2007 Grade C Reading Mastery 47%; Math Mastery 59%; Writing Mastery 77 %; Science Mastery 42%; AYP: No 2005-2006 Grade B Reading Mastery 44%; Math Mastery 61%; Writing Mastery 73 %; Science Mastery 39% AYP: Provisional
Assis Principal	Jean-Claude Rodney	B.E.M.E. Mechanical Engineering City College of New York, M.S. Math Education Nova Southeastern University/ Math (6-12) Ed Leadership certification	14	4	Assistant Principal at Atlantic Community High School, 2011-2012: Grade Pending 2010-2011; Grade A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87 % Science Mastery 47% 2009-2010; Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89 % Science Mastery 42%; 2008-2009: School Grade B Reading Mastery: 44%, Math Mastery, 66%, Writing Mastery: 80%, Science Mastery: 38%; 2007-2008: Grade C Reading Mastery 47%; Math Mastery 63%; Writing Mastery 69 %; Science Mastery 39%; AYP Provisional
Assis Principal	Marc Dixon	B.A. History FAMU, M. Ed. Educational Leadership, FAU/Social Studies 5-9, Ed Leadership certification, Reading Endorsement	4	3	Assistant Principal at Atlantic Community High School, 2011-2012: Grade Pending 2010-2011; Grade A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87 % Science Mastery 47% 2009-2010; Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89 % Science Mastery 42%; 2008-2009: School Grade B Reading Mastery: 44%, Math Mastery, 66%, Writing Mastery: 80%, Science Mastery: 38%; AYP Provisional
		B.A. Mathematics- Florida Atlantic			Assistant Principal at Atlantic Community High School, 2011-2012: Grade Pending 2010-2011: Grade A Reading Mastery 53%; Math Mastery 72%;

Assis Principal	Allison Castellano	University Certified 6-12 mathematics, 5-9 mathematics, and a masters degree in educational leadership-FAU	2	1	Writing Mastery 87%; Science Mastery 47% Instructional Specialist, Mathematics, Lake Worth High School, 2009-2010 Learning Team Facilitator 2008-2009; Grade B Reading Mastery 49%; Math Mastery 67%; Writing Mastery 80 % Science Mastery 38%; AYP: No
Assis Principal	Mary Powers		1	1	District based administrator 2010-2011
Principal	Anthony Lockhart	Master of Science Guidance K-12 Doctorate, Educational Leadership Professional certificate all levels school principal Reading (Endorsed)	1	9	Principal at Atlantic High School 2011-2012: Grade Pending Principal at Bear Lakes Middle Grade: B Bear Lakes Middle 2010- 2011: Grade: C, Reading Mastery: 51%, Math mastery: 51%, Science Mastery: 26%. AYP: 77%, Black, Hispanic, FRPL, and SWD did not make AYP in reading. Hispanic, FRPL, and SWD did not make AYP in math. 2008-2009: Grade: B, Reading Mastery: 49%, Math mastery: 45%, Science Mastery: 21%. AYP: 79%, Black, FRPL, and SWD did not make AYP in reading and math. 2007-2008: Grade: C, Reading Mastery 50%, Math Mastery 51%, Science Mastery 32%. AYP 90%, Hispanic did not make AYP in reading. Black did not make AYP in math. 2006-2007: Grade C, Reading Mastery: 44%, Math Mastery 46%. AYP: 72%, Black, Hispanic, FRPL, and SWD did not make AYP in reading and math. 2005-2006: Grade B, Reading Mastery 43%, Math Mastery 44%. AYP: 72%, Black, FRPL, SWD and ELL did not make AYP in reading and math.
Assis Principal	Earlean McLemore-Golphin	Professional Educator's: BS- Elementary Education, Bethune-Cookman University; M. Education - Education Administration, Grand Canyon University, ESOL Endorsement, Reading Endorsement			Reading Coach at Bear Lakes Middle 2010-2011: Grade B Reading Mastery: 53% Learning Gains: 60% Lowest 25%: 70% Black, Economically Disadvantaged, Hispanic, and Students With Disabilities did not make AYP in Reading 2009-2010: Grade C Reading Mastery: 51% Learning Gains: 59% Lowest 25%: 67% Black, Economically Disadvantaged, Hispanic, and Students With Disabilities did not make AYP in Reading 2008-2009: Grade B. Reading Mastery: 49%, Learning Gains: 69% Lowest 25% Gains: 85% Black, Economically Disadvantaged, and SWD did not make AYP in reading. Only Hispanic made AYP in reading. 2007-2008: Grade C. Reading Mastery: 50%, Learning Gains: 61% Lowest 25% Gains: 65% Hispanic students not did make AYP in reading. Black, Economically Disadvantaged, and SWD made AYP in reading. 2006-2007: Grade C. Reading Mastery: 44%, Learning Gains: 57% Lowest 25% Gains: 73% Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. 2005-2006: Grade B. Reading Mastery: 43%, Learning Gains: 70% Lowest 25% Gains: 77% Black, Economically Disadvantaged, ELL and SWD did not make AYP in reading. Only Hispanic made AYP in reading. 2004-2005: Grade C. Reading Mastery: 38%, Learning Gains: 56% Lowest 25% Gains: 68% Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Only White made AYP in reading.

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)
Math	Susan Chee-a-tow	B.S. Computer Science B.A. Mathematics	4	2	2011-2012; Grade Pending 2010-2011; Grade A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87 % Science Mastery 47% 2009-2010; Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89 % Science Mastery 42%;
Reading	Tammy Mose-Cooper	B.S. Elementary Education M.S. Reading K-12 Middle School Math 5-9	7	5	2011-2012; Grade Pending 2010-2011; Grade A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87 % Science Mastery 47% 2009-2010; Grade B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89 % Science Mastery 42%; 2008-2009 Grade B Math Mastery: 74%, Learning Gains 76%, Lowest 25% Gains 62% did not make AYP in math. 2007-2008 Grade C Math Mastery 69%, Learning Gains 73%, Lowest 25% Gains 67%

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	Professional Training	Assistant Principals	June 2013	
2	Academy Schedule/ Common Planning	Assistant Principals	June 2013	
3	Proficiency Grading System	Teachers/ Assistant Principal	June 2013	
4	Support system for New teachers, i.e. pairing new teachers with veteran teachers	Dr. Kia Allen, Assistant Principal	January 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Provide mentor for each teacher new to the school. Opportunities for professional development.

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
127	3.9%(5)	24.4%(31)	39.4%(50)	36.2%(46)	29.9%(38)	96.1%(122)	28.3%(36)	7.1%(9)	20.5%(26)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Fred Hock	Nazma Begum	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.
Hermione Joseph	Lynsey Bruce	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.
Susan Chee-a-tow	Janice Haramis	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.
Tammy Mose-Cooper	Joshaua Wigelsworth	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.
Carlos Acosta	Frank Coreggio	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.
Christina Gray	Joanna Ronk	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.
Yvonne Chappell	Lashay Gayle	Common content area	Peer to peer evaluations, peer to peer conferences, shadowing, common planning, and check in status.

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

Atlantic Community High School has been awarded \$217,052 in Title I funds for the 2013 school year. These funds will be used to employ a Math Coach and a Reading Coach. Title I funds are also used to pay for classroom supplies, professional development supplies, refreshments for parent trainings, postage for parent mailings, and supplies for CRISS and Readers-Writers Workshop professional development.

Title I, Part C- Migrant

N/A

Title I, Part D

The Guidance Department conducts classroom chats and has daily chat sessions in the cafeteria during each lunch.

Title II

Professional development opportunities are provided by Title II funds.

Title III

Title III funds are used to pay for an additional Community Language Facilitator.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Atlantic Community High School will implement a Single School Culture approach and promote appreciation of multicultural diversity through planned activities.

Nutrition Programs

Atlantic Community High School provides more nutritious meals and food choices for our students and staff in our redesigned cafeteria.

Housing Programs

N/A

Head Start

N/A

Adult Education

Atlantic Community High School's Adult Education program provides a variety of programs designed to meet the needs of the community including, GED Preparation, Credit Recovery, Sunset Program, Architectural Drafting, and high quality facilities for lease.

Career and Technical Education

An period is allocated for Carlos Acosta to plan and coordinate the career academies.

Job Training

Atlantic Community High School offers job training through our OJT program, Sunset Program, and special activities with our exceptional student education program (Mr. Maloney).

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the Atlantic Community High School school-based RtI Leadership Team are Dr. Kia Allen, Giovanni Glover, Carismene Albert-Theus, Marta Graw, Patricia Brinkley, Leslie Kecskes, Tammy Mose-Cooper, Susan Chee-A-Tow, Susan Rodriguez, Carol Klein, and Adria Mitchell.

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?

Referrals are derived through assistant principals and guidance counselors who have already documented academic and/or behavior interventions with the identified students. Processed referrals are placed on the RtI/SBT agenda for review by the

RtI/SBT. Meetings occur each Wednesday, with members of each leadership team attending. The problem solving process occurs for each student. An intervention is determined and a plan is then put in place. Referred students are routinely progress monitored and reviewed by RtI/SBT for improvement of their academic performance and behavior. The problem solving process continues when the intervention is deemed as unsuccessful.

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?

Stake holders contributed to the development and continue to monitor implementation of the SIP.

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.

Reading: The EDW data management system is used to summarize data at each tier for reading. Sources of data are FCAT, SRI, Diagnostics, DAR, Read On, Wilson Reading, and fluency probes.

Mathematics: The EDW data management system is used to summarize data at each tier for mathematics. Sources of data are FCAT, SRI, and diagnostics.

Science: The data source and the data management system used to summarize data at each tier for Science is the Gizmos program.

Writing: The EDW management system is used to summarize data at each tier for Writing. Sources of data are the Palm Beach Writes and Florida Writes assessments.

Behavior: TERMS/EDW (In school/out of school suspension), anger management, mentoring, behavior contracts

Describe the plan to train staff on MTSS.

Staff members are trained on the MTSS process through faculty meetings, on late start days, and through academy meetings.

Describe the plan to support MTSS.

N/A

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) members are Dr. Anthony Lockhart, Earlean Golphin, Allison Castellano, Tammy Mose, Allison Castellano, Nickoletta Loulis, Eva Cwynar, Yvonne Chappell, Michelle Gunning, Whitney Clodfelter, and Susan Chee-A-Tow.

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

The LLT will meet at least once a month to discuss reading data and the progress of our initiative.

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

To build stamina and endurance through independent reading through the use of classroom libraries and to establish a reading culture across our school campus; to build teacher capacity; to focus on individual student data and work with teachers on effective small group differentiated instruction based on student needs;

*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.

To ensure that teaching reading strategies is the responsibility of every teacher, we have implemented Drop Everything and Read (DEAR) during the first 15 minutes of Period one each day. We also have implemented Readers Writer Workshop, the use of classroom libraries, Learning Team Meetings, lesson plan checklist, AVID Strategies, CRISS Strategies, and AP/IB Strategies.

*High Schools Only

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

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

Atlantic Community High School has incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future by implementing courses that focus on college preparedness and career skills. Through our career and technical programs, we encourage students to explore different career paths. We also partner with industrial professionals through our course programs.

In our academic and elective classrooms, teachers use real-life situations, current events, and guiding questions to help students understand the relevance between their content area and how it applies to their future. Our teachers also collaborate with other subject areas to complete interdisciplinary units and projects. These projects focus on integrating the related subjects together to demonstrate how real-life projects work using the skills learned in different subject areas.

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?

Atlantic Community High School has a comprehensive and developmental guidance department that is designed to serve all students and prepare them for productive citizenship. Our guidance services are based on the national standards of the American School Counseling Association, Florida Department of Education's School Counseling and Guidance Framework, and other research-based strategies. We provide services and assistance within the following three domains: academic, career, and social personal. Services provided in these three areas help to foster student achievement and success. Additionally, we provide services and information through Academic Domain, the District's Homework Hotline, tutoring, SAL-P, weekly progress reports, Edline, CHOICE Programs, Adult Education Credit Lab, FLVS, PBVS, Advanced Placement classes, Dual Enrollment, National Honor Society, and Student Success Skills.

In the Career Domain, we provide assistance and information regarding CHOICE Programs, ePEP, financial aid assistance, FCATS.org, Choice programs, college fairs, and JROTC.

In the Personal/Social Domain, we provide services and information regarding character education, 211, SWAT, SADD, FACE-IT, athletic/extracurricular activities (clubs), group counseling, conflict resolution and peer mediation, Safe Schools Ambassadors, peer counselors, and Brown/Red Ribbon Week activities.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

One strategy that we use to improve student readiness for the public postsecondary level is registering all 12th graders for the ACT and SAT. Other strategies include providing after school tutoring for SAT and ACT prior to test dates, utilizing data to ensure registration of all students meet college readiness standards, providing targeted tutoring based on data. Another

strategy that is used is providing informational sessions that explain the benefits of being college ready (no prep class). Periodic reviews of college readiness report throughout year, making sure testing, tutoring and benefits information is extended again to appropriate students. A final strategy that is used is reviewing of updated data in April with students who have not reached the standard being offered CPT information and registration.

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:	By June 2013, 58% of the ACHS 9th and 10th graders will be proficient as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (178)	58% (251)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are having difficulty with higher level complexity questions on FCAT 2.0. (analysis, synthesis, evaluation type questions)	Professional development will be provided in the area rigor and relevance.	Learning Team Facilitator, PD team, Classroom teacher, Assistant Principal	Assistant Principals will monitor through lesson plans and classroom walkthroughs	Effectiveness will be determined through diagnostic tests and other FCAT-like classroom assessments
2	Students are dropping levels because they lack critical reading skills necessary to be successful on the higher complexity questions on FCAT 2.0 reading test.	Teachers will receive professional development in critical reading skills using AVID and Pre-AP strategies. Higher Level students will utilize Reading Plus program. Some classes will be scheduled into computer labs and others will complete at home.	Classroom teacher, Assistant Principal, AVID site team, MYP coordinator	Assistant Principals will monitor implementation through classroom walkthroughs. Assistant Principal will monitor computer lab usage. Reading Coach will monitor student progress in Reading Plus.	Effectiveness will be determined through diagnostic tests and other FCAT-like classroom assessments. Data will also be analyzed from Reading Plus database.
3	Teachers need to improve their ability to deliver direct instruction on certain tested benchmarks tested prior to the FCAT 2.0.	Teachers will receive professional development on resources/strategies that will assist those students on those tested benchmarks that students consistently miss.	Reading Coach Reading Teachers	Classroom Walkthroughs by assistant principals	Effectiveness will be determined by progress checks and FCAT 2.0 –like classroom assessments.
4	Students are having difficulty with higher level complexity questions on FCAT 2.0. (analysis, synthesis, evaluation type questions)	Create FCAT 2.0 questions using item specifications along with benchmark task cards provided by the Department of Education. Reading Coach will do push-ins to content area classes to model how to answer higher complexity questions.	Reading Coach, Teachers, and Assistant Principals	Teachers will develop rigorous questions in Learning Team Meetings with assistance from LTF/AP and Reading Coach. Administration will monitor that teachers in both 9th and 10th grade are using FCAT 2.0 question stems in their classrooms.	Effectiveness will be determined through common assessments, diagnostic tests, and other FCAT-like assessments created by the classroom teacher. Tenth grade will be administered via Core K12. Once weaknesses have been determined teachers will create an action

					plan to further address weaknesses. Lesson plans utilizing strategies taught during the professional development will be checked by administrators as well as through classroom walkthroughs.
5	Students have different learning styles	Teachers will incorporate CRISS strategies into their daily instruction. South Area Support will model whole group/small group lesson incorporating strategies.	Reading Coach and Sara Wolstein, South Area Support	Administrative Classroom Walkthroughs observing CRISS strategies	Improvement on Winter Diagnostic
6	Students have trouble comprehending and synthesizing higher level complexity text.	Teachers will utilize AVID strategies (Socratic Seminar, philosophical chairs) will be modeled and utilized in classrooms to assist students in scaffolding comprehension. Reading Coach will introduce Common Core Standards to teachers.	Reading Coach, South Area Support, and AVID Site Team	Administrative Classroom Walkthroughs observing AVID strategies and Common Core Standards	Lesson plans will reflect the use of these AVID strategies and Common Core Standards. Improvement on classroom assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Percentage of students scoring at levels 4, 5, and 6 in reading on the FAA will increase to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	40% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of students testing is relatively low so statistical deviations can occur even though significant progress is made.	Provide the best possible testing conditions for students within.	ESE Coordinator, Testing Coordinator, and Administrators	Results from informal evaluations and FAA results	Informal evaluations and FAA results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 45% of the ACHS 9th and 10th graders will obtain a Level 4 or 5 as measured by FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (376) of the students were Levels 4 or 5 on Reading FCAT 2.0	45% (384) of the students will score Levels 4 or 5 as measured by FCAT 2.0

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	Teachers lack skills to develop appropriate rigorous materials and assessments	Professional development will be provided in the area rigor and relevance	Learning Team Facilitator, PD team, Classroom teacher, Assistant Principal	Assistant Principals will monitor through lesson plans and classroom walkthroughs	Effectiveness will be determined through diagnostic tests and other FCAT-like classroom assessments
2	Students are dropping levels from 5 to 4, 4 to 3 because they lack critical reading skills needed to be successful on the higher complexity questions on FCAT 2.0 reading test.	Teachers will receive professional development in critical reading skills using AVID and Pre-AP strategies. Higher Level students will utilize Reading Plus program. Some classes will be scheduled into computer labs and others will complete at home.	Classroom teacher Assistant Principal, AVID site team	Assistant Principals will monitor implementation through classroom walkthroughs. Assistant Principal will monitor computer lab usage. Reading Coach will monitor student progress in Reading Plus.	Effectiveness will be determined through diagnostic tests and other FCAT-like classroom assessments.
3	Students are not familiar with the format of the FCAT 2.0 reading test.	Content area teachers need to review the new format of FCAT 2.0 and create assessments in their classrooms that mirror the new test questions.	Reading coach, Classroom teacher, Assistant Principal	LTF/AP will work with content based teams in Learning Team Meetings to assist teachers with item development. Assistant principals will monitor teachers lesson plans to review FCAT 2.0 teacher created assessments along with classroom walkthroughs	Assistant Principal will monitor classroom assessments for Rigor and alignment to FCAT 2.0. Effectiveness will be determined through diagnostic tests and other FCAT-like classroom assessments.
4	Teachers need to improve their ability to deliver direct instruction on certain tested benchmarks tested prior to the FCAT 2.0.	Teachers will receive professional development on resources/strategies that will assist those students on those tested benchmarks that students consistently miss.	Reading Coach and Classroom Teachers	Classroom Walkthroughs by assistant principals	Effectiveness will be determined by progress checks and FCAT 2.0 –like classroom assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Percentage of students scoring at level 7 in reading on the FAA increased to 62%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	62% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results may not be statistically accurate and reliable due to the low number of students being assessed.	Students will be provided the best possible testing environment.	ESE Coordinator and Testing Coordinator	Informal observations	Observations

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:	By June 2013, 70% of the ACHS 9th and 10th graders will make learning gains as measured by the FCAT 2.0 test and FLDOE formula for Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (586)	70% (633)

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	Teachers need assistance with learning research-based effective reading strategies and implementing them into their classroom instruction.	During Late Starts, teachers will receive professional development with CRISS (Creating Independence through Student-Owned Strategies). AVID (Advancement via Individual Determination) reading strategies will be presented during LTM's.	Reading Coach, Literacy Resource Teacher, AVID site team	Assistant principals will observe teachers utilizing reading strategies during classroom walkthroughs.	Progress will be measured through observation of lesson plan books and classroom walkthroughs by assistant principals
2	Teachers need additional tools to monitor data more closely to see if progress is being made by each student that is assigned to them.	During LTM meetings with our LTF will provide monitoring tools that will assist teachers in monitoring their classroom data to ensure students are making progress	Allison Castellano, Reading Coach Assistant Principals	Assistant Principals will observe teachers doing data chats within their classes	Progress will be measured through diagnostic testing and common assessments. (IBM's
3	Teachers need assistance in giving prescriptive feedback to students in a timely manner.	During LTM meetings and Late Starts professional development days, teachers will be given professional development in this area.	Allison Castellano, Reading Coach, Assistant Principals	Assistant Principals will observe teachers giving prescriptive feedback and monitor examples of written feedback in teachers' lesson plans.	Progress will be measured through classroom assessments,
4	Students lack the vocabulary skills to comprehend the text they are reading.	During Late Starts and academy meetings, teachers will receive professional development with CRISS (Creating Independence through Student-Owned Strategies) and AVID strategies to learn new interactive techniques for dealing with vocabulary issues as it relates to comprehension of text.	Reading Coach, Assistant Principals, AVID site team	Assistant principals will observe teachers using vocabulary strategies within their respective teachers they evaluate during walkthroughs.	Progress will be measured by classroom assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Percentage of students making gains in reading on the FAA increase to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	30% (3)

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	The results may be statistically inaccurate due to the low number of students being tested.	All students will be prepared for testing through the use of test-taking strategies and procedures.	ESE Coordinator and Test Coordinator	Review of test results	Test 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:	By June 2013, 70% of the ACHS 9th and 10th graders classified as Low 25% will make Learning Gains as measured by FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (138)	70% (153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have reading deficiencies in the area of decoding, text efficiency, fluency, and endurance reading longer passages.	Reading Plus will be used to help remediate silent fluency issues that affect reading comprehension. Progress checks will be administered at least three times per nine week period. Reader's/ Writer's Workshop Model will be used.	Reading Coach, Intensive Reading Teachers, 10th grade Social Studies Teachers, 9th grade Science teachers, and Assistant Principals	Assistant Principals will observe teachers using reading computer program and review reports from Reading plus in addition they will observe small group instruction in intensive reading.	Progress will be measured from Reading Plus reports, diagnostic testing, and progress checks. EDW reports and CORE K12 reports will be monitored by Assistant Principal/LTF in Learning Team Meetings.
2	Teachers need additional tools to monitor data more closely to see if progress is being made by each student that is assigned to them.	During LTM meetings our LTF/AP will provide monitoring tools that will assist teachers in monitoring their classroom data to ensure students are making	Allison Castellano, Reading Coach Assistant Principals	Assistant Principals will observe teachers doing data chats within their classes	Progress will be measured through diagnostic testing, and biweekly common assessments (IBM's) in Reading.

		progress			
3	Teachers need more assistance in differentiating their instruction to meet the needs of the variety of learning styles of their classrooms.	Professional development will be provided to follow up to continue learning effective ways to differentiate instruction to meet the needs of the lowest 25%. Focus on small group instruction based on data.	Reading Coach, Classroom Teachers, and Assistant Principals	Assistant Principals will check lesson plans to ensure a variety of instructional strategies are being used to meet the learning styles of students. Administrators will make observations during classroom walkthroughs.	Progress will be measured through diagnostic testing, progress checks, and classroom assessments.

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, Atlantic Community High School will reduce our achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	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:	The following ethnic subgroups did not meet 2012 Reading Targets: Asian and Black. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 15%, Black 70%, Hispanic 31%, Asian 6%	By 2013, 58% Black and 3% Asian will not make satisfactory progress.

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	Teachers need more assistance in differentiating their instruction to meet the needs of the variety of learning styles of their classrooms.	Provide professional development in the area interactive instructional strategies (AVID & Project CRISS).	Reading Coach, Classroom Teachers, and Assistant Principals	Assistant Principals will check lesson plans to ensure a variety of instructional strategies are being used to meet the learning styles of students. They will also observe through classroom walkthroughs.	Progress will be measured through diagnostic testing, biweekly common assessments (IBM's), and classroom assessments.
2	Students struggle with higher order thinking skills/questions which impedes their ability to score at or above proficiency on FCAT 2.0	AVID questioning strategies will be introduced during LTM meetings and academy meetings. Teachers will use FCAT 2.0 question stems to prepare students for types of questions being asked of them on FCAT 2.0	Reading Coach, AVID site team, Classroom Teachers	Assistant Principals will observe teachers giving higher order questions and monitor examples of higher order questions in teachers' lesson plans.	Progress will be measured through diagnostic testing (higher complexity questions correct) , common assessments (IBM's), and classroom assessments.
	Students have reading	Continue with our DEAR	Classroom	Assistant Principals will	Progress will be

3	deficiencies in the area of decoding, text efficiency, fluency, and endurance reading longer passages	(Drop Everything and Read Program) the first 15 minutes of 1st period. Vocabulary skills will be taught during all classes. Reading Plus will be used in 9th grade science classes, 10th grade Social Studies, 11th and 12th (intensive reading).	Teachers, Assistant Principals, and Reading Coach	monitor by classroom walkthroughs to ensure all teachers are using the time built into the schedule to practice their reading skills. Reading Coach will monitor data from Reading Plus	measured by Gradequick (a grade for DEAR), diagnostic testing, and reports from READING PLUS.
4	Classroom and audiobook libraries need to be updated to allow students to experience a wider variety of high interest novels	Provide teachers with classroom and audiobook libraries that have high interest novels	Administrators Reading Coach	Assistant Principals will monitor by classroom walkthroughs to ensure all students are reading or listening to high interest novels	Progress will be measured by information on reading logs
5	Classrooms need headphones, mice, and cd players to allow for differentiated instruction.	Provide teachers with headphones, mice, and cd players	Administrators Reading Coach	Assistant Principals will monitor by classroom walkthroughs and lesson plans	Progress will be measured Gradequick (grades for accountability pieces from the listening and technology stations)

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:	The ELL subgroup will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94%	By 2013, 78% of ELL students will not make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often arrive at school with inadequate education from their home country. They have difficulty reading their native language and have a tremendous difficulty reading English.	After school tutoring RTI model (Wilson Reading) Saturday tutorials (Jan.-Mar) Small group instruction in Intensive Reading Achieve 3000 –Teen Biz computerized Reading program	Reading Coach, Classroom teachers, and Assistant Principal ESOL coordinator	Teacher observation District ESOL testing	Progress will be measured through diagnostic testing, common assessments, classroom assessments, and Fluency exercises
2	Students are entering below grade level, lacking content, vocabulary, and background knowledge.	Use of word walls, oral language lessons, and listening activities, such as read alouds; conduct daily word study lessons; teach comprehension strategies	Principal, Assistant principals, classroom teachers, Reading Coach, ESOL coordinator	Observation of student use of new vocabulary	FAIR, diagnostics, oral language assessment
	Lack of parent involvement in working	schedule parent trainings on how to provide	Principal, Assistant principals, ESOL	Classroom teachers will monitor homework	Teacher classroom record

3	with students at home.	academic support to students at home; Make school resources available to parents	coordinator, Title I liason, classroom teacher	completion.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities will meet the 2012 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%	By 2013, 68% of Students with Disabilities will not make satisfactory progress.

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	Teachers need more assistance in differentiating their instruction to meet the needs of the variety of learning styles of their classrooms.	Professional development will be provided to follow up to continue learning effective ways to differentiate instruction to meet the needs of the students with disabilities.	Reading Coach, Classroom Teacher, Tier 3 Tutor, and Assistant Principals	Assistant Principals will check lesson plans to ensure a variety of instructional strategies are being used to meet the learning styles of students. They will also observe through classroom walkthroughs.	Progress will be measured through diagnostic testing, progress checks (IBM's), and classroom assessments.
2	Students with disabilities have issues with motivation, organization, and processing problems.	Academic interventionist inclusion teachers have been assigned to each 9th and 10th grade academy team. Push in to content area classes and do small group instruction to informally check for understanding and clarify/organize any information missed from content area classrooms	Reading Coach, Assistant Principals, ESE resource teachers, ESE coordinator	IEP meetings, Assistant Principals will do classroom walkthroughs while this model is being used.	Diagnostic Testing, progress checks, Semester Exams, classroom assessments
3	Students with disabilities have issues with organizing and prioritizing classwork.	Academic interventionist inclusion teachers have been assigned to each 9th and 10th grade academy team. Students have been placed in a learning strategy class to work on these issues.	ESE Coordinator, Assistant Principals, ESE Resource Teachers	IEP meetings, Walkthroughs, Assistant Principals will check lesson plans of those teachers affected by this class to ensure proper strategies are being taught and implemented.	Classroom assessments, teacher observations, and diagnostic testing

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:	The Economically Disadvantaged subgroup will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

62%

By 2013, 53% of the Economically Disadvantaged subgroup will not make satisfactory progress.

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	Teachers need additional tools to monitor data more closely to see if progress is being made by each student that is assigned to them.	During LTM meetings with our LTF will provide monitoring tools that will assist teachers in monitoring their classroom data to ensure students are making progress	Allison Castellano, Reading Coach, and Assistant Principals	Assistant Principals will observe teachers doing data chats within their classes	Progress will be measured through diagnostic testing and progress checks(IBM's) in Reading.
2	Students come to school lacking prior knowledge and experiences that assist them in the reading process. Students have reading deficiencies in the area of decoding, text efficiency, fluency, and endurance reading longer passages	CRISS strategies/AVID strategies (graphic organizers to assist students in organizing information), Vocabulary series from Sadlier/Oxford Reader's/Writer's Workshop model of mini lessons with endurance being built by reading a just right book After school /Saturday tutorials	Reading Coach, Intensive Reading teachers, content area classroom teachers, and Assistant Principals	Assistant Principals will check lesson plans to ensure a variety of instructional strategies are being used to meet the learning styles of students. They will also observe through classroom walkthroughs	Progress will be measured through diagnostic testing and progress checks(IBM's)in Reading.

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
Book Study	Grades 9-12	PD Team	Content Area Teachers/Electives	LTM meetings (Nov. full day)	Implementation of strategies, classroom walkthroughs	Assistant Principals
CRISS Training	Grades 9-12	Reading Coach, 9th Grade AP	English, Reading, Social Studies 9-12	LTM (Nov., Dec., Jan.)	Lesson plans utilizing strategies taught, classroom walkthroughs	Reading Coach, Assistant Principals
AVID Strategies/Common Core	Grades 9-12	PD Team, Reading Coach, AVID site team	9-12 ATL classroom teachers	LTM meetings throughout year, academy meetings	Lesson Plans utilizing strategies used and new common core strategies	Assistant Principals

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Refresh classroom libraries	Novels	Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Refresh computer equipment in the classrooms	headphones and mice	Title I	\$1,000.00
CD players to allow students to listen to books on tapes	CD players	Title I	\$1,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Substitute coverage for Reading teachers	Substitutes	Title I	\$570.00
			Subtotal: \$570.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Salary for Reading Coach	Tammy Mose-Cooper	Title I	\$67,588.00
Salary for Reading Teacher		Title I	\$63,644.00
			Subtotal: \$131,232.00
			Grand Total: \$136,302.00

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:		31% of students scored at proficiency level on CELLA in listening/speaking. This is down from a percentage of 28% the previous year.			
2012 Current Percent of Students Proficient in listening/speaking:					
31% (29)					
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	Increasing number of students to be tested requires increased resources. As students improve their abilities they move out of the testing group and are replaced with students at a lower level.	There will be a focus on increasing the resources provided to the teachers of ELL students.	All ELL teachers, ELL Coordinator, and Administrators	CELLA results, practice tests	CELLA

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:	5% of students scored at the proficient level on CELLA in listening/speaking. This is down from 12% the previous year.
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2012 Current Percent of Students Proficient in reading:

5% (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	Increasing number of students to be tested requires increased resources. As students improve their abilities they move out of the testing group and are replaced with students at a lower level.	There will be a focus on increasing the resources provided to the teachers of ELL students.	All ELL teachers, ELL Coordinator, and Administrators	CELLA results, practice tests	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	8% of students scored at proficiency level on CELLA in listening/speaking. This is down from a percentage of 12% the previous year.
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2012 Current Percent of Students Proficient in writing:

8% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing number of students to be tested requires increased resources. As students improve their abilities they move out of the testing group and are replaced with students at a lower level.	There will be a focus on increasing the resources provided to the teachers of ELL students.	All ELL teachers, ELL Coordinator, and Administrators	CELLA results, practice tests	CELLA

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Percentage of students scoring at levels 4, 5, and 6 in mathematics on the FAA increased from 40 (4) to 45% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	45% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New students in the sample make it difficult to measure progress.	A procedure will be developed to ensure that the appropriate identification of test takers and planning will be conducted to provide testing conditions are optimal.	ESE Coordinator, Testing Coordinator, and Administrators	practice assessments	FAA results

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	50% of the students tested scored at or above 7 on the FAA, a decrease from 62% the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5)	60% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The change to the roster of students involved in this testing increases the chances of statistical errors when evaluating success.	Plan to ensure full participation and optimal conditions for testing will continue.	ESE Coordinator, Testing Coordinator, and Administrators	FAA	FAA

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	
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making learning gains in mathematics. Mathematics Goal #3:	30% (3) of students made learning gains as compared to 75% (6) the previous year.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
30% (3)	40% (4)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Changes in student population make analysis and planning difficult.	Continued efforts will be made to provide optimal testing conditions and full participation by all identified students will be expected.	ESE Coordinator, Testing Coordinator, and Administrators	FAA	FAA

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, Atlantic Community High School will reduce our achievement gap by 50%. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	42	48	55	61	

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:			All subgroups met the 2012 Targets. All subgroups will meet the 2013 Targets.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White 17%, Black 54%, Hispanic 26%, and Asian 6%			By 2013, 57% White, 67% Black, and 64% Hispanic will not make satisfactory progress.		
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
	Varied background of the students	Teachers will continue training with differentiated instruction through	Classroom Teachers Math Coach	Administration will monitor that teachers are utilizing strategies	Common assessments Bi-monthly Learning Team

1	<p>follow-ups on Professional Development Days.</p> <p>Teachers will utilize the Pearson Success program which will assign remediation to students based on performance. FCIM will be developed to remediate students based on diagnostic results.</p>	<p>learned to meet the learning needs of the students.</p> <p>Effectiveness will be determined through lesson planning and classroom observations as well as Learning Team Meetings, and results of common assessments and diagnostic testing.</p>	<p>Meetings in order to review data to drive decision making.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL students met the 2012 Targets. ELL students will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	By 2013, 71% of ELL students will not make satisfactory progress.

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	Testing via computers pose an issue for some students	Ensure students have access to computer labs and take regular classroom tests via computer	Math Coach Administrators	Monitoring via Core K12 reports as well as analysis of diagnostics	Common assessments Bi-monthly Learning Team Meetings in order to review data to drive decision making.

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:	Students with Disabilities met the 2012 Targets. Students with Disabilities will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of Students with Disabilities did not make satisfactory progress.	By 2013, 67% of Students with Disabilities will not make satisfactory progress.

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
	Use of technology to enhance instruction and assessments is limited	Teachers will utilize available technology tools to enhance student	LTF/Assistant Principal Math Coach	Common assessments Bi-monthly Learning Team Meetings in order to	Learning Team Meetings Classroom Walk-

1	due to a lack of resources.	learning styles and to obtain immediate feedback on assessments	review data to drive decision making.	throughs Data from diagnostic testing and common assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students met 2012 Targets. Economically Disadvantaged students will meet 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	By 2013, 67% of ELL students will not make satisfactory progress.

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	Classroom assessments do not always mirror the rigor of the EOC.	Algebra teachers will plan weekly with Math Coach and produce items using the Item Specifications as guidelines. Teachers will also routinely incorporate additional Everglades questions provided by the District for Title I schools.	Math Coach	Items created at weekly meetings will be incorporated in common assessments.	Results of common assessments and District semester exams

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. Algebra Goal #1:	Percentage of students scoring at Level 3 in mathematics on the Algebra EOC increased from 18% (67) to 39% (120).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (120)	45% (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Varied background of the students	Teachers will continue training with differentiated	PD Team Classroom Teachers	Administration will monitor that teachers are utilizing	Common assessments Bi-monthly

1		<p>instruction through follow-ups on Professional Development Days.</p> <p>Teachers will utilize the Pearson Success program which will assign remediation to students based on performance. FCIM will be developed to remediate students based on diagnostic results.</p> <p>Level 1 and Level 2 students will be placed in Intensive Math classes</p>	Math Coach	<p>strategies learned to meet the learning needs of the students.</p> <p>Effectiveness will be determined through lesson planning and classroom observations as well as Learning Team Meetings, and results of common assessments and diagnostic testing.</p>	Learning Team Meetings in order to review data to drive decision making.
2	Access to computer based testing technology is limited.	<p>Algebra teachers will be regularly scheduled in computer labs for common assessments.</p> <p>Portable labs will be utilized when other labs are not available due to high demands.</p> <p>A portion of Saturday tutorials will be computer based. Students will have access to the e2020 Virtual Tutor throughout the year.</p>	Administrators, Math Teachers, Math Coach	Administration will monitor that teachers are utilizing strategies learned to meet the learning needs of the students.	Meetings in order to review data to drive decision making.
3	Use of technology to enhance instruction and assessments is limited due to a lack of resources.	Teachers will utilize available technology tools to enhance student learning styles and to obtain immediate feedback on assessments	LTF/Assistant Principal Math Coach	Common assessments Bi-monthly Learning Team Meetings in order to review data to drive decision making.	Learning Team Meetings Classroom Walk-throughs Data from diagnostic testing and common assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Percentage of students scoring at level 4 on the Algebra EOC increased from 2% (7) to 3% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% in 2012 (9)	10% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Varied background of the students	Teachers will be provided professional development to support	Allison Castellano, Assistant Principal	Common assessments Bi-monthly Learning Team Meetings in order	Classroom Observations Learning Team

1		differentiated instruction methods in the classroom to meet the needs of individual students.	Susan Chee-A-Tow, Math Coach	to review data to drive decision making.	Meetings Classroom Walk-throughs Data from diagnostic testing and formative assessments
2	Access to computer based testing technology is limited.	Algebra teachers will be regularly scheduled in computer labs for common assessments. Portable labs will be utilized when other labs are not available due to high demands. A portion of Saturday tutorials will be computer based. Students will have access to the e2020 Virtual Tutor throughout the year.	Kia Allen, Assistant Principal Math Coach Ruthe Francis, Assistant Principal	Shared Google Calendar will assist with scheduling	Progress will be measured Through diagnostic testing and common assessments Student use of Virtual Tutor will be monitored through e2020 logs
3	Classroom assessments do not always mirror the rigor of the EOC.	Algebra teachers will plan weekly with Math Coach and produce items using the Item Specifications as guidelines. Teachers will also routinely incorporate additional Everglades questions provided by the District for Title I schools.	Math Coach	Items created at weekly meetings will be incorporated in common assessments	Results of common assessments and District semester exams

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:	By June 2013, the number of students scoring a level 3 on the Geometry EOC will be 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Data not 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
	Lack of time needed in order to cover required benchmarks in an efficient manner.	Teachers will continue training with differentiated instruction through follow-ups on Professional Development Days. Teachers will utilize	PD Team Classroom Teachers Math Coach	Administration will monitor that teachers are utilizing strategies learned to meet the learning needs of the students. Common assessments	Effectiveness will be Determined through lesson planning and classroom observations as well as

1		the Pearson Success program which will assign remediation to students based on performance. FCIM will be developed to remediate students based on diagnostic results. Students who have not yet passed the Algebra 1 EOC will be provided additional support through pullouts in order to attain the required prerequisite skills for this course.		Bi-monthly Learning Team Meetings in order to review data to drive decision making.	Learning Team Meetings, and results of common assessments and diagnostic testing.
2	Teachers need additional strategies that will allow them to reach proficiency before EOC exam.	Teachers will follow the District pacing charts which have been modified to address all tested benchmarks prior to the EOC. The Math Coach will assist teachers with the development of primary and secondary benchmark calendars.	Administrators Math Coach	Assistant Principals will check lesson plans to ensure that there is instruction on the appropriate content. They will also observe through classroom walkthroughs.	Progress will be measured through diagnostic testing classroom assessments and District Exams LTF/AP will monitor FCIM calendars to ensure all Tested Benchmarks are taught prior to EOC.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By June 2013, the number of students scoring a level 4 on the Geometry EOC will be 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Data not 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	2.1. Varied background of the students assessments and diagnostic testing.	Teachers will continue training with differentiated instruction through follow-ups on Professional Development Days. Teachers will utilize the Pearson Success program which will assign remediation to students based on performance. FCIM will be developed to remediate students based on diagnostic results. Students who have not passed the	PD Team Classroom Teachers Math Coach	Administration will monitor that teachers are utilizing strategies learned to meet the learning needs of the students. Common assessments Bi-monthly Learning Team Meetings in order to review data to drive decision making.	Effectiveness will be Determined through lesson planning and classroom observations as well as Learning Team Meetings, and results of common assessments

		Algebra 1 EOC will be provided with additional Support through pullouts will be offered in order to attain the required prerequisite skills for this course.			
2	Professional development is needed for varied methods of delivering direct instruction on all benchmarks tested prior to the EOC	Teachers will follow the District pacing charts which have been modified to address all tested benchmarks prior to the EOC. The Math Coach will assist teachers with the development of primary and secondary benchmark calendars.	Administrators Math Coach	Assistant Principals will check lesson plans to ensure that there is instruction on the appropriate content. They will also observe through classroom walkthroughs.	Progress will be measured Through diagnostic testing classroom assessments and District Exams LTF/AP will monitor FCIM calendars to ensure all Tested Benchmarks are taught prior to EOC.

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
The Math Coach will assist teachers with the development of primary and secondary benchmark FCIM calendars.	9-12	Math Coach and Learning Team Facilitator	Math teachers in grades 9-12	PDD, department meetings, Learning Team meetings	Collaboration regarding assessment results based on specific benchmarks from calendar	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Math Coach	Salary and Benefits	Title I	\$67,588.00
Intensive Math Teacher	Salary and Benefits	Title I	\$8,750.00
			Subtotal: \$76,338.00
			Grand Total: \$76,338.00

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:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Deficiency of student knowledge for the test specific skills on the assessment.	Utilize questions that will provide practice for the FAA science assessment.	Science teachers and Science Instructional Leader	Results of practice assessments	Science FAA results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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:			Apply an Inquiry approach to teaching Biology		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
FCAT Science Grade 11 47%			Biology EOC 50% passing score		
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 Student and teacher knowledge for the test specific skills for the Biology EOC	Apply old FCAT style questions to Biology standards	Biology teachers Science Instructional Leaders	Results on the Biology EOC	Biology EOC
2	Increasing teachers' understanding of Biology EOC Item Specs	Teachers will receive professional development on integrating Item Specs into daily lessons, all teachers will receive copy of Biology EOC Item Specs	E. Cwynar, Science Dept. Head, A. Dilbert-South Area Science Support	Feedback from trainings, Classroom Walkthrough observations of integration	Winter Diagnostic for Biology EOC, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			Increase the proficiency of students on the Biology EOC.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
17% (77)			25% (85)		
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 the needed time to cover all tested benchmarks.	Teachers will receive professional development on integrating Item Specs into daily lessons. All teachers will receive a copy of the Biology Item Specs.	Science Instructional Leader	Feedback from professional development and classroom walkthrough observations of integration of Biology Item Specs.	Classroom assessments and diagnostics 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
Teachers will receive professional development on integrating Item Specs into daily lessons.	9-12	E. Cwynar, Science Department Chairperson and A. Dilbert, South Area Science Support	Subject area teachers	early release and during department meetings	Feedback from trainings, Classroom walkthrough observations of integration	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	By June 2013, students scoring proficient in Writing (FCAT level 3 or above) will increase by at least 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 93% (447) of students scored proficient on Writing FCAT.	By June 2013, 95% (456) will score proficient on Writing FCAT.

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	Varied background abilities of the students	<p>1. Prescriptive Feedback training and professional development. Administrative support and intervention via observation and classroom walk-through</p> <p>2. Writers Workshop, Teacher-student conferences, pull-out seminars with district support personnel (Diana Yohe) for intensive remediation.</p>	<p>Teachers</p> <p>Administrators</p> <p>District Support Teams</p>	<p>Classroom walk through</p> <p>Data monitoring of Palm Beach Writes scores/ EDW data</p> <p>District support personnel will score samples of writing for standardization checks.</p> <p>2. Daily, intensive instruction with seminar pullouts to help students increase capacity</p>	<p>Growth on PB writes from essay to essay.</p> <p>Daily walk-throughs</p> <p>LTM</p> <p>Common Planning evaluations</p>

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:	By June 2013, students scoring proficient in Writing (FAA level 4 or above) will increase by at least 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 83% (5) of students scored proficient on Writing (FAA).	By June 2013, 85% (5) will score proficient on Writing (FAA).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied background abilities of the students	<p>1. Prescriptive Feedback training and professional development. Administrative support and intervention via observation and classroom walk-through</p> <p>2. Writers Workshop, Teacher-student conferences, pull-out seminars with district support personnel for intensive remediation.</p>	<p>Teachers</p> <p>Administrators</p> <p>District Support Teams</p> <p>Classroom walk through</p>	<p>Data monitoring of Palm Beach Writes scores/ EDW data</p> <p>District support personnel will score samples of writing for standardization checks.</p> <p>Daily, intensive instruction with seminar pullouts to help students increase capacity</p>	<p>Growth on PB writes from essay to essay.</p> <p>Daily walk-throughs</p> <p>LTM</p> <p>Common Planning evaluations</p>

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						

Writing 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 Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	50% of students taking the US History EOC will score at Level 3 or above
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A due to test being given as a field test and data will not be provided by the state.	A minimum of 50% of the students will score a Level 3 or higher
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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	Teachers not utilizing strategies that differentiate instruction	Differentiated instruction professional development will be provided	Administrators	Assessment checks Learning Team Meetings	Classroom observations Learning Team Meeting
2	Students struggle with critical thinking and problem solving activities.	Utilize AVID strategies	Reading Coach Administrators	Number of students showing success in academics as well as "hidden curriculum" areas.	AVID portfolio products

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:	50% of students taking the US History EOC will score at Level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A due to test being given as a field test and data will not be provided by the state.	A minimum of 50% of the students will score a Level 4 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with critical thinking and problem solving.	Utilize AVID strategies	Reading Coach Administrators	Number of students showing success in academics as well as "hidden curriculum" areas.	AVID portfolios products

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:		Maintain 92%+ daily attendance rate			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92%		100%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
175		88			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
161		80			
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
	Students who are	Communication with	AP's	Weekly progress	End of the year

1	habitually truant	parents, absent phone dialer, utilization of the district truancy contact		monitoring	attendance numbers
2	Student lack of interest in traditional school	Invite students to participate in extracurricular activities through announcements, assemblies and club rush. Invite students to participate in a career academy	Athletic/ Activities director. SGA sponsor AP's	Club participation Academy Participation	Club Rosters Class rolls

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Students achievement is highest when students are participating constructively in class
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
474	300
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
294	250
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
673	300
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
343	250

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 lack self control and self discipline.	Students will learn Anger Management techniques via counseling sessions. Students will learn conflict resolution techniques from classroom core teachers.	Assistant Principal over Guidance Grade Level Assistant Principals	EDW/TERMS Suspension Reports Feedback from Guidance Counselors and teachers.	EDW/TERMS Suspension Reports

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	For the 2012-2013 school year, we will increase graduation rate by 5%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1%	1%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
86%	91%

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
	1.1 Feeling of hopelessness and/or	1.1 Educate parents and students through	1.1 Title I AP, LTM AP, College	1.1 Monitor drop-out rate and graduation	1.1 Graduation Rate via EDW and

1	non-anticipation for a post-secondary education	Title I meetings, parent meetings, class visits, student mentoring, teacher trainings about the financial opportunities available based on need and academics. Additionally, educate parents on post-secondary academic opportunities, certifications, degrees etc.	Bound Coach	rate via EDW. Monitoring of withdrawals via grade-level APs. Parent Feedback from Title I Parent Nights.	FLDOE.
2	1.2 Select high-risk students have difficulty focusing during the regular school day	High School SAL-P meetings with seniors. Alternative placement into Night Sunset Program at ACHS or other institutions	Guidance Counselors, AP over Guidance, College Bound Coach	Semester audit of student Academic and social progress at Sunset after High School SAL-P meetings.	TERMS, EDW, Interviews with Sunset Coordinator

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

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

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

Dropout Prevention Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	For the 2012-2013 school year increase the participation of parents in school activities with their children
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
43% of parents signed in at school activities in SY2012	47% of parents will sign in at school activities in SY2013

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	Accessing parents to disperse information effectively	Use automated phone dialer, Marquee, school website, on-campus signage, parent newsletter, school announcements to contact parents	All Instructors Family Advocate/Parent Involvement Representative Administrator	Monitoring and recording of attendance and participation of parents and community members	Sign-in Sheets Website visitor counts
2	Parents are unsure of how to help their children	Conduct parent trainings on various methods for implementation to increase student achievement Parents will be included in the decision making process	All Instructors Family Advocate/Parent Involvement Representative Administrator	Student records of parents who attended trainings	Sign-in sheets
3	Parental interest in receiving the information of parents in the targeted audience	Parent University training events to inform parents about topics that will assist with student academic success and college readiness	All Instructors Family Advocate/Parent Involvement Representative Administrator	Number of parents participating	Evaluations at trainings and survey results
4	Students unwillingness to deliver school newspaper and backpack flyers to parent	Invite parents for family involvement and training events via automated dialer, The Squall (newspaper), Eagles for Excellence (newsletter), backpack flyer invitations, AHS "Dates to Remember" cards distributed at school events, school marquee	All Instructors Family Advocate/Parent Involvement Representative Administrator	Number of parents participating	Survey results
5	Accessing volunteers and community businesses who will render support to school based programs	Expand business partners involvement	All Instructors Family Advocate/Parent Involvement	Number of community business partnerships and volunteers	Survey results; statement of financial contributions; number of

	and projects		Representative		mentored and volunteer students
6	Accessing parents to disperse information effectively	Use automated phone dialer, teacher-parent contact, school website, parent newsletter and/or school announcements to contact and inform parents	All Instructors Family Advocate/Parent Involvement Representative Administrator	Monitoring and recording of attendance and participation of parents and community members	Survey results
7	Students speak different languages.	Documents will be translated and interpreters will assist with ensuring that parents will receive communication in various languages. Translators will be provided to offer support and assistance so parents will be included in the decision making process when making policies.	All Instructors Family Advocate/Parent Involvement Representative Administrator	Monitoring and recording of attendance and participation of parents and community members	Survey 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
Cultural Sensitivity	9-12	Guidance Counselor/PD Team	School-wide	PD/LTM Day	Discipline Referral and parent conference notes	Administration and Guidance Counselors
Conduct parent trainings on various methods for implementation to increase student achievement	9-12	Admin, Guidance Counselors	Parents	On-going	Student Data, sign-in sheets	Admin
Parent University training events to inform parents about topics that will assist with student academic success and college readiness	9-12	Admin, Guidance Counselors, Parent Involvement Community Resource	Parents	On-going	Student Data, sign-in sheets	Admin

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
Family Involvement	Postage	Title I	\$1,000.00
Family Involvement	Parent notebooks, trainings, paper, and office supplies for parents	Title I	\$5,000.00
			Subtotal: \$6,000.00
			Grand Total: \$6,000.00

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE					
CTE Goal #1:		To increase student academic achievement.			
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	<p>From the implementation stand point: Integrating the SLC process given the district mandates. No systemic process for the mentoring program, program had a hard time being implemented without formal teacher buy-in.</p> <p>From the Technology related point of view: accessibility to enough computer labs for all the students to use "Reading Plus" and also do all the FACT testing and preparations.</p>	<p>Continue with tutorials – "Saturday Sizzler" program; SAT and ACT Prep; Advanced Placement Review; MYP Reading and Math Tutoring; AVID Tutoring for College Tutors to work with AVID students; Tracked Student Achievement Data through EDW; Student data (EDW) informational meetings with academics and career teachers and how to use this data to implement differentiated instruction in the classroom; After school</p>	<p>Administrators Instructional Coaches</p>	<p>Progress monitoring for increased academic achievement.</p>	<p>Assessment results</p>

	<p>Personnel stand point: Is hard to find college tutors for AVID that fit our needs due to schedule and computer lab availability.</p> <p>Transportation issues: The students who need to attend tutoring are not coming after school or on Saturdays due to transportation issues</p>	<p>tutoring for all subject areas; Implementation of "Reading Plus" a computerized reading software that increases fluency. Provide training during Professional Developments to Career Teacher to teach reading and writing in their content area.</p>			
2	<p>Continuing to integrate the SLC process given all district mandates. Students were deterred by the implementation of the computerized FCAT.</p>	<p>Saturday Sizzlers from January to April. After school math tutoring was increased from twice a week to Monday thru Thursday. AVID College tutors came after school to work with math students. Math Club students volunteered to tutor students for all math courses up to Algebra 2. Math Coach offered targeted PD through planning periods and professional development days as well as pull-outs and push-in's. The Sunset program added a second night with math tutors to help student achievement and increase graduation rate. Provide training during Professional Developments to Career Teacher to teach math skills in their content area.</p>	<p>Administrators IT Coordinator</p>	<p>Progress monitoring for increased academic achievement.</p>	<p>Assessment results</p>
3	<p>Many students are suspended due to negative behavior.</p>	<p>Provide a more effective approach on preventive measures by our teaching staff. Continuing the participation of the "School Based Team" to identify students with possible behavioral problems and apply deterrent or preventive measures to these students. Opening lines of communication with parents thru the use of "Behavior Contracts" increasing Parental involvement. Continuing of ATOSS (out of school suspension program). Personalization of student learning based on appropriate cohort scheduling. More effective implementation of In-School-Suspension with an academic focus. Continue the implementation of</p>	<p>Administrators</p>	<p>Monitor number of referrals being written and the actions that are occurring on the referrals.</p>	<p>Discipline reports that show a decrease in the number of referrals and suspensions.</p>

		suspended Curriculum (with a behavioral focus) among the academies.			
4	Budget constrains placed a burden on some of the course offerings.	Identify students that are in a position to take advantage of AP classes. Increase offerings in Advanced Placement, Dual Enrollment and International Baccalaureate courses. AVID students each take one AP course in Social Studies (Human Geography or World History). Each Career Academy is required to have an Industry Certification exam that they can offer to students on 11th or 12th grade; also, more students were offered the opportunity to take Industry Certification tests in their respective Career Class. AVID students (11th grade) are taking AP English Language Composition and/or AP World History. ACT/SAT preparation after school is offered. Students participate in the College Fair in Palm Beach County. During PROFESSIONAL Development Days 11th and 12th grade teachers get PD in college readiness areas	Administrators Guidance Counselor	Monitor reports to determine whether or not AP classes are increasing.	Course Load Report that shows increased number of students in AP classes.
5	Due to Standardized test scores, not all students had the ability to take a dual enrollment or AP course. Lack of motivation of the students prevented them from pursuing AP and Dual Enrollment courses.	The school has further development of the AVID program through the 11th grade will increase AP students in English and US History.	Administrators Guidance Counselors Instructional Coaches Graduation Coach	ACT and SAT prep tutoring offered after school and during Saturday Sizzlers. AP tutoring offered after school multiple times per week. AP tutoring also offered on Saturdays.	Tutoring attendance rosters
6	Lack of student motivation creates a low demand for AP classes.	Through the structure of the program, the AVID program helps students predominantly from lower income families to enroll in AP course development of new AP courses and other Dual Enrollment offerings increase the percentage of low-income students taking higher level courses. Developments of the AVID program through the 11th grade increased AP students participation in English and US History	Administrators Guidance Counselors Instructional Coaches Graduation Coach	Further development of the AVID program through the 11th grade.	Course Load Report that shows increased number of students in AP classes.
	The requirements for the FCAT, ACT or SAT	Students involve in Career Academies are	Administrators Guidance	Create a college-bound culture to prepare all	School report that shows an

7	concordant score has increased therefore more of at-risk students are not meeting the new requirements for graduation.	proving to have a higher graduation rate than non-cohorting students. These students proved to be more motivated in taking and passing the Industry Certification exams in their respective career classes. Articulation agreements between the school District and Colleges and Universities are available to were the students gets credit for Career Classes taken in High School. Scholarship opportunities are constantly available to students throughout the school year thru their career teacher or senior class assemblies sessions. College tours and College fairs are schedule to help seniors and juniors get information about colleges and career paths. FAFSA and college applications is highly stressed and support is provided after school to students and parents on how to apply. Career guidance through " Florida Choices"	Counselors Instructional Coaches Graduation Coach	students to succeed in college and careers.	increase in graduation rate.
8	Motivation of the students prevent them from attaining the score needed on standardized tests.	The district offers vouchers for students to take the CPT (College Placement Test) at local colleges and universities.	Administrators Guidance Counselors Graduation Coach	All math teachers will take PERT (College Placement Test) for free at a local Community College. All 11th Grade students will take PERT and based on the results the students will be placed remediation classes. Extra tutoring after school helped students increase SAT and ACT scores as well. New EDW tracking reports helped teachers identify students who are or are not college ready.	EDW tracking 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						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

College Readiness Goal:

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

1. College Readiness Goal College Readiness Goal #1:	Increase the percentage of students who participate in college preparation during the 2012-2013 school year.
2012 Current level:	2013 Expected level:
AP 59% pass rate IB 94% pass rate	AP 62% pass rate IB 95% pass rate

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 skill preparation	Provide specific AP and IB tutoring	AP Teachers IB Teachers	AP Pass rate IB Pass rate	AP Result Report IB Result Report
2	Lack of proficiency in reading and math	Intensive tutorials in ACT and SAT skills prior to administration	College Bound Coach Math Coach Reading Coach	Student participation	Scores on SAT and ACT
3	Students don't take advantage of services provided.	ACT/SAT registration. Juniors/Seniors Night for ACT/SAT registration. Language Arts Teachers are escorting students to computer lab for SAT/ACT online registration.	College Bound Coach Guidance Department Administrators	Student participation	Scores on SAT and ACT
4	Students are unable to register for the exams at home.	The school will provide afterschool clinics for the students to attend and sign up for with the assistance of the guidance counselors.	Mr. Rodney Guidance Counselor	Student participation	Attendance 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						

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
Students need assistance with registering for PSAT/SAT and ACT exams.	Guidance Counselors	Title I	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of College Readiness Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Refresh classroom libraries	Novels	Title I	\$2,000.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Refresh computer equipment in the classrooms	headphones and mice	Title I	\$1,000.00
Reading	CD players to allow students to listen to books on tapes	CD players	Title I	\$1,500.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Substitute coverage for Reading teachers	Substitutes	Title I	\$570.00
				Subtotal: \$570.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Salary for Reading Coach	Tammy Mose-Cooper	Title I	\$67,588.00
Reading	Salary for Reading Teacher		Title I	\$63,644.00
Mathematics	Math Coach	Salary and Benefits	Title I	\$67,588.00
Mathematics	Intensive Math Teacher	Salary and Benefits	Title I	\$8,750.00
Parent Involvement	Family Involvement	Postage	Title I	\$1,000.00
Parent Involvement	Family Involvement	Parent notebooks, trainings, paper, and office supplies for parents	Title I	\$5,000.00
College Readiness	Students need assistance with registering for PSAT/SAT and ACT exams.	Guidance Counselors	Title I	\$200.00
				Subtotal: \$213,770.00
				Grand Total: \$218,840.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

Teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school are constantly being encouraged to join and participate on our SAC.

Projected use of SAC Funds	Amount
	\$3,000.00

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

SAC will concentrate on activities that will enhance our student achievement through the use of professional development for teachers and administrators. SAC funds will also be used to provide student incentives.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District ATLANTIC HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	72%	87%	47%	259	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	53%	74%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	71% (YES)			114	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					500	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ATLANTIC HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	72%	89%	42%	255	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	55%	77%			132	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?	40% (NO)	71% (YES)			111	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					498	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested