

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: LAKE WORTH HIGH SCHOOL

District Name: Palm Beach

Principal: George Lockhart

SAC Chair: Nina Dimke

Superintendent: Mr. Bill Malone

Date of School Board Approval: December 2011

Last Modified on: 10/1/2011

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Assis Principal	Brett Packard	BS - Education, Asbury College; MS – Education, Lynn University; Certification: Educational Leadership, State of Florida; ESOL Endorsed.	4	3	AP of Lake Worth High School 2010-2011 Grade Pending, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP: Total subgroup made AYP in Math. AP of Lake Worth High School 2009-2010: Grade A, Reading Mastery 33%, Math Mastery: 68%, Science Mastery: 39%. Writing Mastery: 90%. AYP: 77% White, Hispanic and Economically Disadvantages subgroups made AYP in Math. White and Hispanic subgroups made AYP in Reading. AP of Lake Worth High School 2008-2009: Grade D, Reading Mastery: 31%, Math Mastery: 64%, Science Mastery: 31%. Writing Mastery: 86%. AYP: 64%. Only White subgroup made AYP in Math. Dean of Lake Worth High School 2007-2008: Grade C, Reading Mastery: 37%, Math Mastery: 65%, Science Mastery: 34%. Writing Mastery: 87%. AYP: 64%. Only White subgroup made AYP in Math. Dean of Lake Worth High School 2006-2007: Grade C, Reading Mastery: 29%, Math

					Mastery: 65%, Science Mastery: 43%. Writing Mastery: 85%. AYP: 67%. Only White subgroup made AYP in Math.
Assis Principal	Denise Sanon	Bachelors in Elementary Education, Nova; Masters in Reading, Nova; Specialist in Educational Leadership, Nova; ESOL endorsed, Reading Endorsed, Principal Certification K-12	1	7	AP of Lake Worth High School 2010-2011 Grade Pending, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP: Total subgroup made AYP in Math. Assistant Principal of Odyssey Middle School 2009-2010. Grade . Reading Mastery: 60%. Math Mastery: 73%. Science Mastery: 53%. Writing Mastery: 95%. No subgroups made AYP in Reading. White and Hispanic subgroups made AYP in Math. Assistant Principal of Odyssey Middle School 2008-2009 Grade A Reading Mastery 65%: Math Mastery 71%, Science Mastery 48% , AYP 77% Black, Economically disadvantage, ELL did not make AYP in Reading. ELL and SWD did not make AYP in Math. 2007-2008 Grade A Reading Mastery 64%, Math Mastery 70% , Science Mastery 45%. AYP 87%, Black, Economically disadvantage, ELL, SWD did not make AYP in Reading. SWD did not make AYP in Math. 2006-2007 Grade A Reading Mastery 59%, Math Mastery 64%, Science Mastery 34%. AYP 85%, Black, Economically disadvantaged, ELL SWD did not make AYP in Reading. All subgroups in Math made AYP. 2005-2006 School Grade A- Reading Mastery 55%, Math Mastery 60%. AYP 82%, Economically disadvantaged, ELL and SWD did not make AYP in Reading. Black, Economically disadvantaged, ELL, SWD did not make AYP in Math. 2004-2005 School Grade A Reading Mastery 50%, Math Mastery 60%, AYP 73%, Black, Economically disadvantaged, ELL, SWD did not make AYP in Reading, Black, Economically disadvantaged, ELL, SWD did not make AYP in Math.
Assis Principal	Jennifer Murphy	BA – Health and Physical Education, Concord University; MS – Educational Leadership, Nova Southeastern University; Certifications: Educational Leadership, State of Florida; Working towards ESOL Endorsement.	5	4	AP of Lake Worth High School 2010-2011 Grade Pending, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP: Total subgroup made AYP in Math. AP of Lake Worth High School 2009-2010: Grade A, Reading Mastery 33%, Math Mastery: 68%, Science Mastery: 39%. Writing Mastery: 90%. AYP: 77% White, Hispanic and Economically Disadvantages subgroups made AYP in Math. White and Hispanic subgroups made AYP in Reading. AP of Lake Worth High School 2008-2009: Grade D, Reading Mastery: 31%, Math Mastery: 64%, Science Mastery: 31%. Writing Mastery: 86%. AYP: 64%. Only White subgroup made AYP in Math. AP of Lake Worth High School 2007-2008: Grade C, Reading Mastery: 37%, Math Mastery: 65%, Science Mastery: 34%. Writing Mastery: 87%. AYP: 64%. Only White subgroup made AYP in Math. AP of Lake Worth High School 2006-2007: Grade C, Reading Mastery: 29%, Math Mastery: 65%, Science Mastery: 43%. Writing Mastery: 85%. AYP: 67%. Only White subgroup made AYP in Math.
					AP of Lake Worth High School 2010-2011 Grade Pending, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP: Total subgroup made AYP in Math.

Assis Principal	Daniel Snider	BA – Health and Physical Education, Concord University; MS – Educational Leadership, Nova Southeastern University; Certifications: Educational Leadership, State of Florida; Working towards ESOL Endorsement.	14	6	AP of Lake Worth High School 2009-2010: Grade A, Reading Mastery 33%, Math Mastery: 68%, Science Mastery: 39%. Writing Mastery: 90%. AYP: 77% White, Hispanic and Economically Disadvantages subgroups made AYP in Math. White and Hispanic subgroups made AYP in Reading. AP of Lake Worth High School 2008-2009: Grade D, Reading Mastery: 31%, Math Mastery: 64%, Science Mastery: 31%. Writing Mastery: 86%. AYP: 64%. Only White subgroup made AYP in Math. AP of Lake Worth High School 2007-2008: Grade C, Reading Mastery: 37%, Math Mastery: 65%, Science Mastery: 34%. Writing Mastery: 87%. AYP: 64%. Only White subgroup made AYP in Math. AP of Lake Worth High School 2006-2007: Grade C, Reading Mastery: 29%, Math Mastery: 65%, Science Mastery: 43%. Writing Mastery: 85%. AYP: 67%. Only White subgroup made AYP in Math.
Principal	George Lockhart	B.S. Accounting/ Finance; Math M.Ed, certified in Ed Leadership; 60 hours of ELL coursework		10	Principal of Rossevelt Middle School 2010-2011: School Grade: A, Reading Mastery 66%, Math Mastery: 68%, Science Mastery: 43%, Writing Mastery: 87%. AYP: No cells met AYP. Principal 2009-2010: school grade increased to "A" (518 points to 549 points). Reading 66%; Math 66%; Science 44%; Writing 94% but 98% at 3.0 or higher. Increased Learning Gains in Reading and Math (68% and 74% respectively); AYP criteria met 100%.Principal 2008-2009: maintained "B" grade, increasing school grade % points from 502 to 518. Reading 59%; Math 59%; Science 38%; Increased Learning Gains in Reading and Math: AYP 85%. Total, Black and Economically Disadvantaged did not make AYP in Reading or Math. Writing Proficiency increased to 97%. 2007-2008: Roosevelt raised "C" grade to a "B"; Reading 61%; Math 57%; Science 44%; AYP 87%; 502 points. Writing (94%) increased 9 points over previous year. School met Total Reading Proficiency. Black and Economically Disadvantaged did not make AYP in Reading or Math. Total did not make AYP in Math. 2006-2007: Grade C. Reading 60%; Math 56%; AYP 85%; Science 35%. Black, Econ Disadvantaged and SWD did not meet
Assis Principal	Reggie Jeudy	BA – Psychology and Math, Florida Atlantic University; MS in Mathematics, Nova Southeastern University; Specialist in Educational Leadership, Nova Southeastern University; Certifications: Educational Leadership, State of Florida; ESOL endorsed	5	3	AP of Lake Worth High School 2010-2011 Grade Pending, Reading Mastery 32% Math Mastery: 71% Science Mastery: 33. Writing Mastery: 80. AYP: Total subgroup made AYP in Math. AP of Lake Worth High School 2009-2010: Grade A, Reading Mastery 33%, Math Mastery: 68%, Science Mastery: 39%. Writing Mastery: 90%. AYP: 77% White, Hispanic and Economically Disadvantages subgroups made AYP in Math. White and Hispanic subgroups made AYP in Reading. AP of Lake Worth High School 2008-2009: Grade D, Reading Mastery: 31%, Math Mastery: 64%, Science Mastery: 31%. Writing Mastery: 86%. AYP: 64%. Only White subgroup made AYP in Math. Dean of Lake Worth High School 2007-2008: Grade C, Reading Mastery: 37%, Math Mastery: 65%, Science Mastery: 34%. Writing Mastery: 87%. AYP: 64%. Only White subgroup made AYP in Math. Dean of Lake Worth High School 2006-2007: Grade C, Reading Mastery: 29%, Math Mastery: 65%, Science Mastery: 43%. Writing Mastery: 85%. AYP: 67%. Only White subgroup made AYP in Math.

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Marcy Wallace	ESOL and Reading Endorsed, K-6 Elementary Education, Masters of Teaching and Learning for Reading Strategies (MATL), and Educational Specialist for Curriculum, Instruction, Management and Administration (CIMA).	1	1	Reading Teacher of Tradewinds middle School 2009-2010: Grade pending, Reading Mastery: 67%, Math Mastery: 74%, Science Mastery: 54%, Writing Mastery: 89%. AYP: White and SWD subgroups made AYP in Reading. White subgroup made AYP in Math. Reading Teacher of Tradewinds Middle School 2008-2009 – Grade: A; Reading Mastery: 67%, Math mastery: 73%, Science Mastery: 49%. AYP: ELL, ED and SWD subgroups did not make AYP in reading. All subgroups made AYP in mathematics. 2007-08 – Grade: A; Reading Mastery: 61%, Math mastery: 51%, Science Mastery: 35%. AYP: Black, ELL and SWD subgroups did not make AYP in mathematics. Black, Hispanic, ED, ELL, and SWD subgroups did not make AYP in reading.
Science	Gary Habib	BA Biology MATS Education MS Science Education Biology 6-12 Educational Leadership K-12			St. John Elementary Grade D 2009-2010 Assistant Principal 53% reading mastery 67%, math mastery 13%, science mastery, writing 78%. Economically disadvantaged did not make AYP in Reading and math. Florida State University Schools Grade A 2006-2009 K 12 Curriculum Coordinator, AYP met 2008-2009; 75% reading, 81% math, 55% science, 89% Writing. 2007-2008 75% reading, 82% math, 49% science, 88% writing 2006-2007 70% reading, 80% math, 59% science, 87% writing
Math	Sheila Orlovsky			1	Math Teacher of Tradewinds middle School 2009-2010: Grade pending, Reading Mastery: 67%, Math Mastery: 74%, Science Mastery: 54%, Writing Mastery: 89%. AYP: White and SWD subgroups made AYP in Reading. White subgroup made AYP in Math. Math Teacher of Tradewinds Middle School 2008-2009 – Grade: A; Reading Mastery: 67%, Math mastery: 73%, Science Mastery: 49%. AYP: ELL, ED and SWD subgroups did not make AYP in reading. All subgroups made AYP in mathematics. 2007-08 – Grade: A; Reading Mastery: 61%, Math mastery: 51%, Science Mastery: 35%. AYP: Black, ELL and SWD subgroups did not make AYP in mathematics. Black, Hispanic, ED, ELL, and SWD subgroups did not make AYP in reading.

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with the Principal and/or Assistant Principal	Principal and Assistant Principal	On-going	
2	2. Partnering new teachers with veteran teachers	Principal and Assistant Principal	On-going	
3	3. District Job Fair	Principal and Assistant Principal	On-going	
4	4. TIPS Training	Principal and Assistant Principal	On-going	
5	5. LTM Meetings	Principal and Assistant Principal	On-going	
6	6. CHAMPS Training	Principal and Assistant Principal	On-going	
7	7. Common Planning meetings with LTF	Principal and Assistant	On-going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Kelly Dobkin	Biology, ESE and Reading Endorsed	ESE Earth/Space Science	Ms. Dobkin is currently studying for the Middle Grades science test. She is planning to take the test October 2011 to become Highly Qualified.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
124	6.5%(8)	21.8%(27)	33.9%(42)	35.5%(44)	41.9%(52)	96.8%(120)	20.2%(25)	0.0%(0)	21.8%(27)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Brandi Girtman	James Cortese	Experienced Business teacher that is currently the Business Department Head	Bi-weekly meetings with mentor, buddy and administration to review best practices and discuss walk through data. Common Planning meetings with same department/subject area. LTMs teaching marzano's Art and Science of teaching and how this is used as an evaluation tool for teachers.
Deborah Neipling	John Hanes	Experienced Math teacher that is teaching the same subject	Bi-weekly meetings with mentor, buddy and administration to review best practices and discuss walk through data. Common Planning meetings with same department/subject area. LTMs teaching marzano's Art and Science of teaching and how this is used as an evaluation tool for teachers.
Deokee Balliram	Jean Louis	Experienced Math teacher that is teaching the same subject	Bi-weekly meetings with mentor, buddy and administration to review best practices and discuss walk through data. Common Planning meetings with same department/subject area. LTMs teaching marzano's Art and Science of teaching and how this is

			used as an evaluation tool for teachers
Judith French-Cowans	Antonio Loyd	Experienced Biology teacher that is teaching the same subject	Bi-weekly meetings with mentor, buddy and administration to review best practices and discuss walk through data. Common Planning meetings with same department/subject area. LTMs teaching marzano's Art and Science of teaching and how this is used as an evaluation tool for teachers
Jay Builing	Brett Studley	District ESP Support	District provided support. Bi-weekly meetings with mentor, buddy and administration to review best practices and discuss walk through data. Common Planning meetings with same department/subject area. LTMs teaching marzano's Art and Science of teaching and how this is used as an evaluation tool for teachers
Marcy Wallace	Erika Timms	Experienced Reading teacher that is currently the reading coach	Bi-weekly meetings with mentor, buddy and administration to review best practices and discuss walk through data. Common Planning meetings with same department/subject area. LTMs teaching marzano's Art and Science of teaching and how this is used as an evaluation tool for teachers

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

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday programs. Academic coaches were purchased for Reading, Math and Science. Coaches provide professional development for teachers; ie. modeling, LTM activities, professional development during planning periods, etc. Supplies have also been purchased to support classroom instruction and professional development activities. Teachers who teach an additional period are also receiving a 6th period supplement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs throughout the purchase of small equipment to

supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Tutoring services at the school level are also being provided to ELL students.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate NOPE presentations, anonymous phone number to report violence at school.

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

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Classes are offered through Community Education. Some classes include English for Speakers of other Languages

Career and Technical Education

Career and Technical Education programs are provided at LWHS school. They include: medical, early childhood education, culinary, construction, and AFROTC.

Job Training

Both ESE and Regular education students can participate in on-the-job training programs at LWHS.

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
 - a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RtI processes
- assessment of RtI skills of school staff is conducted
 - fidelity of implementation of intervention support is documented
 - adequate professional development to support RtI implementation is provided
 - effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data,

contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The school-based RTI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be

2

developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RTI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.*

Problem Solving Model

The four steps of the Problem Solving Model are:

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

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

collecting data to determine possible causes of the identified problem.

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

Members of the school-based RTI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY10 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

3 The RTI/Inclusion Facilitator will provide professional development for the SAC members on the RTI process.

RTI Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on RtI.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

George Lockhart, Denise Sanon, Reginald Jeudy, Jennifer Murphy, Daniel Snider, Marcy Wallace, Katie Devivo, Sheila Orlovsky, and Gary Habib.

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

Meetings will be held monthly to discuss how to promote literacy school-wide. Guidelines from the K-12 reading plan are followed.

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

The major initiatives addressed this school year will be as followed:

- school-wide literacy contest
- lunch book club
- Academic Showcase and FCAT Night (Increase parent participation)
- increase library circulation (Reading Counts)

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

[View uploaded file](#) (Uploaded on 9/10/2011)

Public School Choice with Transportation (CWT) Notification

[View uploaded file](#) (Uploaded on 7/28/2011)

Notification of (School in Need of Improvement) SINI Status

[View uploaded file](#) (Uploaded on 9/10/2011)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

A school-wide FCIM reading calendar will be utilized in all classes. Professional development for all teachers on various reading strategies. Search and destroy strategy is used in all content areas. All teachers are encouraged to obtain their reading endorsement. Researched based instructional reading strategies are monitored through classroom walkthroughs.

*High Schools Only

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.
A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.
Every year, after FCAT testing, students participate in a course selection class discussion with a guidance counselor. After the class meetings, students meet one-on-one with a counselor to decide what classes will be taken. The final course selection is sent home for parent's signature.

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 School Feedback Report

Based on the 2007-08 High School Feedback Report, Lake Worth High School students ranked below the district and state in the percentage of students who completed at least one AP, dual enrollment, or AICE course. The same can be said for the areas of participation and performance in college-readiness tests such as ACT, SAT and CPT. The new state grading system, as well as the Advanced Placement Initiative Program and Smaller Learning Communities Grant initiatives, places an increased emphasis in all of these areas.

CPT, ACT or SAT will be administered to all high school students prior to grade 12 with defined FCAT scores and who indicate an interest in postsecondary education. Students achieving the minimum scores, and enrolling in a community college within 2 years, will not be required to enroll in remediation courses. Seniors who score below the minimum college readiness level will be provided access to remedial instruction prior to graduation.

CPT/ACT/SAT Preparation Courses will be promoted throughout the school year. Various options such as onsite, courses designed in collaboration with PBCC, and courses through Virtual School will be pursued to provide convenient access to any interested students. Students scoring in ranges not considered college-ready will be directly solicited for participation.

Direct solicitation for Dual Enrollment qualified students will be aggressively pursued in the 09-10 school year. Special invitations for students to informational sessions, parent trainings and presentations from the College and University contacts will be utilized to cultivate interest and participation. Increase in Advanced Placement coursework will be generated through similar means. In addition, the AP Potential Tool by CollegeBoard for identification of prospective students will be used to target participants and communicate to their parents. Special programs to increase participation and performance in these areas are: AP Summer Enrichment Program, Summer Bridge/Trio Program through PBCC, AP Institutes and 1-day trainings for teachers.



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:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Increase the percent of students scoring a 3 or above on the Reading FCAT to 35%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
33% (224)	35%

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	Critical Thinking Skills	Include higher order questions in lesson plans	Principal, Assistant Principals and the Reading Coach	Lesson plans will be reviewed during informal/formal observations and will be submitted weekly to Assistant Principal.	A review of lesson plans to determine frequency of higher order questions and use of Learning Village.
2	Critical Thinking Skills	Use of higher order thinking strategies to increase student engagement during classroom discourse.	Principal, Assistant Principals and the Reading Coach	Observations to determine teacher use and student response to higher order questions.	Classroom Walk Throughs

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 achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Increase reading proficiency of level 4 and 5 students from 11% to at least 13%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
11% (75)	13%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Critical Thinking skills of students	Include higher order questions in lesson plans	Principal, Assistant Principals and Reading	Lesson plans will be reviewed during informal/formal observations and will	A review of lesson plans to determine frequency of

1			Coach.	be submitted weekly to Assistant Principal.	higher order questions and use of Learning Village and EDGE material.
2	Critical Thinking skills of students	Implement Pre-Ap curriculum (Springboard) in English classes.	Principal, Assistant Principals and Reading Coach	Student grades in English	Monitor Gradequick
3	Critical Thinking skills of students	Increase the number of students in AP classes.	Principal, Assistant Principals and Guidance Counselors	Enrollment/grades in AP classes.	Gradequick
4	Critical Thinking skills of students	Increasing the number of students taking and passing the ACT/SAT tests.	Principal, Assistant Principals and Guidance Counselors	Number of students passing ACT/SAT tests.	Student score reports

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Increase the percent of 9th and 10th grade students making learning gains to 45%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
43% (304)	45%

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 of motivation.	Student Achievement Chats will be conducted with all students following EDGE Learning Village assessments.	Principal, Reading Coach, Department Chairs, and Administrators	Administrators will review log for Student Achievement on EDGE during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful
2	Lack of student motivation to utilize reading strategies on Social Studies content.	Social Studies teachers will explicitly infuse the reading benchmarks and strategies in lesson plans and instructional delivery.	Principal, Reading Coach, and Social Studies Teachers	When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching the reading benchmarks in social studies.	FAIR assessments will be disaggregated by social studies teachers to determine the effectiveness of reading benchmark instruction and use of the rotational model in social studies classrooms.

3	Lack of instructional time to cover all areas of student weaknesses.	After school and Saturday Tutoring	Principal, Assistant Principals Reading Coach	Improvement on Diagnostic testing.	Diagnostic Test results
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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 group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	In 9th and 10th grade, 52% of the lowest 25% will make learning gains on the FY11 FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
50% (135)	52%

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 motivation.	The school will implement FAIR assessments to monitor student progress.	Principal, Assistant Principal, and Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Printout of FAIR assessments.
2	Student motivation	Student Achievement Chats will be conducted with all students following FAIR assessments.	Principal, Assistant Principal, and Reading Coach	Administrators will review portfolios for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	Meeting the needs of students needing interventions and enrichment activities.	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal, Assistant Principal, and Reading Coach	Review students grouping charts frequently and ensure groups are redesigned to target the needs of students based on assessment.	Progress of all students on assessment.
4	Not enough instructional time to address the weakness of students.	After school and Saturday tutorials.	Principal, Assistant Principal, and Reading Coach	Student improvement on diagnostic tests.	Diagnostic tests
5	Not having the ability to focus on small groups of students with current teaching allocations.	Provide small class setting for Reading classe beyond Class Size Reduction.	Principal, Assistant Principal, and Reading Coach	Student improvement on diagnostic tests.	Diagnostic tests

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	At least 2% increase in 9th and 10th grade subgroups: black and Hispanic students will score at or above proficiency on the FY12 FCAT, with safe harbor provisions.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
Black: 20% (83), Hispanic: 28% (103)			Black: 22%, Hispanic: 30% (Safe Harbor)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Student motivation Hispanic: Student motivation	The school will implement EDGE curriculum to monitor student progress	Principal, Assistant Principals and the Reading Coach.	Review EDGE data reports to ensure teachers are assessing students according to the curriculum framework set up on Learning Village	Printout of EDGE computer based components for individual learning and differentiated instruction
2	Black: Student motivation Hispanic: Student motivation	Include higher order questions in lesson plans	Principal, Assistant Principals and the Reading Coach	Lesson plans will be reviewed during informal/formal observations.	A review of lesson plans to determine frequency of higher order questions and use of Learning Village and EDGE material.
3	Black: Student motivation and attendance Hispanic: Student motivation and attendance	The school will employ the use of the rotational model for instructional/learning purposes.	Principal, Assistant Principals and the Reading Coach	Administration will be aware of the Reading Department's focus and monitor implementation through classroom visits as well as weekly meetings with the reading department	Effectiveness will be determined through EDGE assessments and Diagnostic Date taken twice and use of SRI scores.

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 not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	9th 10th grade students in the ELL subgroup will increase reading proficiency by at least 2% on the FY12 FCAT with safe harbor provisions.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *		2012 Expected Level of Performance: *	
26% (52)		28%(Safe Harbor)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary and reading strategies.	The school will implement EDGE curriculum to monitor student progress	Principal, Assistant Principal and the Reading Coach.	Review EDGE data reports to ensure teachers are assessing students according to the curriculum framework set up on Learning Village	Printout of EDGE computer based components for individual learning and differentiated instruction

2	Lack of vocabulary and reading strategies	Include higher order questions in lesson plans	Principal, Assistant Principals and the Reading Coach.	Lesson plans will be reviewed during informal/formal observations and will be submitted weekly to Assistant Principal.	A review of lesson plans to determine frequency of higher order questions and use of Learning Village and EDGE material.
3	Lack of vocabulary and reading strategies	The school will employ the use of the rotational model for instructional/learning purposes.	Principal, Assistant Principals and the Reading Coach.	Administration will be aware of the Reading Department's focus and monitor implementation through classroom visits as well as weekly meetings with the reading department	Effectiveness will be determined through EDGE assessments and Diagnostic Date taken twice and use of SRI scores.

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Increase by 2% the subgroup: students with disabilities reading proficiency in 9th and 10th grade on the Reading FY12 FCAT with safe harbor provisions. By June 2012, 82% of SWD will score proficient or higher in reading on the FAA.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

FCAT: 14% (23)
FAA: 80%

FCAT: 16%(Safe Harbor)
FAA: 82%

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 of motivation	Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction (DI using rotational model) using evidence-based instruction/ interventions within 90-minute reading block.	Principal, Assistant Principals, ESE Contact and Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 5 days. Percent of students making adequate progress toward benchmark is calculated. Use of SRI and Diagnostic to enforce curriculum weaknesses and concerns.	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark
2	Student weaknesses in various reading components.	Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction,	Principal, Assistant Principals, ESE Contact and Reading Coach	Student progress is assessed using FAIR OPM every 5 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark.

		modeled instruction, guided practice and independent practice.			
3	Student weaknesses in various reading components	Plan targeted intervention for students not responding to core plus supplemental instruction using EDGE curriculum . Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Principal, Assistant Principal, ESE Contact and Reading Coach	Student progress is assessed using FAIR OPM every 5 days and/or SRI data biweekly for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trend line to data received weekly through computer based programs.	Professional Development Aligned with Objective Objective Addressed Content/Topic Facilitator Target Date Strategy for Follow-up/ Monitoring
4	Students with low cognitive abilities	Implementation of research-based strategies such as differentiated instruction to address the needs of SWD students taking the FAA.	Principal, Assistant Principal, ESE Contact and Reading Coach	Increase of reading proficiency on the FAA.	Percent proficient on the FAA assessment in reading.

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Increase by at least 2% reading proficiency of students in the subgroup: economically disadvantaged on the FY12 FCAT with safe harbor provisions.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

26% (188)

28%(Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	The school will implement EDGE curriculum to monitor student progress	Principal, Assistant Principals and Reading Coach.	Review EDGE data reports to ensure teachers are assessing students according to the curriculum framework set up on Learning Village	Printout of EDGE computer based components for individual learning and differentiated instruction
2	Critical Thinking Skills	Include higher order questions in lesson plans	Principal, Assistant Principals and Reading Coach.	Lesson plans will be reviewed during informal/formal observations and will be submitted weekly to Assistant Principal.	A review of lesson plans to determine frequency of higher order questions and use of Learning Village and EDGE material.
	Student motivation	The school will employ the use of the rotational model for	Principal, Assistant Principals and	Administration will be aware of the Reading Department's	Effectiveness will be determined through

3		instructional/learning purposes.	Reading Coach.	focus and monitor implementation through classroom visits as well as weekly meetings with the reading department	EDGE assessments and Diagnostic Date taken twice and use of SRI scores
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar	9th - 12th Grade Reading and English classes	Reading Coach	9th - 12th Grade Reading and English Teachers	September 2011	Lesson Plans Classroom Visits	Principal, Assistant Principals, Reading Coach
Effective Implementation of the Rotational Instructional Models	9th - 12th Grade Reading classes	Reading Coach	9th - 12th Grade Reading Teachers	September 2011	Lesson Plans Classroom Visits Review of Student Portfolios, common assessments scores and EDGE reports	Principal, Assistant Principals, Reading Coach
Effective differentiation of instructional strategies for ELL students and struggling readers	9th - 12th Grade Reading and English classes	Reading Coach	9th - 12th Grade Reading and English Teachers	October 2011	Lesson Plans Classroom Visits Review of Student Portfolios, common assessments scores and EDGE reports	Principal, Assistant Principals, Reading Coach
Higher Order Questioning	9th - 12th Grade Reading and English classes	Reading Coach/LTF	9th - 12th Grade Reading and English Teachers	December 2011	Classroom Walk Throughs/Lesson Plan reviews	Principal, Assistant Principals, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the percent of 9th and 10th grade students making learning gains to 78%	Reading Tutors	Title 1	\$9,927.00
Increase the percent of 9th and 10th grade students making learning gains to 78%.	Reading Resource Teacher	Title 1	\$66,690.00
Increase the percent of 9th and 10th grade students making learning gains to 78%.	Classroom Novels	Title 1	\$6,000.00
			Subtotal: \$82,617.00
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: \$82,617.00

End of Reading Goals

Mathematics 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 achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	On FCAT 2012 students will be assessed utilizing the Algebra and Geometry EOC.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Data Unavailable	Data Unavailable

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 comprehending word problems	Incorporate problem solving strategies.	Principal, Assistant Principals and Math coach	Word problems included on assessments	Progress of all students on assessment and classroom walk throughs.
2	Students understanding of assessment scores and areas needing improvement.	Student achievement chats will be conducted with all students following embedded assessments and diagnostic assessments	Principal, Assistant Principals and Math coach	Administrators will review portfolios for student achievement chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	Students use writing and reading in the classes	AVID strategies can be implemented to infuse Writing, Inquiry, Collaboration and Reading in the core content	Principal, Assistant Principals and Math coach	Students will be given alternate assessments to determine effectiveness of strategy	Progress of all students on assessment.
4	Teachers utilizing the most current researched based strategies	Hire a math coach to provide on-site professional development.	Principal and Assistant Principals	Outcome of the use of professional development taught by math teachers.	Increased proficiency levels on math diagnostics and Math EOCs.
5	Larger classes	Hire an additional math teacher to lower class size in tested areas.	Principal and Assistant Principals	Student proficiency on math diagnostic tests.	Math Diagnostic tests and EOCs.

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 achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	On FCAT 2012 students will be assessed utilizing the Algebra and Geometry EOC.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Data unavailable	Data unavailable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not challenged	Use FCAT Explorer and Gizmos	Principal, Assistant Principals and Math, and Math Coach	Student assessment results	Gizmo and FCAT Explorer reports
2	Higher order thinking strategies.	Increasing the number of students taking and passing the ACT/SAT tests.	Principal, Assistant Principals and Math, Guidance Counselors and Math Coach.	Number of student with passing scores.	ACT/SAT score reports.

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	On FCAT 2012 students will be assessed utilizing the Algebra and Geometry EOC.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Data unavailable	Data unavailable

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 having access to manipulatives in their classroom	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principals and Math Coach	Students are making connections from the concept to the abstract and scores reflect the understanding of the concept.	Progress of students on assessments and classroom walkthroughs.
2	Students use writing and reading in the classes	AVID strategies will be implemented to infuse Writing, Inquiry, Collaboration and Reading in the core content	Principal, Assistant Principals and Math Coach	Students will be given alternate assessments to determine effectiveness of strategy	Students use writing and reading in the classes

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. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	On FCAT 2012 there will be an increase of 2% points from the FY2011 FCAT from 67% to 69%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
67%	69%

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 Motivation	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and Intervention groups as indicated by student progress.	Principal, Assistant Principal, Math Coach	Math Coach will assist teachers in the creation of differentiating groups based on the process, content and groups.	Progress of students on assessments
2	Students use writing and reading in the classes	AVID strategies will be implemented to infuse Writing, Inquiry, Collaboration and Reading in the core content	Principal, Assistant Principal, Math Coach	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	Increased achievement between assessments.
3	Teachers having access to manipulatives in their classroom	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principal, Math Coach	Students are making connections from the concept to the abstract and scores reflect the understanding of the concept.	Progress of students on assessments.
4	Lower class size numbers to support students in intensive classrooms.	Provide additional intensive math sections for level 1 and 2 students.	Principal, Assistant Principal, Math Coach	Student scores on diagnostic testing.	Diagnostic Tests.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	On FCAT 2012 students will be assessed utilizing the Algebra and Geometry EOC.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Data unavailable	Data unavailable

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 instructional time in class to meet areas of weakness.	After School and Saturday Tutoring	Principal, Assistant Principal and math coach	Diagnostic results	Attendance Sheets
2	Teachers having access to manipulatives in their classroom	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principal and math coach	Students are making connections from the concept to the abstract and scores reflect the understanding of the concept.	Progress of students on assessments.

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	On FCAT 2012, proficiency will increase by 2% for each subgroup in Math as measure on the 2011 FCAT or subgroup will make AYP through Safe Harbor or the Growth Model.
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
32% (32)	34% (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students use writing and reading in the classes	AVID strategies will be implemented to infuse Writing, Inquiry, Collaboration and Reading in the core content	Principal, Assistant Principal and Math Coach	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	Increased achievement between assessments.
2	Lack of instructional time to address student weaknesses.	After School and Saturday Tutoring	Principal, Assistant Principal and Math Coach	Attendance at tutoring sessions	Diagnostic Results
3	Teachers having access to manipulatives in their classroom	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principal and Math Coach	Students are making connections from the concept to the abstract and scores reflect the understanding of the concept.	Progress of students on assessments.

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	On FCAT 2012 students will be assessed utilizing the Algebra and Geometry EOC. By June 2012, 82% of SWD will score proficient or higher in math.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
EOC: Data unavailable FAA: 80%	EOC: Data unavailable FAA: 82%

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 instructional time to meet all student areas of weakness.	After School and Saturday Tutoring	Principal, Assistant Principal and Math Coach	Attendance at tutoring sessions	Diagnostic Results
2	Teachers having access to manipulatives in their classroom	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principal and Math Coach	Students are making connections from the concept to the abstract and scores reflect the	Progress of students on assessments.

				understanding of the concept.	
3	Students with low cognitive abilities	Implement research-based strategies such as differentiated instruction to increase proficiency in math.	Principal, Assistant Principal, ESE contact and Math Coach	Increased proficiency on the FAA assessment for math.	FAA Math Assessment

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	On FCAT 2012 students will be assessed utilizing the Algebra and Geometry EOC.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Data unavailable	Data unavailable

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 instructional time to address all student weaknesses.	After School and Saturday Tutoring	Principal, Assistant Principal and Math Coach	Attendance at tutoring sessions	Diagnostic Results
2	Teachers having access to manipulatives in their classroom	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principal and Math Coach	Students are making connections from the concept to the abstract and scores reflect the understanding of the concept.	Progress of students on assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction	All Grades	LTM Facilitator	All teachers	September 2011	Lesson Plans Classroom Visits Review of Student Portfolios, common assessments scores	Principal, Assistant Principals, Math Coach
AVID Strategies	All Grades	Math coach and AVID math Teacher	All teachers	October 2011	Lesson Plans Classroom Visits Review of Student Portfolios, common assessments scores	Principal, Assistant Principals, Math Coach
					Lesson Plans Classroom Visits	Principal,

Lesson Study	All Grades	LTM Facilitator	All teachers	October 2011	Review of Student Portfolios, common assessments scores	Assistant Principals, Math Coach
Use of Manipulative	All Grades	Math coach and District Math Specialist	All teachers	October 2011	Lesson Plans Classroom Visits Review of Student Portfolios, common assessments scores	Principal, Assistant Principals, Math Coach
Jumpstart Coalition for Personal Financial Literacy	Financial Applications	Coalition Facilitators	Ms. Lattimore	November 2011	Lesson Plans and Classroom Visits	Principal, Assistant Principals, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
On FCAT 2012 there will be an increase of 5% points from the FY2011 FCAT from 73% to 78%.	Math Teacher	Title 1	\$66,690.00
On FCAT 2012 there will be an increase of 5% points from the FY2011 FCAT from 73% to 78%.	Math Tutors	Title 1	\$13,548.00
			Subtotal: \$80,238.00
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
On FCAT 2012 there will be an increase of 5% points from the FY2011 FCAT from 73% to 78%.	Math Coach	Title 1	\$70,228.00
			Subtotal: \$70,228.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150,466.00

End of Mathematics Goals

Science 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 achieving proficiency (FCAT Level 3) in science Science Goal #1:	The new science assessment will be field tested during the 2011-2012 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
33% (114)	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	Lack of student understanding of lab purpose, procedures and write-up.	Utilize essential labs and hands on activities as indicated in the curriculum frameworks that relate to real experiences.	Principal and Assistant Principals	Lab Schedule	Lesson Plans, Focus Calendar, and board configuration.
2	Assessment aligned with instruction. Adequate amount of preparation and review of instructional material. Lack of student test taking skills. Affording student assessment every instructional period.	Develop common assessment that correlates with differentiated instruction, new generation benchmarks and Webb's DOK.	Principal and Assistant Principals	Teacher collaboration and reflective discourse documented regarding type of assessment, rubric, benchmarks, pacing, and alignment of curriculum at scheduled meeting times with documented feedback.	Rubric, benchmarks analysis of recorded assessment results and progress monitoring shared.
3	Lack of students' prior knowledge in various disciplines	Incorporate interdisciplinary material and skills in daily lessons that connect to real life experiences.	Principal and Assistant Principals	Teacher collaboration and reflective discourse	Focus calendar, lesson plans, board configuration and student assignments
4	Lack of instructional time to address all student weaknesses.	After school and Saturday Tutoring	Principal and Assistant Principals	Improvement on Diagnostic testing.	Diagnostic Tests
5	Number of students in Biology classes.	Hire a Science resource teacher to lower the number of students in Biology classes.	Principal and Assistant Principals	Improvement of Biology EOC diagnostic tests.	Biology EOC results

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	The new science assessment will be field tested during the 2011-2012 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
6% (21)	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	Lack of student understanding of lab purpose, procedures and write up.	Utilize essential labs and hands on activities as indicated in the curriculum frameworks that relate to real experiences.	Principal and Assistant Principals	Lab schedule	Lesson Plans, Focus Calendar, and board configuration.
2	Assessment aligned with instruction. Adequate amount of preparation and review of instructional material. Lack of student test taking	Develop common assessment that correlates with differentiated instruction, new generation benchmarks and Webb's DOK	Principal and Assistant Principals	Teacher collaboration and reflective discourse documented regarding type of assessment, rubric, benchmarks, pacing, and alignment of curriculum at	Rubric, benchmarks analysis of recorded assessment results and progress

	skills. Affording student assessment every instructional period.			scheduled meeting times with documented feedback	monitoring shared.
3	Lack of students' prior knowledge in various disciplines	Incorporate interdisciplinary material and skills in daily lessons that connect to real life experiences.	Principal and Assistant Principals	Teacher collaboration and reflective discourse	Focus calendar, lesson plans, board configuration and student assignments
4	Critical Thinking Skills	Increasing the number of students taking advanced placement science classes/exams.	Principal and Assistant Principals	Advanced Placement exam scores	Advanced Placement exam 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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmo	11th Grade	District Specialists	Integrated Science 2 Teachers	October 2011	Modeling of lessons, classroom walk-throughs, and Gizmo usage reports	Principal, Assistant Principal and Science Coach
Differentiated Instruction	9th - 12th Grade	District Specialists	All teachers	September 2011	Lesson plans and classroom walk-throughs	Principal, Assistant Principal and Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The new science assessment will be field tested during the 2011-2012 school year.	Science Tutors	Title 1	\$4,000.00
The new science assessment will be field tested during the 2011-2012 school year.	Science Resource Teacher	Title 1	\$66,195.00
The new science assessment will be field tested during the 2011-2012 school year.	ACSM Books	Title 1	\$2,328.24
Subtotal:			\$72,523.24
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

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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	On the 2012 administration of the FCAT Writing Test, 96% of students in 10th grade will score a level 3 or higher.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
96% (314)	98%

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 weaknesses in writing persuasive and expository essays.	Develop a 9th and 10th grade writing plan to utilize with all students in 9th and 10th grade.	Reading Coach, English Department Chairs, and Administration.	Use of Writing Portfolios in all 9th and 10th grade classrooms and PBW data.	EDW data analysis and bimonthly progress monitoring reports.
2	Lack of instructional time to address all student weaknesses in writing.	After school and Saturday Tutoring	Principal and Assistant Principals	Improvement on Diagnostict testing.	Diagnostic tests.

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	On the 2012 administration of the FCAT Writing Test, 98% of students in 10th grade will score a level 3 or higher.
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 100% (50), Black: 93% (129), Hispanic: 97% (117)	White: 100%, Black: 95%, Hispanic: 99%

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	Language Barrier	Develop a 9th and 10th grade writing plan to utilize with all students in 9th and 10th grade.	Reading Coach, English Department Chairs, and	Use of Writing Portfolios in all 9th and 10th grade classrooms and PBW data.	EDW data analysis and bimonthly progress

		Administration.	monitoring reports.
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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 group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	On the 2011 administration of the FCAT Writing Test, 80% of English Language Learners in 10th grade will score a level 4 or higher.
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
78% (72)	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
1	Language and attendance.	Students use the writing process daily; all writing will be dated, and recorded in a portfolio for monitoring of growth across time	Principal, Assistant Principal and Reading Coach	Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
2	Language and attendance	Creative Writing class	Principal, Assistant Principal and Reading Coach	Plam bech writes scores	Palm Beach Writes and FCAT Writes scores

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	On the 2012 administration of the FCAT Writing Test, 100% of Students with disabilities in 10th grade will score a level 3 or higher.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
100% (1)	100%

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
	Attendance and	Students	Principal,	Student writing samples	Scored writing

1	student motivation	use the writing process daily; all writing will be dated, and recorded in a portfolio for monitoring of growth across time	Assistant Principal and English Department Chair	will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
2	Attendance and student motivation	Creative Writing Class	Principal, Assistant Principal and English Department Chair	PBW scores for students in creative writing	Pam Beach Writes and FCAT Writes scores

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	On the 2012 administration of the FCAT Writing Test, 98% of Economically Disadvantaged students in 10th grade will score a level 3 or higher.
Writing Goal #2D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
96% (220)	98%

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	Attendance and motivation	Students use the writing process daily; all writing will be dated, and recorded in a portfolio for monitoring of growth across time	Principal, Assistant Principal and Reading Coach	Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
2	Attendance and motivation	Creative Writing class	Principal, Assistant Principal and Reading Coach	Student scores on Palm Beach Writes	Palm Beach Writes and FCAT Writes

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

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

			Target Dates	
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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)	and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the use of revision and editing strategies	9th and 10th Grade English	District Language Arts Supervisor	9th and 10th Grade English Teachers	October 2011	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, Reading Coach District Language Arts Supervisor
Scoring with Anchor Papers	9th and 10th Grade English	District Language Arts Supervisor	9th and 10th Grade English Teachers	October 2011	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, Reading Coach District Language Arts Supervisor

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
On the 2012 administration of the FCAT Writing Test, 83% of students in 10th grade will score a level 4 or higher.	Writing tutors	Title 1	\$2,600.00
			Subtotal: \$2,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$2,600.00

End of Writing 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:	To decrease the number of students with 10 or more absences by at least 2%.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
88% (269 students with 10 or more absences)	90% of students will have less than 10 absences.

2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
269	196
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
204	164

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not motivated to attend school.	Parent conferences and home visits are conducted..	Guidance Counselors, CLFs	Sign in sheets for parent conferences and notes from home visits.	Targets students are monitored for attendance through TERMS.
2	Parental involvement, transient population and students needing to work to help support family.	Students absent up to 5 days will meet with their counselors. After 10 days letters will be sent home.	Guidance counselors and Assistant Principal over Attendance	Increase in grades, credits and attendance.	Attendance reports through TERMS and EDW.

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 and Schedules (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:		Decrease the number of out of school suspensions by 2%.			
2011 Total Number of In –School Suspensions		2012 Expected Number of In- School Suspensions			
n/a		n/a			
2011 Total Number of Students Suspended In School		2012 Expected Number of Students Suspended In School			
n/a		n/a			
2011 Number of Out-of-School Suspensions		2012 Expected Number of Out-of-School Suspensions			
358		322			
2011 Total Number of Students Suspended Out of School		2012 Expected Number of Students Suspended Out of School			
265		196			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student resistance to interventions.	Conflict resolution (mediation) and parent conferences.	Guidance counselors	Follow-up conferences with parents and students by their guidance counselors.	Conference notes.
2	Student resistance to interventions.	Conflict resolution (mediation) and parent conferences.	Guidance counselors	Follow-up conferences with parents and students by their guidance counselors.	Conference notes.
	Students not attending	Alternative programs,	Assistant	Follow-up conferences	Conference

3	programs.	i.e.; FACE IT, PASS (Positive Alternative School Suspension, ATOSS, etc	Principals	with parents and students by their guidance counselors	notes.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (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 2009-2010 school year.</i>	To decrease our drop out rate by 1%.
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
2% (45)	1%
2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *
80%	82%

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	Poor attendance and lack of student motivation.	Credit recovery courses offered to help students obtain needed credits. (E2020 offered during school, after school and over the summer.)	Guidance Counselors	Analysis of E2020 data	E2020 data

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 and Schedules (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
Credit recovery courses offered to help students obtain needed credits. (E2020 offered during school, after school and over the summer.)	6 Period Supplements for E2020 Teacher	Title 1	\$8,000.00
			Subtotal: \$8,000.00
Grand Total: \$8,000.00			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase the percent of parental attendance at school sponsored activities by 2% from the prior school year.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
5%		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	Incorrect or disconnected phone numbers.	Increase the number of ParentLink call outs to parents in three languages: English, Spanish and Creole.	Administration and Parent Liaison	Copies of Parent Link messages.	Copies of Parent Link messages.
2	Incorrect or disconnected phone numbers.	Increase number of parent conferences	Guidance Counselors	Attendance sheets at parent conferences	Attendance sheets at parent conferences
3	Incorrect or disconnected phone numbers/addresses.	Provide additional communication vehicles of progress reports to include parent mailings, edline, and online services.	Administration, Guidance Counselors and Parent Liaison	Student Progress	Gradequick
4	Lack of financial ability to support.	Recruit and retain the number of business partners	Administration and Parent Liaison	Increase number of business partnerships.	Number of business partner agreements.
5	Ability for parents.	Recruit and retain the number of school volunteers.	Administration and Parent Liaison	Increase number of school volunteers.	VIPS
6	Ability of parents to attend meeting.	Provide information for parents on Title 1.	Administration and Parent Liaison	Attendance at Title 1 Parent Night.	Attendance Sheet.

7	Ability of parents to attend meeting.	Provide trainings to parents in the areas of reading, math, writing and science.	Administration and Parent Liaison	Attendance at parent trainings.	Attendance sheets.
8	Lack of parental involvement on school wide initiatives	Share school-wide initiatives with parents during SAC to seek input and suggestions.	Administration, SAC Chair and Parent Liaison	Attendance sheets at SAC meetings and minutes to those meetings.	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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne	All	District Trainer	All	December 2011	Increased parent involvement	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the percent of students in 9th and 10th grade scoring at or above proficiency on the Reading FY12 FCAT.	Supplies: CRISS parent materials, paper, ink, training, etc.	Title 1	\$5,674.00
			Subtotal: \$5,674.00
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
Increase the percent of students in 9th and 10th grade scoring at or above proficiency on the Reading FY12 FCAT.	Postage and freight	Title 1	\$700.00
			Subtotal: \$700.00
			Grand Total: \$6,374.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the percent of 9th and 10th grade students making learning gains to 78%	Reading Tutors	Title 1	\$9,927.00
Reading	Increase the percent of 9th and 10th grade students making learning gains to 78%.	Reading Resource Teacher	Title 1	\$66,690.00
Reading	Increase the percent of 9th and 10th grade students making learning gains to 78%.	Classroom Novels	Title 1	\$6,000.00
Mathematics	On FCAT 2012 there will be an increase of 5% points from the FY2011 FCAT from 73% to 78%.	Math Teacher	Title 1	\$66,690.00
Mathematics	On FCAT 2012 there will be an increase of 5% points from the FY2011 FCAT from 73% to 78%.	Math Tutors	Title 1	\$13,548.00
Science	The new science assessment will be field tested during the 2011-2012 school year.	Science Tutors	Title 1	\$4,000.00
Science	The new science assessment will be field tested during the 2011-2012 school year.	Science Resource Teacher	Title 1	\$66,195.00
Science	The new science assessment will be field tested during the 2011-2012 school year.	ACSM Books	Title 1	\$2,328.24
Writing	On the 2012 administration of the FCAT Writing Test, 83% of students in 10th grade will score a level 4 or higher.	Writing tutors	Title 1	\$2,600.00
Parent Involvement	Increase the percent of students in 9th and 10th grade scoring at or above proficiency on the Reading FY12 FCAT.	Supplies: CRISS parent materials, paper, ink, training, etc.	Title 1	\$5,674.00
				Subtotal: \$243,652.24
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	On FCAT 2012 there will be an increase of 5% points from the FY2011 FCAT from 73% to 78%.	Math Coach	Title 1	\$70,228.00
				Subtotal: \$70,228.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Credit recovery courses offered to help			

Dropout Prevention	students obtain needed credits. (E2020 offered during school, after school and over the summer.)	6 Period Supplements for E2020 Teacher	Title 1	\$8,000.00
Parent Involvement	Increase the percent of students in 9th and 10th grade scoring at or above proficiency on the Reading FY12 FCAT.	Postage and freight	Title 1	\$700.00
				Subtotal: \$8,700.00
				Grand Total: \$322,580.24

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

The School Advisory Council (SAC) has an important function for the success of Lake Worth Community High School. Listed below are some of the functions of the SAC.

- Develop and monitor School Improvement Plan
- Analyze (Reading, Math, Writing, and Science) data at monthly meetings
- Reach out to community to obtain more partners
- Organize FCAT Family Night Event
- Assist the school to create and analyze school climate surveys for parents and students.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

Palm Beach School District LAKE WORTH HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	71%	80%	33%	216	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	43%	74%			117	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?	50% (YES)	67% (YES)			117	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					450	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District LAKE WORTH HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	68%	90%	39%	230	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	48%	75%			123	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?	48% (NO)	74% (YES)			122	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					475	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District LAKE WORTH HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	64%	86%	31%	212	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	43%	65%			108	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?	46% (NO)	54% (YES)			100	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					420	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested