



FY 2005-2007

The School District of
Palm Beach County, Florida

ACADEMIC BUSINESS PLAN

**Arthur C. Johnson, Ph.D.
SUPERINTENDENT**

**Ann Killets
CHIEF ACADEMIC OFFICER**

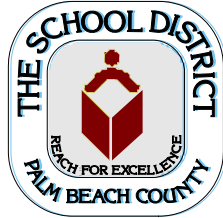
**Joseph Moore
CHIEF OPERATING OFFICER**

SEPTEMBER 2006 UPDATE

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA

MISSION STATEMENT

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.



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ROD MONTGOMERY CAROLE SHETLER

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ACKNOWLEDGMENTS

The important work of educating children and youth requires commitment, service, and partnership with numerous organizations. The School District of Palm Beach County is fortunate to have the support of so many community agencies, businesses, and other public and private groups. The additional funding, insight, and ongoing involvement provided by our partners assist us in providing meaningful staff development, effective leadership, and necessary supplemental services, materials, and equipment. In this regard, our partners' efforts are vital in helping us meet the academic, social, and emotional needs of our students. As such, we extend sincere thanks and appreciation to **all** of our partners and volunteers. A special thank you goes to the **Palm Beach County Education Commission** for helping to facilitate the development and maintenance of partnerships between the School District and the community. Additionally, the following organizations merit special recognition and gratitude for their significant contributions that have enabled us to provide a quality public education for all of our students.

Aid to Victims of Domestic Abuse, Inc. (AVDA)

American Lung Association

American Red Cross

ASPIRA

Beacon Center

Big Brothers/Big Sisters

Boys & Girls Club of Palm Beach County, Inc.

Camelot Community Care, Inc.

Campus for Living Residential Programs

Catholic Charities

Center for Creative Education

Center for Family Services

Center for Group Counseling

Children's Case Management Organization (CCMO)

Children's Home Society (STEPS – Outpatient)

Children's Services Council

Chrysalis Center

Coalition for Black Student Achievement

Columbia Hospital

Communities in School

Community Intervention & Research Center

Crossroads Club

Drug Abuse Treatment Agency (DATA)

Division of Youth Services Bureau

Economic Council of Palm Beach County

Education Foundation of Palm Beach County

Fairgrounds and the *Palm Beach Post*

Family Preservation Services, Inc.

Florida Atlantic University

Florida Partnership and the College Board/State of Florida, Palm Beach Community College

Girls & Boys Town of South Florida

Guardian Ad Litem

Guatemalan-Maya Center

Haitian Center for Family Services

Hanley Hazelton

Healthy Solutions Resource Center, Inc.

Hospice

Housing Partnership, Inc.

Junior Achievement

Local Education Institutions (FAU, NOVA, PBA, PBCC)

Mental Health Agency

Multilingual Psychotherapy Centers, Inc.

Mounts Botanical Garden

Oakwood Center of the Palm Beaches

Palm Beach & Martin County Community Foundations and the Snow Foundation

Palm Beach County Commission/Department of Parks and Recreation

Palm Beach County Juvenile Association

Palm Beach County Health Department

Palm HealthCare

Parent Child Center, Inc.

Pew Public Education Fund

Picower Foundation

Prime Time Palm Beach County

Quantum Foundation

Ruth Rales

South Florida and Community Blood Banks

The Health Care District of Palm Beach County

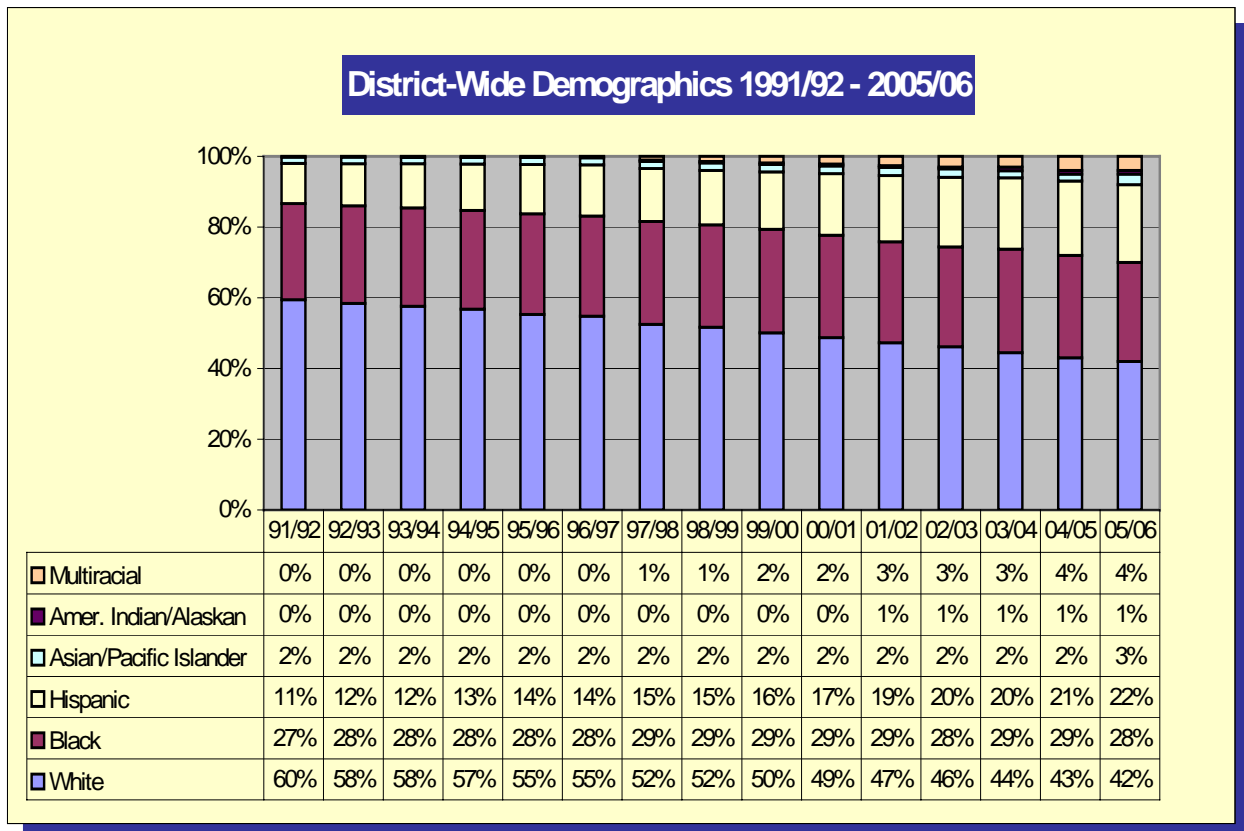
Urban League of Palm Beach County

Youth Enrichment Academy

INTRODUCTION

The School District of Palm Beach County, Florida, is the ninth largest in the nation and the fourth largest in the state of Florida with 163 schools, serving 176,549 students who speak 141 languages/dialects. Our FY 2006 total budget is \$2.9 billion serving 21,618 employees including 12,078 teachers. Over 27,000+ community volunteers provide academic assistance to students through the Volunteers in Public Schools (VIPS) Program.

Additionally, approximately 435+ business partners offer resources to support increased student achievement. As our school district grows more diverse, the task of providing effective learning experiences for every child in every classroom becomes increasingly more challenging. The School District of Palm Beach County recognizes this challenge and is determined to identify and eliminate obstacles that may exist within the structure of the schools and the school system.



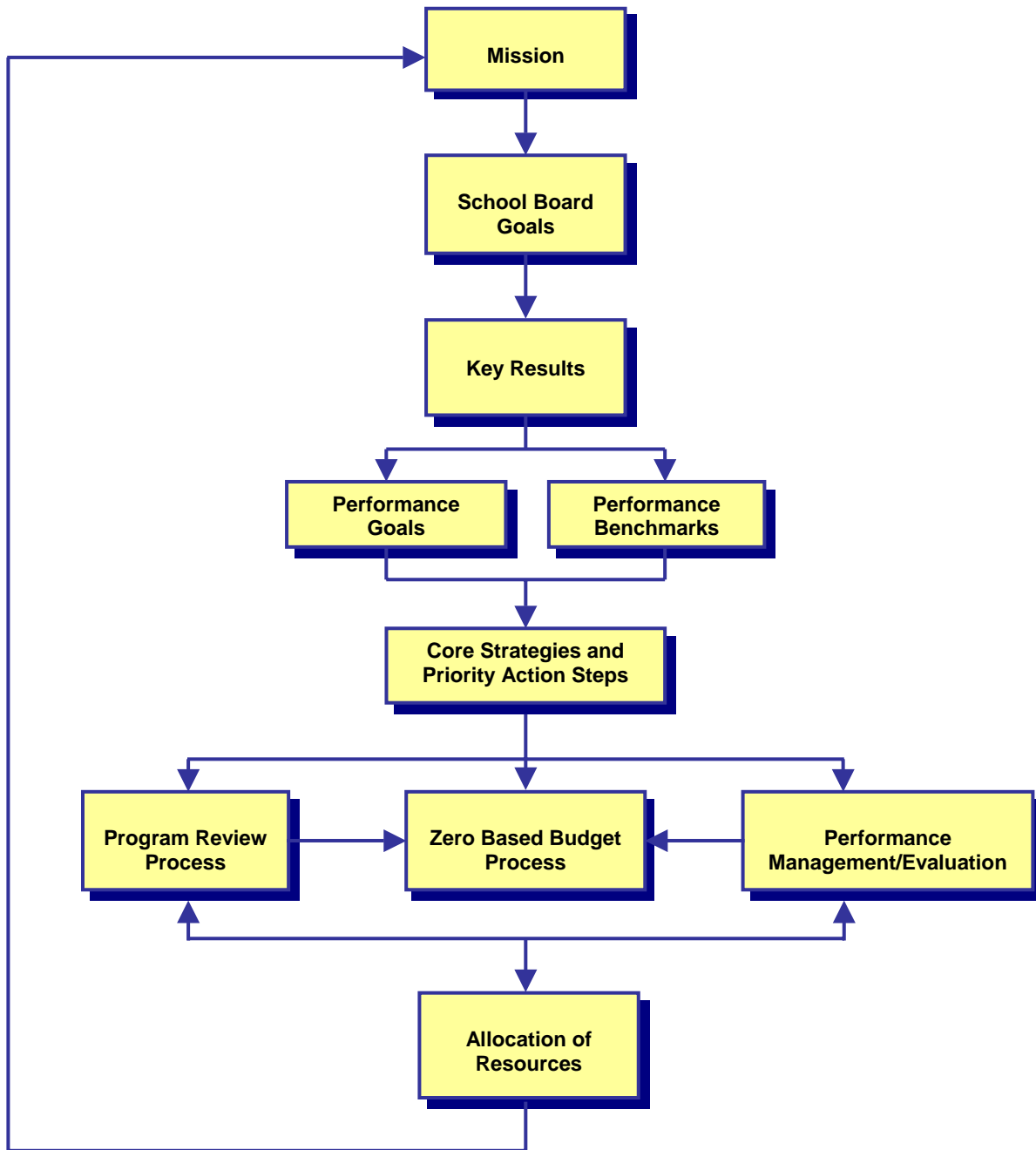
We believe that all children can learn and achieve high standards. We know that the future quality of life for our community is directly tied to the quality of education we guarantee for our children today. We cannot afford to let our students fail; and, more importantly, we cannot fail our students.

The *Academic Business Plan* is a comprehensive plan to ensure that all students receive the highest quality education. The plan establishes a *framework*

for accountability and continuous improvement for the District. The plan provides clear direction and focus to improve student achievement for all students regardless of race, ethnicity, gender, socio-economic status, or disability.

The plan contains the *School Board Mission and Goals* that set the vision for what we will achieve, and *Key Results with Performance Goals* that define how we will measure progress toward those goals.

ACADEMIC BUSINESS PLAN COMPONENTS



From the *Academic Business Plan*, all schools will construct their *School Improvement Plans* and all central and area office staff will develop priority action steps to implement those tasks necessary to achieve the Key Results. Ultimately, the success of this plan will be determined not by our individual efforts, but rather by our collective will. We continue to be unwavering in our commitment to these goals.



SECTION I

Goals and Key Results

STATE GOALS, SCHOOL DISTRICT GOALS, AND SCHOOL DISTRICT KEY RESULTS

The School District of Palm Beach County, with leadership from our School Board, has developed District Goals and Key Results related to State Goals for student achievement that will provide the direction and focus for our actions.

STATE GOALS AND PRIORITIES

Florida DOE - Revised in 2002 (Goals) and 2003 (Priorities)

1. HIGHEST STUDENT ACHIEVEMENT
2. SEAMLESS ARTICULATION AND MAXIMUM ACCESS
3. SKILLED WORKFORCE AND ECONOMIC DEVELOPMENT
4. QUALITY EFFICIENT SERVICES

Florida's K-20 education system priorities (Florida Statutes 2003 1000.03 (5)(a-f)) are:

1. **Learning and Completion at all levels**, including high school graduation rate and readiness for postsecondary education with remediation.
2. **Student Performance**. Students demonstrate that they meet the expected academic standards consistently at all levels of their education.
3. **Alignment of standards and resources**. Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.
4. **Educational leadership**. The quality of educational leadership at all levels of K-20 education is improved.
5. **Workforce education**. Workforce education is appropriately aligned with the skills required by the new global economy.
6. **Parental, student, family, educational institution, and community involvement**. Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.

SCHOOL DISTRICT GOALS

Adopted on May 5, 1999

1. **Increased literacy** - Increase literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.
2. **Student performance** - Improve achievement at critically low-performing schools and among Quartile One students district-wide.
3. **School safety and environment** - Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld.
4. **Challenging curriculum** - Implement a challenging curriculum, including methods for individualized and group instruction that support the Board's goals.
5. **Staff development** - Provide continuous staff development to support the mission and goals.
6. **Financial responsibility** - Institutionalize and correct, as needed, financial and management practices that are sound and accountable.
7. **Parental involvement** - Increase involvement by parents, business, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.
8. **Productive citizenship** - Provide experiences that prepare students for productive citizenship.

SCHOOL DISTRICT KEY RESULTS

Revised October 4, 2004

1. **K-Literacy** - All students of each racial/ethnic group will read independently on grade level by the end of second grade.
2. **Algebra I** - All students of each racial/ethnic group will successfully complete Algebra I prior to tenth grade.
3. **Proficiency in reading, writing, and math** - All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.
4. **School Grade criteria** - All schools will meet or exceed a school grade of B as measured by the Florida accountability system.
5. **Upper level math and science courses** - All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.
6. **SAT** - All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.
7. **Advanced programs** - All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB, and other advanced programs, with a particular emphasis on underrepresented populations.
8. **Dropout and graduation rates** - All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.
9. **Suspensions** - All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.
10. **Resources** - All district and system offices will align efforts and resources to accomplish Key Results.

PERFORMANCE GOALS AND PROGRESS BENCHMARKS FOR KEY RESULTS

The District measures its progress and effectiveness through the School Board adopted (July, 1999) Achievement for All Plan (see Appendix A) Key Results. The District reports on the performance of all students, and on the performance of student groups by race/ethnicity; students receiving services from Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) programs; and students who participate in the Free and Reduced Lunch Program.

This section outlines the District's Performance Goals with annual benchmarks until FY 2014 and is aligned with the 2005-2006 District Student Progression Plan. To ensure an integrated focus of District activities for addressing student needs, these goals are also included as Performance Goals in the District's Charter School District Proposal.

The annual benchmarks are calculated by

1. subtracting each group's most current percent available from the FY 2014 goal percent,
2. dividing the difference by the number of years from the year of the most current percent available to FY 2014 to obtain the value of the annual gain, and
3. adding the annual gain for each year until FY 2014. The projected rate of change is based on each group's most current percent available so that all groups will reach the same performance goals by FY 2014.

Beginning in FY 1999, Key Results for which data was available were analyzed for statistical significance. Beginning in FY 2002, a Bonferoni Correction, which is a statistical adjustment for multiple comparisons, was used to raise the standard of proof needed to make inferences about significant change.

Cells shaded in:

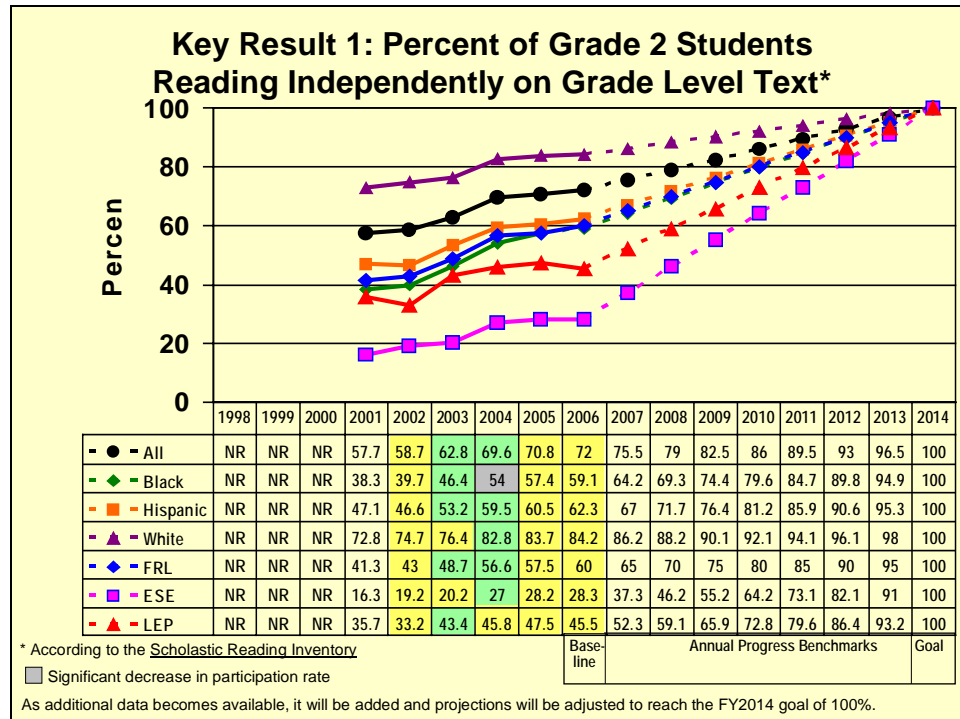
- ▶ **green** indicate statistically significant positive change from the preceding year.
- ▶ **yellow** indicate statistically insignificant change from the preceding year.
- ▶ **red** indicate statistically significant negative change from the preceding year.

ON THE KEY RESULTS CHARTS

- ❖ **GREEN** INDICATES STATISTICALLY SIGNIFICANT POSITIVE CHANGE FROM THE PRECEDING YEAR.
- ❖ **YELLOW** INDICATES STATISTICALLY INSIGNIFICANT CHANGE FROM THE PRECEDING YEAR.
- ❖ **RED** INDICATES STATISTICALLY SIGNIFICANT NEGATIVE CHANGE FROM THE PRECEDING YEAR.

The District has been reporting disaggregated (by race/ethnic group) and aggregated Key Results across all grades, as appropriate, for the past six years to reduce the total number of reports. This practice facilitates communication to the public. Following the state reporting procedures, it is important to note that the ESE group excludes gifted, hospital/homebound, and speech-impaired students; and that the ESOL group excludes students who have been in the program for two years or fewer when reporting test results.

In addition to establishing goals for the District Key Results, the Charter School District Advisory Committee established Goal 9B to support a safe and orderly school environment.



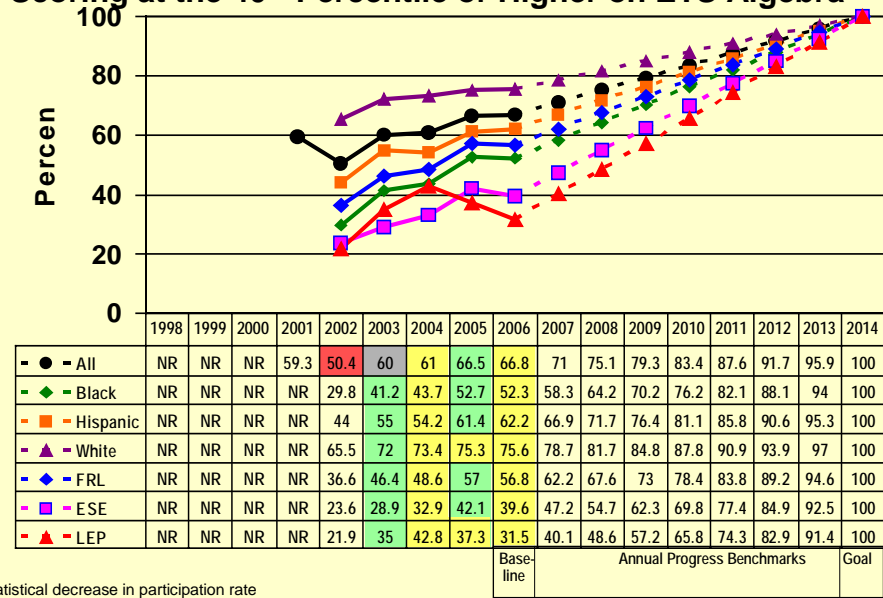
Key Result 1: Number of Students Assessed on Scholastic Reading Inventory and Number and Percent Reading on Grade Level

Student Group	FY2005			FY2006		
	Number Assessed	Number on Grade Level	Percent on Grade Level	Number Assessed	Number on Grade Level	Percent on Grade Level
All	11,764	8,326	70.8%	11,550	8,319	72.0%
Black	3,131	1,797	57.4%	3,115	1,841	59.1%
Hispanic	2,825	1,710	60.5%	2,799	1,745	62.3%
White	4,836	4,048	83.7%	4,563	3,844	84.2%
F/R Lunch	6,147	3,537	57.5%	6,221	3,732	60.0%
ESE	1,200	338	28.2%	1,213	343	28.3%
LEP	1,769	840	47.5%	1,703	775	45.5%

Key Result 2:

All students of each racial/ethnic group will successfully complete Algebra I prior to tenth grade.

Key Result 2: Percent of Students Scoring at the 40th Percentile or Higher on ETS Algebra



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

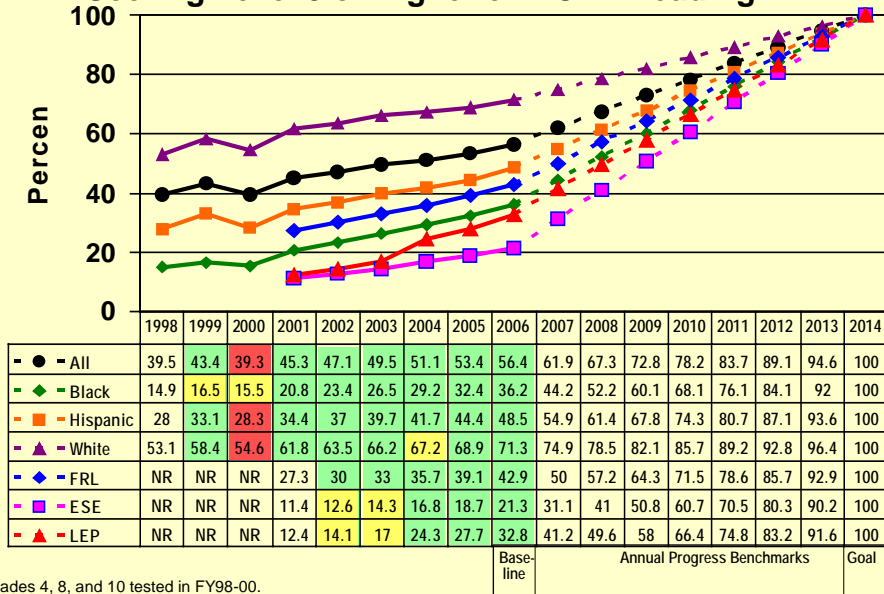
Key Result 2: Number of Students Assessed on ETS Algebra and Number and Percent of Students Scoring at the 40th Percentile or Higher

Student Group	FY2005			FY2006		
	Number Assessed	Number ≥ 40 th ile	Percent ≥ 40 th ile	Number Assessed	Number ≥ 40 th ile	Percent ≥ 40 th ile
All	16,164	10,752	66.5%	12,657	8,456	66.8%
Black	4,309	2,269	52.7%	3,281	1,715	52.3%
Hispanic	3,366	2,066	61.4%	2,747	1,710	62.2%
White	7,558	5,694	75.3%	5,873	4,439	75.6%
F/R Lunch	5,783	3,296	57.0%	4,584	2,602	56.8%
ESE	1,265	533	42.1%	1,042	413	39.6%
LEP	549	205	37.3%	400	126	31.5%

Key Result 3:

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.

Key Result 3: Percent of Students Scoring Level 3 or Higher on FCAT Reading



Only grades 4, 8, and 10 tested in FY98-00.

As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

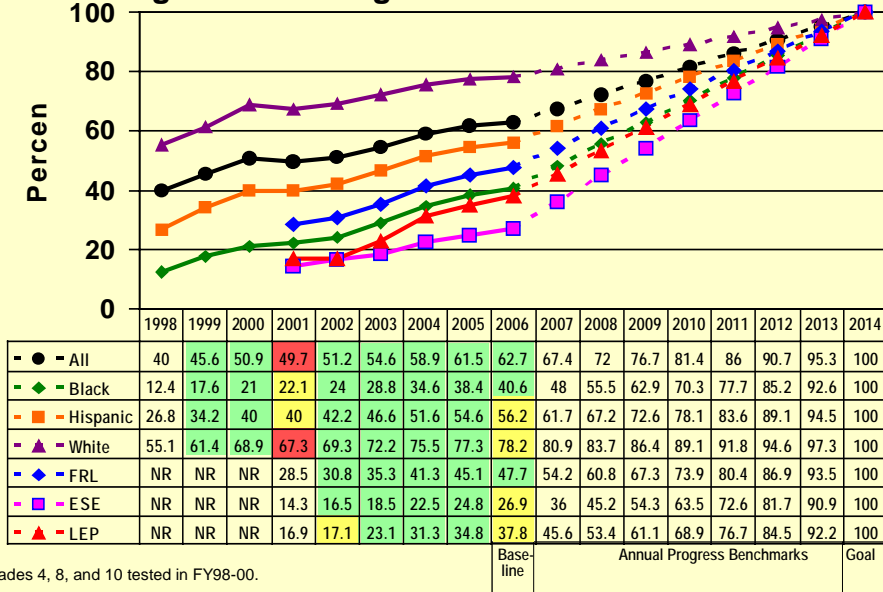
Key Result 3: Number Assessed on FCAT Reading and Number and Percent of Students Scoring Level 3 or Higher

Student Group	FY2005			FY2006		
	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3
All	10,1553	54,228	53.4%	100,217	56,530	56.4%
Black	28,001	9,066	32.4%	27,484	9,938	36.2%
Hispanic	21,852	9,706	44.4%	22,326	10,820	48.5%
White	44,820	30,902	68.9%	43,048	30,702	71.3%
F/R Lunch	44,779	17,510	39.1%	44,938	19,269	42.9%
ESE	12,792	2,398	18.7%	12,550	2,667	21.3%
LEP	6,135	1,702	27.7%	6,346	2,081	32.8%

Key Result 3: (continued)

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.

Key Result 3: Percent of Students Scoring Level 3 or Higher on FCAT Mathematics

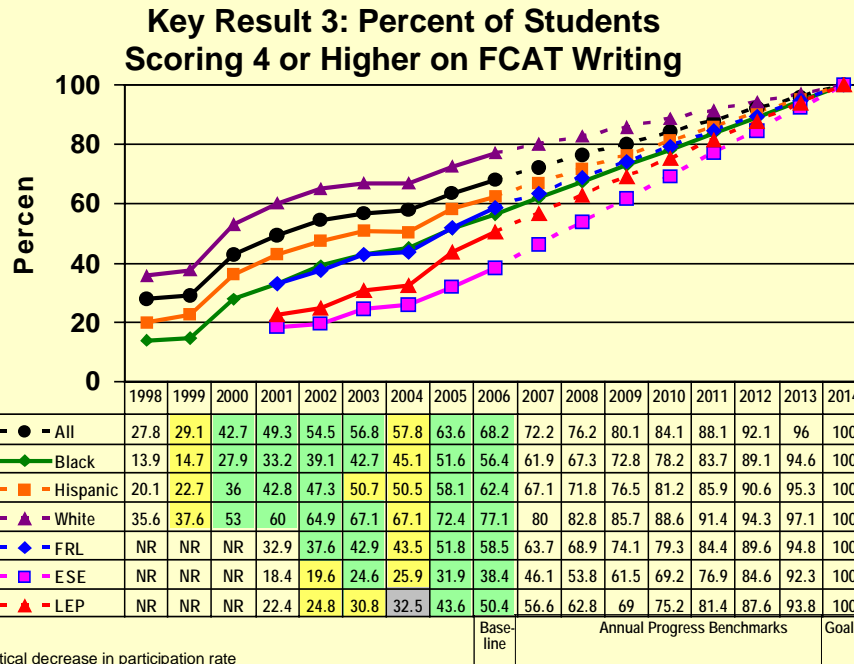


Key Result 3: Number Assessed on FCAT Mathematics and Number and Percent of Students Scoring Level 3 or Higher

Student Group	FY2005			FY2006		
	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3
All	101,444	62,386	61.5%	100,203	62,842	62.7%
Black	27,940	10,731	38.4%	27,493	11,171	40.6%
Hispanic	21,824	11,925	54.6%	22,328	12,557	56.2%
White	44,792	34,645	77.3%	43,016	33,628	78.2%
F/R Lunch	44,722	20,160	45.1%	44,967	21,444	47.7%
ESE	12,770	3,167	24.8%	12,598	3,383	26.9%
LEP	6,124	2,130	34.8%	6,363	2,403	37.8%

Key Result 3: (continued)

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.



Statistical decrease in participation rate

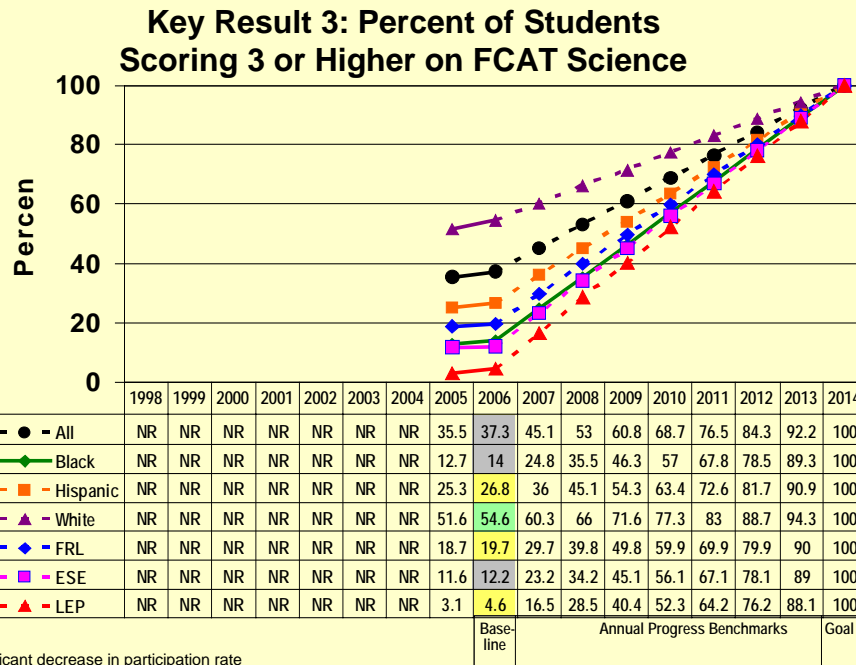
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 3: Number Assessed on FCAT Writing and Number and Percent of Students Scoring 4 or Higher

Student Group	FY2005			FY2006		
	Number Assessed	Number ≥ 4	Percent ≥ 4	Number Assessed	Number ≥ 4	Percent ≥ 4
All	35,995	22,841	63.6%	37,046	2,5247	68.2%
Black	9,713	5,000	51.6%	9,920	5,593	56.4%
Hispanic	7,468	4,319	58.1%	8,104	5,053	62.4%
White	16,342	11,810	72.4%	16,423	12,661	77.1%
F/R Lunch	14,524	7,494	51.8%	15,437	9,027	58.5%
ESE	4,316	1,369	31.9%	4,528	1,740	38.4%
LEP	1,894	826	43.6%	2,294	1,156	50.4%

Key Result 3: (continued)

All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and FCAT Writes.



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 3: Number Assessed on FCAT Science and Number and Percent of Students Scoring Level 3 or Higher

Student Group	FY2005			FY2006		
	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3	Number Assessed	Number ≥ Level 3	Percent ≥ Level 3
All	34,633	12,297	35.5%	35,511	13,259	37.3%
Black	9,351	1,185	12.7%	9,722	1,357	14.0%
Hispanic	7,065	1,784	25.3%	7,652	2,051	26.8%
White	16,008	8,266	51.6%	15,630	8,528	54.6%
F/R Lunch	13,675	2,564	18.7%	14,777	2,916	19.7%
ESE	3,739	435	11.6%	4,230	517	12.2%
LEP	1,591	50	3.1%	1,715	79	4.6%

Key Results Findings

As this report provides information about student performance in the District, it is instructive to review the patterns of greens, yellows, and reds to determine where the District made progress from one year to the next and where it did not.

To determine overall progress from one year to the next, patterns are sought for each of the student groups across all evaluated indicators and for each evaluated indicator across all student groups.

The data needed to evaluate the Key Results indicators becomes available at different times during the year. The data for indicators of Key Results 1 through 4 becomes available for reporting in the summer of each year while the data for indicators of Key Results 5 through 9 becomes available for reporting in the winter of each year. For this report, the FY 2006 data are reported only for Key Results 1 through 4.

Updated Key Results 1 – 4 for FY 2006

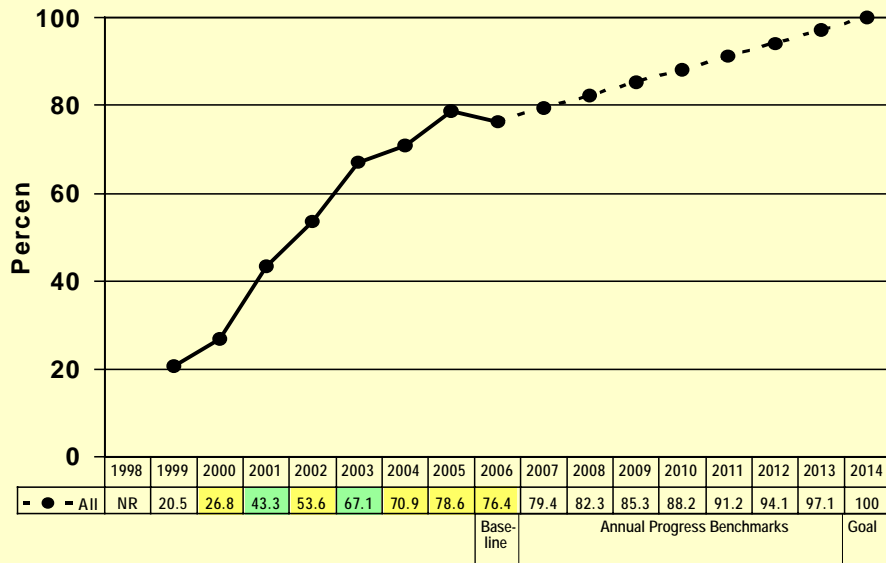
- The District has shown significant improvement in FCAT Reading, Mathematics, and Writing (Key Result 3).
 - All disaggregated groups have shown significant improvement in FCAT Reading.
 - All disaggregated groups have shown significant improvement in FCAT Reading.
 - Black students and students in the free or reduced lunch program (FRL) have shown significant improvement in FCAT Mathematics

Key Results 5-9 for FY 2006 will be updated in the winter.

Key Result 4:

All schools will meet or exceed a school grade of "B" as measured by the Florida accountability system.

Key Result 4: Percent of Schools with Grade of B or Better



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

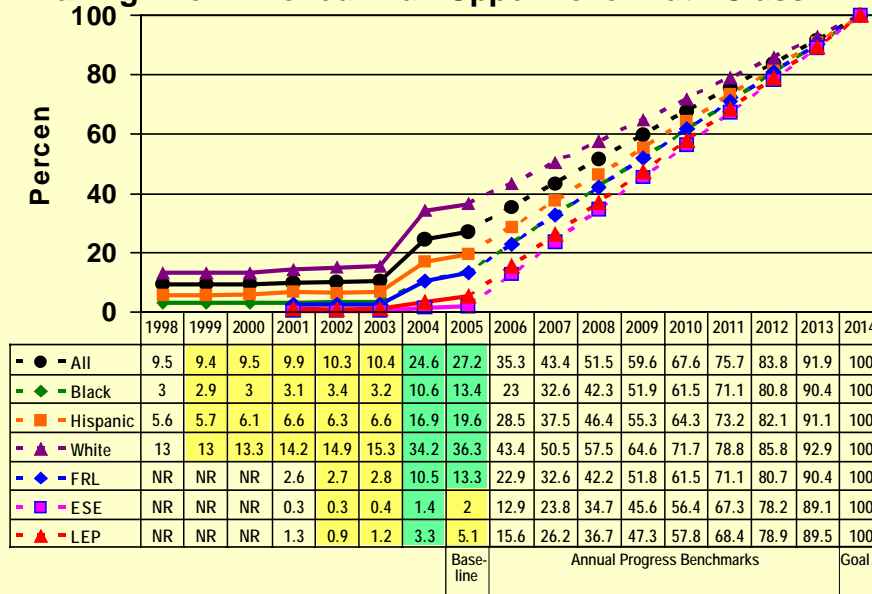
Key Result 4: Number of Schools and Number and Percent of Schools with a Grade of B or Better

FY2005			FY2006		
Number of Schools	Number ≥ B	Percent ≥ B	Number of Schools	Number ≥ B	Percent ≥ B
154	121	78.5%	157	120	76.4%

Key Result 5:

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 5: Percent of Grades 9-12 Students Having Ever Enrolled in an Upper Level Math Class

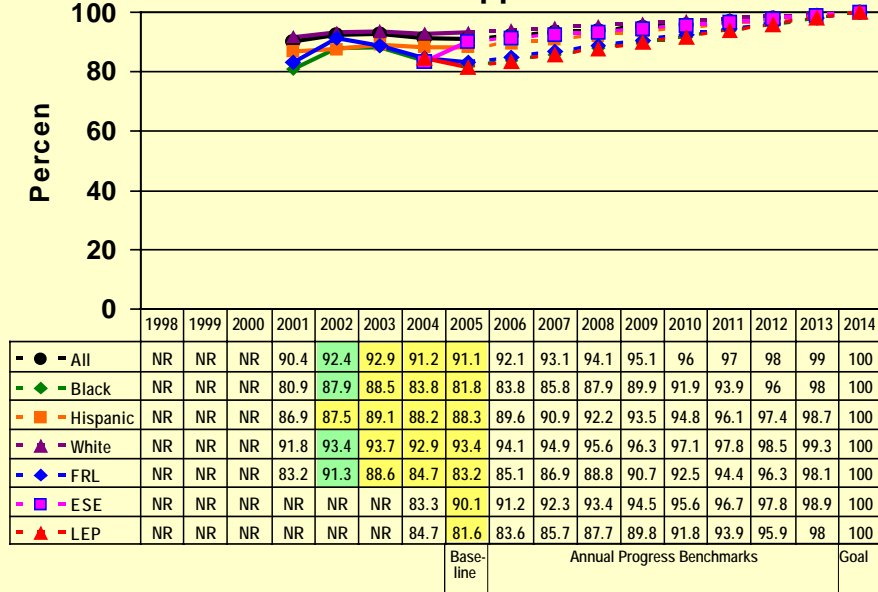


As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 5: Total Enrollment in Grades 9-12 and Number and Percent of Students Having Ever Enrolled in an Upper Level Math Class

Student Group	FY2004			FY2005		
	Total Enrollment	Number Enrolled	Percent Enrolled	Total Enrollment	Number Enrolled	Percent Enrolled
All	46,372	11,399	24.6%	46,006	12,529	27.2%
Black	13,476	1,426	10.6%	12,808	1,719	13.4%
Hispanic	8,458	1,430	16.9%	8,710	1,711	19.6%
White	22,125	7,568	34.2%	21,981	7,979	36.3%
F/R Lunch	12,027	1,265	10.5%	13,618	1,806	13.3%
ESE	5,628	78	1.4%	5,625	111	2.0%
LEP	3,504	117	3.3%	2,900	148	5.1%

Key Result 5: Percent of Grade 9-12 Students Having Ever Received a C or Better in an Upper Level Math Class



FY2001-03 significance of ESE and LEP change not calculable. As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

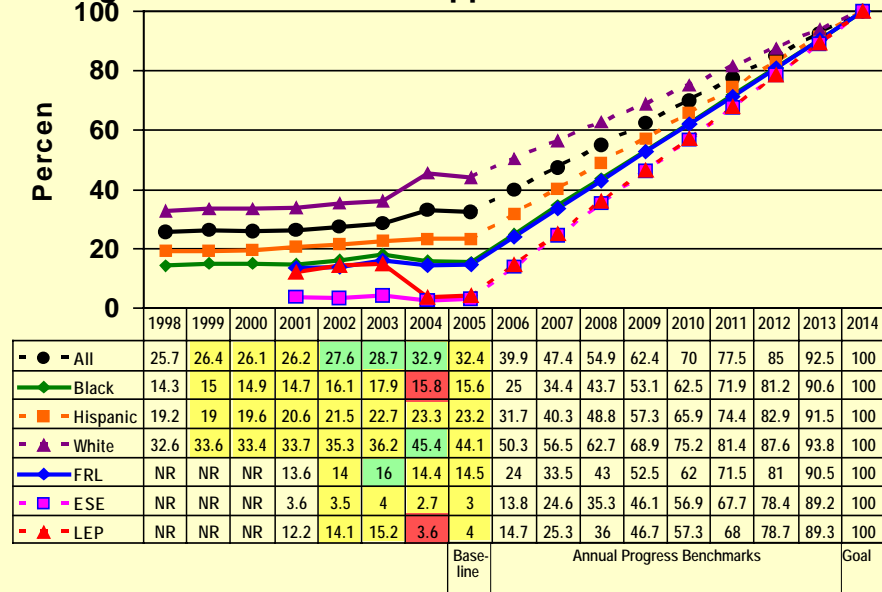
Key Result 5: Number of Grade 9-12 Students Having Ever Taken an Upper Level Math Class and Number and Percent of Students Ever Receiving a C or Better

Student Group	FY2004			FY2005		
	Number Taking	Number ≥ C	Percent ≥ C	Number Taking	Number ≥ C	Percent ≥ C
All	11,399	10,392	91.2%	12,529	11,418	91.1%
Black	1,426	1,195	83.8%	1,719	1,406	81.8%
Hispanic	1,430	1,261	88.2%	1,711	1,510	88.3%
White	7,568	7,031	92.9%	7,979	7,452	93.4%
F/R Lunch	1,265	1,072	84.7%	1,806	1,502	83.2%
ESE	78	65	83.3%	111	100	90.1%
LEP	59	50	84.7%	103	84	81.6%

Key Result 5

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 5: Percent of Grade 9-12 Students Having Ever Enrolled in an Upper Level Science Class



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

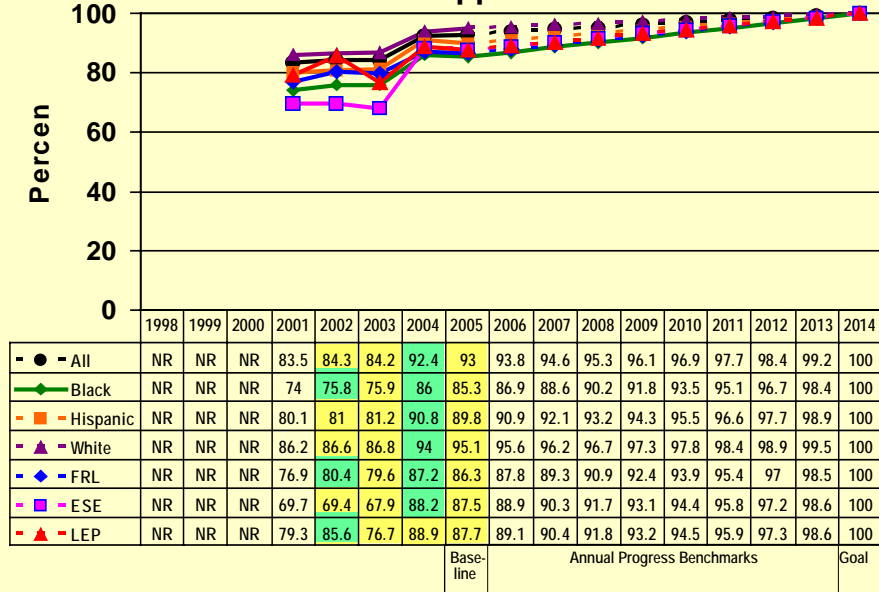
Key Result 5: Total Enrollment in Grades 9-12 and Number and Percent of Students Having Ever Enrolled in an Upper Level Science Class

Student Group	FY2004			FY2005		
	Total Enrollment	Number Enrolled	Percent Enrolled	Total Enrollment	Number Enrolled	Percent Enrolled
All	46,372	15,278	32.9%	46,006	14,912	32.4%
Black	13,476	2,126	15.8%	12,808	1,995	15.6%
Hispanic	8,458	1,971	23.3%	8,710	2,021	23.2%
White	22,125	10,035	45.4%	21,981	9,702	44.1%
F/R Lunch	12,027	1,727	14.4%	13,618	1,973	14.5%
ESE	5,628	152	2.7%	5,625	168	3.0%
LEP	3,504	127	3.6%	2,900	117	4.0%

Key Result 5

All schools will increase enrollment and performance of each racial/ethnic group in upper-level mathematics and science courses, with a particular emphasis on underrepresented populations.

Key Result 5: Percent of Grade 9-12 Students Having Ever Received a C or Better in an Upper Level Science Class



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

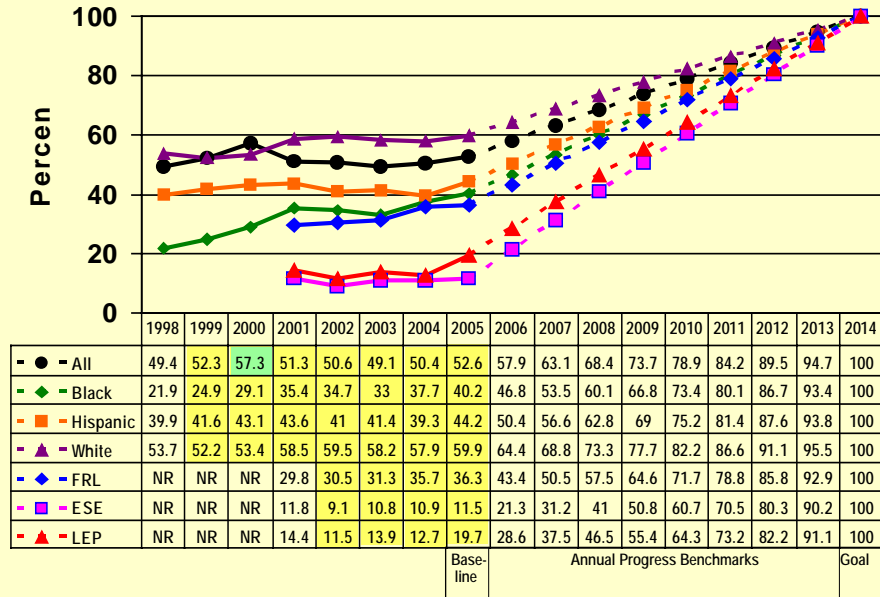
Key Result 5: Number of Grades 9-12 Students Having Ever Taken an Upper Level Science Class and Number and Percent of Students Ever Receiving a C or Better

Student Group	FY2004			FY2005		
	Number Taking	Number ≥ C	Percent ≥ C	Number Taking	Number ≥ C	Percent ≥ C
All	15,278	14,121	92.4%	14,912	13,868	93.0%
Black	2,126	1,828	86.0%	1,995	1,702	85.3%
Hispanic	1,971	1,789	90.8%	2,021	1,814	89.8%
White	10,035	9,430	94.0%	9,702	9,224	95.1%
F/R Lunch	1,727	1,506	87.2%	1,973	1,703	86.3%
ESE	152	134	88.2%	168	147	87.5%
LEP	54	48	88.9%	81	71	87.7%

Key Result 6:

All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.

Key Result 6: Percent of Seniors Taking the SAT



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

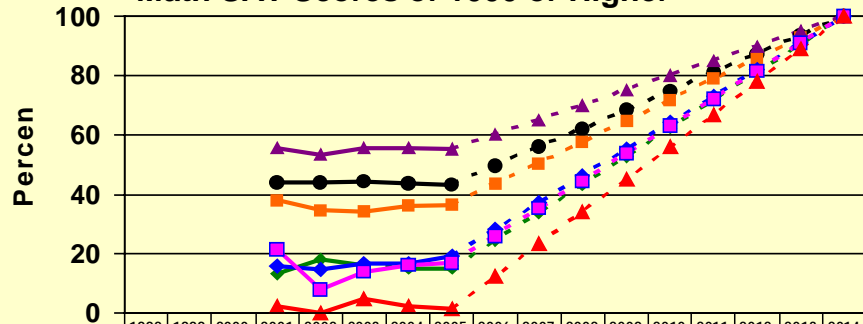
Key Result 6: Number of Seniors Enrolled and Number and Percent of Seniors Taking the SAT

Student Group	FY2004			FY2005		
	Total Enrollment	Number Taking	Percent Taking	Total Enrollment	Number Taking	Percent Taking
All	7,773	3,918	50.4%	7,383	3,882	52.6%
Black	2,161	814	37.7%	2,036	819	40.2%
Hispanic	1,369	538	39.3%	1,416	626	44.2%
White	3,707	2,145	57.9%	3,442	2,062	59.9%
F/R Lunch	1,770	632	35.7%	1,889	686	36.3%
ESE	919	100	10.9%	878	101	11.5%
LEP	338	43	12.7%	355	70	19.7%

Key Result 6:

All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.

Key Result 6: Percent of Students with a Total of Verbal and Math SAT Scores of 1000 or Higher



	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
● - All	NR	NR	NR	44.1	44.1	44.5	43.5	43.3	49.6	55.9	62.2	68.5	74.8	81.1	87.4	93.7	100
◆ - Black	NR	NR	NR	13.1	18	16.2	15.1	15.1	24.5	34	43.4	52.8	62.3	71.7	81.1	90.6	100
■ - Hispanic	NR	NR	NR	37.8	34.7	34.3	36.2	36.4	43.5	50.5	57.6	64.7	71.7	78.8	85.9	92.9	100
▲ - White	NR	NR	NR	55.6	53.5	55.7	55.6	55.2	60.2	65.2	70.1	75.1	80.1	85.1	90	95	100
◆ - FRL	NR	NR	NR	15.9	14.8	16.5	16.5	19.2	28.2	37.2	46.1	55.1	64.1	73.1	82	91	100
■ - ESE	NR	NR	NR	21.4	7.8	13.8	16	16.8	26	35.3	44.5	53.8	63	72.3	81.5	90.8	100
▲ - LEP	NR	NR	NR	2.3	0	5	2.3	1.4	12.4	23.3	34.3	45.2	56.2	67.1	78.1	89	100
									Base-line	Annual Progress Benchmarks							Goal

FY2002-05 significance of LEP change not calculable

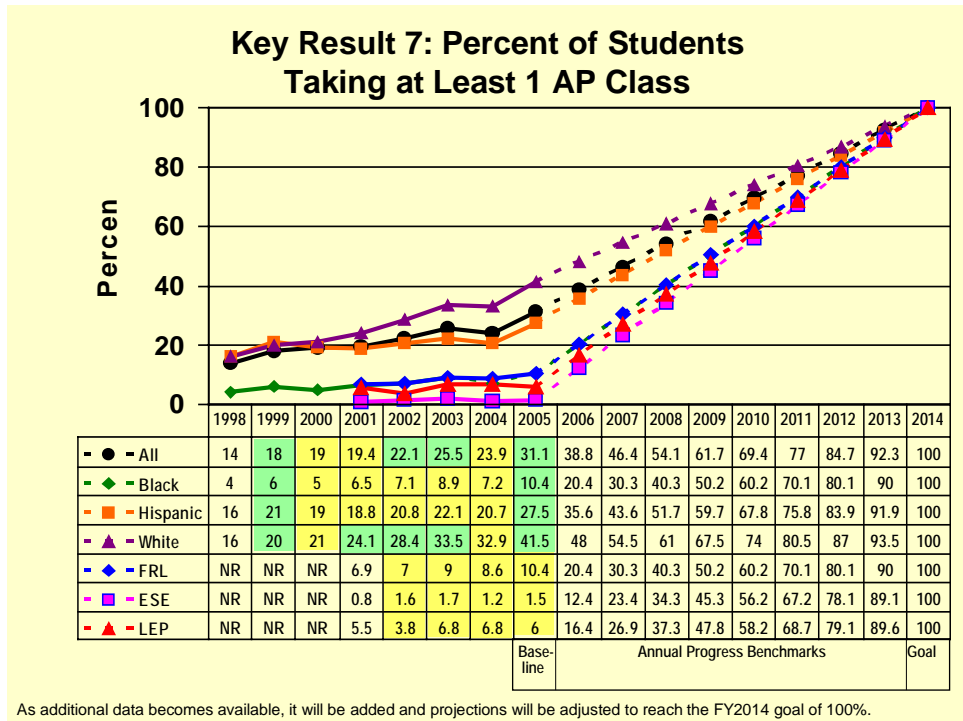
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 6: Number of Students Taking the SAT and Number and Percent of Students with a Total of Verbal and Math Scores of 1000 or Higher

Student Group	FY2004			FY2005		
	Number Taking	Number ≥ 1000	Percent ≥ 1000	Number Taking	Number ≥ 1000	Percent ≥ 1000
All	3,918	1,703	43.5%	3,882	1,680	43.3%
Black	814	123	15.1%	819	124	15.1%
Hispanic	538	195	36.2%	626	228	36.4%
White	2,145	1,193	55.6%	2,062	1,139	55.2%
F/R Lunch	632	104	16.5%	686	132	19.2%
ESE	100	16	16.0%	101	17	16.8%
LEP	43	1	2.3%	70	1	1.4%

Key Result 7:

All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.



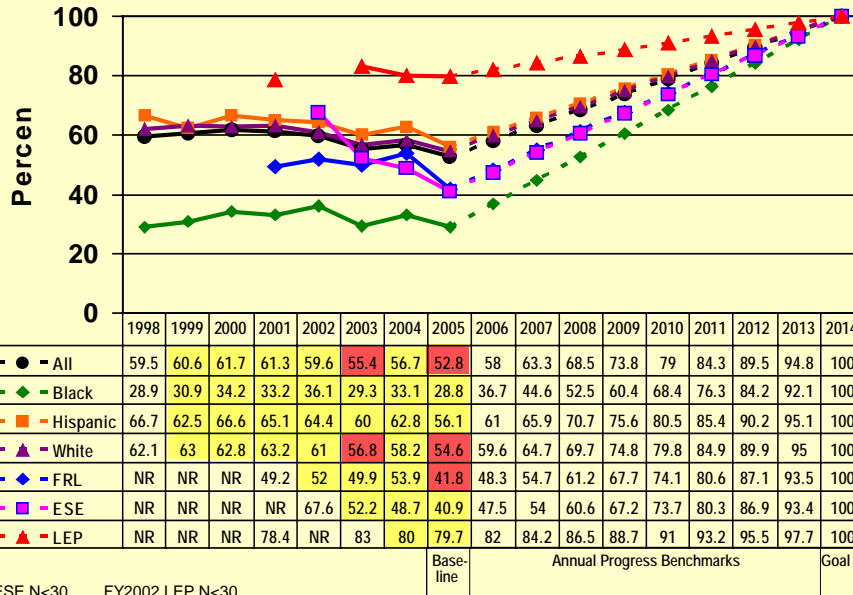
Key Result 7: Number of Students Enrolled and Number and Percent of Students Taking at Least 1 AP Class

Student Group	FY2004			FY2005		
	Total Enrollment	Number Taking	Percent Taking	Total Enrollment	Number Taking	Percent Taking
All	20,351	4,867	23.9%	19,929	6,201	31.1%
Black	5,874	425	7.2%	5,554	578	10.4%
Hispanic	3,566	739	20.7%	3,570	982	27.5%
White	9,923	3,266	32.9%	9,759	4,053	41.5%
F/R Lunch	4,665	400	8.6%	5,243	547	10.4%
ESE	2,252	27	1.2%	2,155	32	1.5%
LEP	991	67	6.8%	901	54	6.0%

Key Result 7:

All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.

Key Result 7: Percent of AP Exams Passed



FY2001 ESE N<30 FY2002 LEP N<30

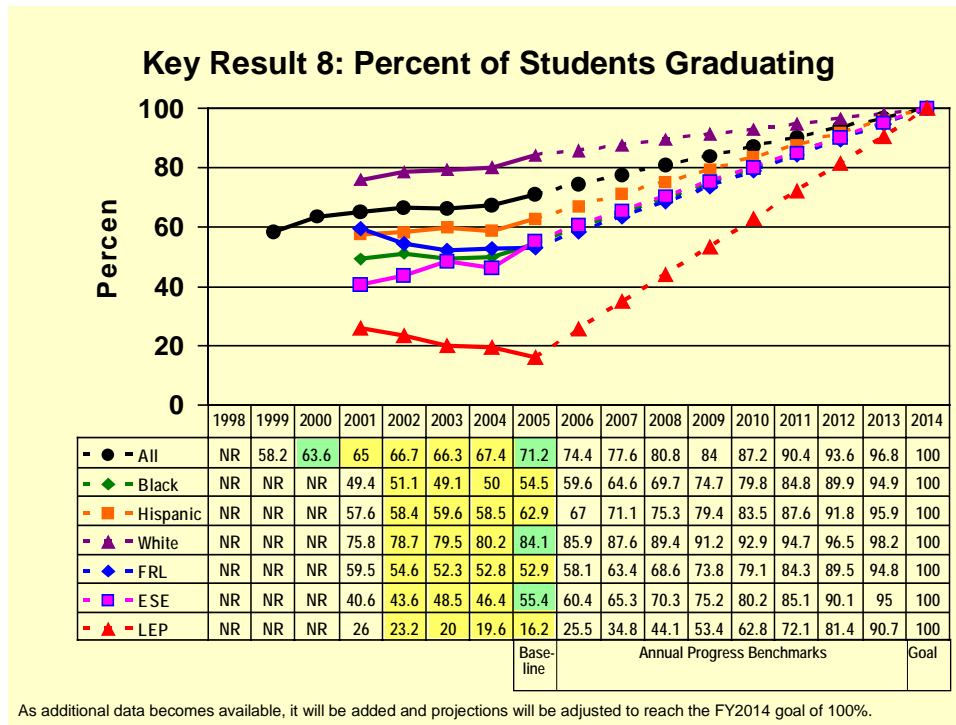
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 7: Number of AP Exams Taken and Number and Percent of Exams Passed

Student Group	FY2004			FY2005		
	Number Taken	Number Passed	Percent Passed	Number Taken	Number Passed	Percent Passed
All	8,997	5,097	56.7%	11,649	6,156	52.8%
Black	662	219	33.1 %	917	264	28.8%
Hispanic	1,192	749	62.8 %	1,623	911	56.1%
White	6,223	3,621	58.2 %	7,855	4,292	54.6%
F/R Lunch	622	335	53.9 %	850	355	41.8%
ESE	39	19	48.7 %	44	18	40.9%
LEP	75	60	80.0 %	59	47	79.7%

Key Result 8:

All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.



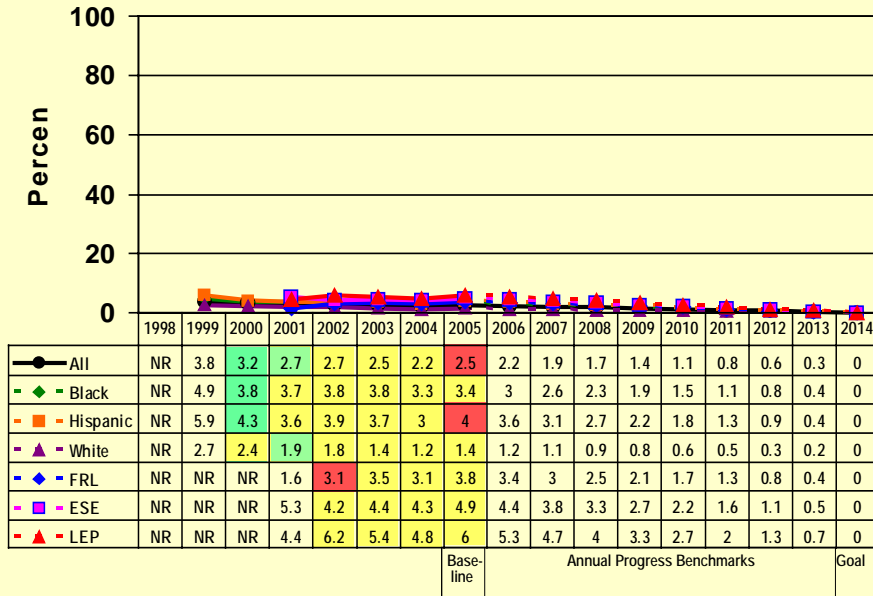
Key Result 8: Number of High School Cohort Students Enrolled and Number and Percent of Students Graduating

Student Group	FY2004			FY2005		
	Number in Cohort	Number Graduating	Percent Graduating	Number in Cohort	Number Graduating	Percent Graduating
All	10,882	7,334	67.4%	10,427	7,422	71.2%
Black	3,224	1,613	50.0%	3,048	1,660	54.5%
Hispanic	1,929	1,129	58.5%	1,928	1,213	62.9%
White	5,200	4,170	80.2%	4,949	4,160	84.1%
F/R Lunch	2,402	1,269	52.8%	7,587	1,485	52.9%
ESE	1,223	567	46.4%	1,208	669	55.4%
LEP	889	174	19.6%	766	124	16.2%

Key Result 8:

All schools will decrease dropout rates and increase graduation rates for students of each racial/ethnic group.

Key Result 8: Percent of Students Dropping Out



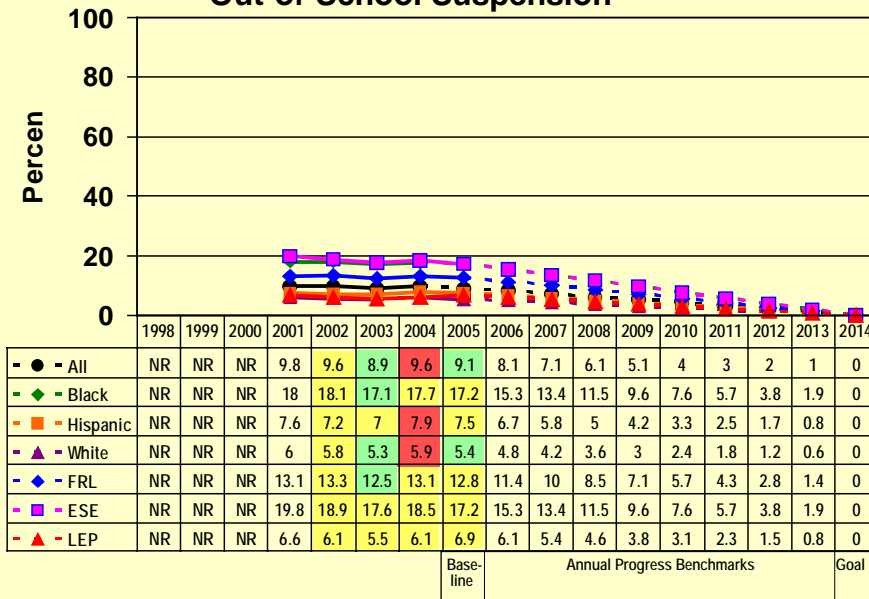
As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 8: Number of Grades 9-12 Students Enrolled* and Number and Percent of Students Dropping Out

Student Group	FY2004			FY2005		
	Number Enrolled	Number Dropping Out	Percent Dropping Out	Number Enrolled	Number Dropping Out	Percent Dropping Out
All	53,768	1,163	2.2 %	53,633	1,348	2.5%
Black	15,883	530	3.3 %	15,375	526	3.4%
Hispanic	10,135	305	3.0 %	10,521	423	4.0%
White	25,171	302	1.2 %	24,903	359	1.4%
F/R Lunch	14,373	446	3.1 %	16,454	628	3.8%
ESE	6,832	296	4.3 %	6,795	332	4.9%
LEP	4,337	209	4.8 %	3,797	227	6.0%

Includes all students who enroll in the District at anytime during the year.

Key Result 9A: Percent of Students Receiving an Out-of-School Suspension



As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 9A: Number of Students Enrolled* and Number and Percent of Students Receiving an Out-of-School Suspension

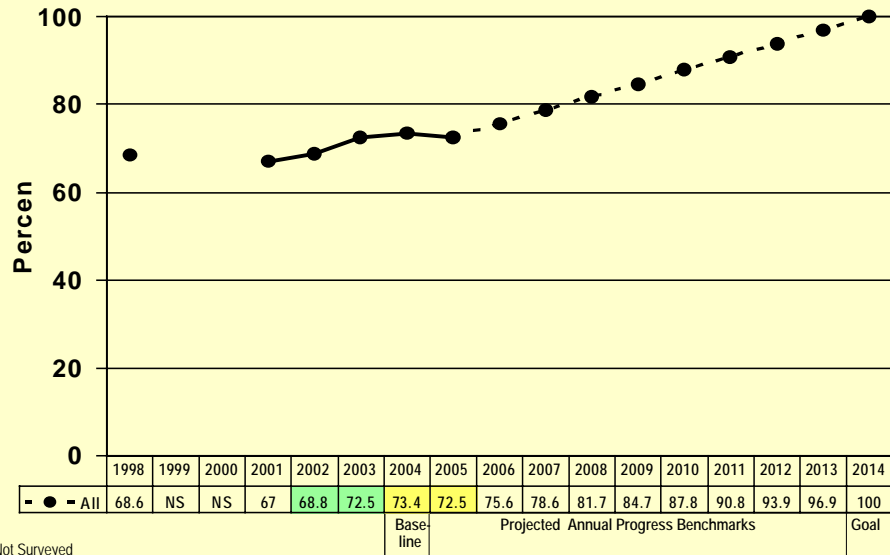
Student Group	FY2004			FY2005		
	Number Enrolled	Number Receiving	Percent Receiving	Number Enrolled	Number Receiving	Percent Receiving
All	18,1613	17,490	9.6 %	183,099	16,726	9.1%
Black	51,829	9,188	17.7 %	51,448	8,853	17.2%
Hispanic	38,671	3,053	7.9 %	40,513	3,048	7.5%
White	79,522	4,709	5.9 %	78,471	4,238	5.4%
F/R Lunch	79,311	10,359	13.1 %	81,943	10,461	12.8%
ESE	23,970	4,436	18.5 %	24,565	4,233	17.2%
LEP	19,745	1,202	6.1 %	17,780	1,218	6.9%

Includes all students who enroll in the District at anytime during the year.

Key Result 9B:

The percent of teachers responding with a rating of four and above to the School Effectiveness Questionnaire items on Positive School Climate and Orderly Environment will increase.

Key Result 9B: Percent of Teachers Responding Positively on School Effectiveness Questionnaire - Positive School Climate and Orderly Environment



NS = Not Surveyed

As additional data becomes available, it will be added and projections will be adjusted to reach the FY2014 goal of 100%.

Key Result 9B: Number of Teachers Responding on School Effectiveness Questionnaire and Number and Percent of Teachers Responding Positively Regarding Positive School Climate and Orderly Environment

FY2004			FY2005		
Number Responses	Number Positive	Percent Positive	Number Responses	Number Positive	Percent Positive
9099	6679	73.4%	9361	6790	72.5%

Key Results 5 – 9

Individual Group Performance

Alternative Assessment

In FY2003, the Florida Department of Education began reporting ESE student performance on alternative assessments in grades 3 through 10. Student performance was rated Levels 0 to 4. The following table lists the number of students assessed and the percent of students scoring proficient (Levels 3 and 4) in FY2003 through FY2005 for each standard.

Standard	Number of Students Assessed			Percent of Students Proficient		
	FY2003	FY2004	FY2005 ¹	FY2003	FY2004	FY2005
Reading	2,430	2,561	893	44%	55%	56%
Mathematics	2,405	2,501	796	40%	52%	51%
Writing	2,431	862	287	36%	48%	50%
Science	NR	NR	193	NR	NR	53%
Problem Solving	2,392	852	NR	39%	51%	NR
Communication Standard 1	2,464	NR	NR	59%	NR	NR

¹ Due to a change in eligibility requirements, fewer ESE students took alternative assessments in FY2005, taking the FCAT SSS instead.

NO CHILD LEFT BEHIND ADEQUATE YEARLY PROGRESS (AYP) REPORT

The *No Child Left Behind Act of 2001 (NCLB)* is a federal mandate that requires Adequate Yearly Progress, also known as AYP. AYP is a level of improvement that school districts and schools must achieve to ensure that all students in grades 3 through 10 are proficient in reading/language arts and mathematics by FY 2014. Progress in reading/language arts and mathematics must be shown for all student subgroups, including economically disadvantaged students, limited English proficiency students, students with disabilities, and students in major racial and ethnic groups.

NCLB also requires that every student be tested. As such, parents, teachers, and the greater community can know the academic achievement of every student and every group of students. This enables parents and teachers to work together to ensure that 'no child will be left behind' and to ensure not only school-wide and individual progress, but subgroup progress as well.

Florida has set the AYP gains every school must meet to reach 100 percent proficiency at the end of 12 years.

Therefore, AYP is Florida's measure of yearly progress toward achieving its academic standards. Essentially, AYP is the growth rate in the percentage of students who achieve Florida's definition of academic proficiency. As reported through NCLB, AYP is based on certain factors:

- ▶ the percentage of students meeting or exceeding state standards in language arts and math
- ▶ the testing participation rate – all schools, districts, and student groups must have at least 95 percent of their students take the designated state tests.

The chart below includes reports for the School District of Palm Beach County of the following:

- ▶ whether or not targeted participation rates (95%) were achieved
- ▶ whether or not improvement goals (10%) were achieved
- ▶ whether or not graduation rate increases were reached (1%)

No Child Left Behind																				
2005-2006 Adequate Yearly Progress (AYP) Report																				
Number of students enrolled in the grades tested:				2005-2006 School Grade ¹ :				Did the District make Adequate Yearly Progress? ²				NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ³).												This section shows the improvement for each group used to determine AYP via safe harbor (Part b ⁴).								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ⁵ by 1%?			Showed 10% improvement in Reading percent not above grade level?			Showed 10% improvement in Math percent not above grade level?		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N
TOTAL ⁴	98	Y	98	Y	56	Y	63	Y	93	92	Y	64	66	Y	47	44	NA	39	37	NA
WHITE	99	Y	99	Y	71	Y	78	Y		95	NA	78	80	NA	31	29	NA	23	22	NA
BLACK	98	Y	98	Y	36	N	41	N	88	87	N	46	48	Y	67	64	N	61	59	N
HISPANIC	98	Y	98	Y	49	Y	57	Y	91	90	NA	55	59	NA	55	51	NA	45	43	NA
ASIAN	99	Y	99	Y	73	Y	85	Y		96	NA	82	78	NA	30	27	NA	16	15	NA
AMERICAN INDIAN	99	Y	99	Y	62	Y	68	Y		93	NA	76	64	NA	45	38	NA	38	32	NA
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	43	N	48	N	88	88	N	46	46	N	61	57	N	55	52	N
LIMITED ENGLISH PROFICIENCY	99	Y	99	Y	36	N	41	N	81	81	N	35	38	Y	68	64	N	61	59	N
STUDENTS WITH DISABILITIES	97	Y	97	Y	30	N	34	N	74	75	Y	36	35	N	73	70	N	69	66	N

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.

² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.

³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.

⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents at least 15% of the schools' population or 100 students is required for each group within a school.

⁵ If "P", this indicates provisional AYP. A provisional AYP is assigned if a school did not meet AYP, but received a school grade of A or B.

SECTION II

*FY 2006 Priority Action Steps
and Monitoring Topics*

1 - GRADUATION/PROMOTION

Brenda Magee

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
1A	By January 2007, K-12 academic scope and sequence guides will be developed for the following core courses: math, reading, science and social studies (AMFA 3.3)	# of guides developed/number of content areas	Elizabeth Decker Connie Gregory Ana Meehan Russ Feldman	Brenda Magee			
1B	By October 2007, a District Support Team will be created and deployed to each of the AAA intensive schools	# of teams deployed/# of AAA intensive schools	Brenda Magee	Brenda Magee			
1C	By July 2007, 100% of Reading Coaches, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts will receive training on AYP requirements, instructional materials and instructional strategies for improving achievement of students in the AYP subgroups (AMFA 3.6)	# Reading Coaches, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts who receive training/ # of Reading Coaches, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts	Connie Gregory Ana Meehan Russ Feldman Mary Vreeland Kay Scott	Brenda Magee			
ID	By July 2007, 100% of school-based Science Instructional Leaders, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts will complete training on requirements for FCAT Science and instructional strategies to promote increased student learning gains in FCAT Science (AMFA 3.6)	# of school-based Science Instructional Leaders, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts who receive training/ #school-based Science Instructional Leaders, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE contacts	Elizabeth Decker Ana Meehan Russ Feldman Mary Vreeland	Brenda Magee			
IE	By July 2007, 100% of school-based Language Arts Instructional Leaders, Choice/Tech Prep Coordinators, ESOL Coordinators and ESE Contacts will receive training on requirements for FCAT Writing and instructional strategies to promote increased student learning gains (AMFA 3.6)	# school-based Language Arts Instructional Leaders, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts who receive training/ # of school-based Language Arts Instructional Leaders, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts	Connie Gregory Ana Meehan Russ Feldman Mary Vreeland	Brenda Magee			
1F	By July 2007, 100 % of school-based Instructional Leaders, Reading and Math Coaches, Choice/Tech Prep Coordinators, ESOL Coordinators and ESE Contacts will receive training on instructional strategies for improving achievement of students designated in the Lowest 25 % in Reading and Math (AMFA 3.6)	# school-based Instructional Leaders, Reading and Math coaches, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts who receive training/# School-based Instructional Leaders, Reading and Math Coaches, ESOL Coordinators, Choice/Tech Prep Coordinators and ESE Contacts	Elizabeth Decker Connie Gregory Ana Meehan Russ Feldman Mary Vreeland	Brenda Magee			

1 - GRADUATION/PROMOTION

Brenda Magee

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
1G	By December 2006, Guidance Counselors in comprehensive high schools will meet with 100% of the students who have failed FCAT after one or more attempts and will develop and implement a remediation plan from a menu of research-based strategies provided by the District (AMFA 2.1, 2.10)	# of high school students who did not pass the FCAT in more than one attempt with developed and implemented remediation plans of strategies provided by the District/# of high school students who did not pass FCAT in more than one attempt	Judith Klinek	Area Supts	IP	100%	
1H	By June 2007, 100 % of guidance counselors will choose an academic goal that aligns with their school goals to improve student achievement	# counselors with aligned goals/# counselors	Judith Klinek	Judith Klinek			
1I	By June 2007, 100% of middle school counselors will use career software to support educational career planning	# counselors using software/# middle school counselors	Judith Klinek	Judith Klinek			
1J	By June 2007, increase the passing rate of FCAT retake students by 20%	# students passing in 2006/# passing in 2007	Judith Klinek	Judith Klinek			
1K	By June 2006, 100% of the high school guidance counselors will implement the Comprehensive Student Development Plan (AMFA 2.1, 2.2)	# of guidance counselors with evaluations for program components/total # of counselors	Judith Klinek	Area Supts	IP	100%	
1L	By June 2007, credit recovery programs will be available to serve 100% of the comprehensive sites that serve high school students	# high schools with credit recovery programs/# high schools	Judith Klinek Rich Contartesi	Judith Klinek Rich Contartesi			
1M	By August 2005, 100% of schools serving high school students will provide access to on-line fast track credit options (AMFA 2.2)	# of schools serving high school students with on-line fast track credit options/total # of high schools	Judith Klinek Linda Mainord	Alison Adler	IP	100%	
1N	By August 2006, 100% of the administrators and school-based staff at model academies will be trained to implement rigorous academy programs (AMFA 2.8)	# of administrators and school-based staff completing program components/total # of administrators and School-based staff	Janice Cover	Janice Cover	IP	100%	
1O	By October 2005, 100% of like choice programs will have consistent entrance criteria and curriculum (AMFA 3.5, 6.10)	# of common entrance criteria and curriculum being used in common programs/total # of common programs	Mary Vreeland	Janice Cover	IP	100% 80%	
1P	By October 2005, 100% of newly established or replicated choice programs will follow the required District procedure for choice program placement (AMFA 3.5, 6.10)	# of newly established or replicated programs that follow established District procedures/# of choice programs established	Mary Vreeland	Janice Cover	IP	100%	

1 - GRADUATION/PROMOTION

Brenda Magee

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
1Q	By June 2005, 100% of elementary schools serving third graders will be provided with supplemental academic services for use with their at-risk and/or retained third grade students	# schools serving third graders with SAI services/total # of elementary schools with third graders	Judith Klinek	Judith Klinek	IP	100%	
1R	By June 2005, at least four school sites will offer a ninth grade academy (AMFA 2.1, 2.10)	# of school sites offering a ninth grade academy/4	Alison Adler Mary Vreeland	Area Supts		100%	
1S	By June 2005, a plan will be developed to implement the "school within a school" choice program (AMFA 3.5)	Implementation Plan/1	Mary Vreeland	Janice Cover	IP	100%	
1T	By September 2005, 100% of Elementary schools' LEP retention data will be reviewed and analyzed	# schools with equitable LEP retentions/ total number of schools	Margarita Pinkos	Margarita Pinkos		100%	
1U	By September 2005, problematic LEP retentions will be identified and reported to schools for review of the decision	# of schools reviewing decisions/# of schools identified	Margarita Pinkos	Margarita Pinkos		85%	
1V	By June 2007, the percentage of LEP retentions and non-LEP retentions will be equitable at 100% of the elementary schools	# schools with equitable LEP retentions/ # LEP schools	Ana Meehan	Ana Meehan			

2- HIGHER LEVEL COURSES					Brenda Magee		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
2A	By January 2007, increase by 10% the number of higher level courses for underrepresented groups at Picower high schools (AMFA 6.14)	# higher level courses for underrepresented groups FY 06/# higher level courses FY 07	Alison Adler	Alison Adler Area Supts	IP	100%	
2B	By June 2007, 60 high school math teachers in Picower schools will be trained to teach AP courses	# of high school math teachers in Picower schools completing AP program components/total # 60	Alison Adler	Alison Adler Area Supts	80%	70%	
2C	By June 2007, 60 grade 6 and 7 teachers in Picower schools will be trained in Pre-Algebra strategies	# of targeted grade 6 and 7 math teachers in Picower schools completing Pre-Algebra program components/total # 60	Alison Adler	Alison Adler Area Supts	87%	93%	
2D	By June 2007, 100% of all 8th grade algebra teachers will be trained to use effective algebra strategies	# of 8th grade algebra teachers trained in algebra teaching strategies/# 8th grade algebra teachers	Elizabeth Decker	Elizabeth Decker	96%	93%	
2E	By September 2007, 60 high school science teachers in Picower schools will be trained to teach AP courses	# of high school science teachers completing AP program components/total # 60	Alison Adler	Alison Adler	70%	81%	
2F	By September 2006, 100% of Language Arts Instructional Leaders will receive training in AP Content Strategies	# of Language Arts Instructional Leaders trained/ # of Language Arts Instructional Leaders	Connie Gregory	Connie Gregory		64%	
2G	By June 2007, 60 eligible Language Arts and Social Studies teachers in Picower middle schools will be trained in Pre-AP strategies	# of teachers trained/total # 60	Alison Adler	Alison Adler	IP	88%	
2H	By October 2006, 100% of elementary schools will have at least one teacher leader trained in the Hands on Equations Train The Trainer model	# elementary schools having at least one teacher leader trained in the model program components/# of elementary schools	Elizabeth Decker	Elizabeth Decker		46%	
2I	By August 2006, 100% of K-5 elementary teachers will receive training in content literacy strategies using the new Social Studies adoption (AMFA 6.14)	# of elementary teachers receiving training in content literacy strategies using the new Social Studies curriculum/total # of elementary teachers	Elizabeth Decker	Elizabeth Decker	IP	100%	
2J	By July 2007, at least one administrator of each secondary school will be trained in optimizing teacher assignments	# of secondary schools having at least one trained administrator in program components/ # of secondary schools	Area Supts	Area Supts		67%	
2K	By July 2006, 100% of secondary guidance counselors will be trained to provide educational & career planning and to advise students of appropriate course offerings	# of secondary guidance counselors trained and implementing educational career planning/total # of secondary guidance counselors	Judy Klinek	Judy Klinek		100%	

2- HIGHER LEVEL COURSES					Brenda Magee		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
2L	By July 2006, 100% of schools offering Algebra I will administer District quarterly assessments	# of schools offering Algebra I that administer the District quarterly assessment/# of schools offering Algebra I	Elizabeth Decker	Area Supts	IP	100%	
2M	By August 2006, 100% of K-5 elementary teachers will be trained in the application of Every Day Counts in the classroom	# K-5 elementary teachers completing Every Day Counts program components/# K-5 elementary teachers	Elizabeth Decker	Elizabeth Decker	IP	100%	
2N	By June 2007, College Board/SpringBoard math and language arts will be fully implemented (teachers trained, materials ordered, meetings at school held) at 19 district schools	# schools fully implementing/# of schools in the initiative (19)	Alison Adler	Alison Adler			

3 - LITERACY					Brenda Magee		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
3A	By June 2007, 100% of high school teachers will be trained to use the "Super Six" strategies	# high school teachers trained/# high school teachers	Connie Gregory	Connie Gregory		93%	
3B	By June 2007, 100% of middle school reading coaches will be trained in the Reading Rotational Model	# middle school reading coaches trained/ # middle school reading coaches	Connie Gregory	Connie Gregory		100%	
3C	By June 2007, 100% of Language Arts Instructional Leaders will be trained in 6 + 1 Writes Traits	# of Language Arts Instructional Leaders trained/ # of Language Arts Instructional Leaders	Connie Gregory	Connie Gregory		64%	
3D	By August 2005, 100% of Intensive Reading teachers in middle schools will be trained in Links to Literacy	# of middle school Intensive Reading teachers trained/# of middle school Intensive Reading teachers	Connie Gregory	Connie Gregory	100%	96%	
3E	By August 2005, 100% of Intensive Reading teachers in high schools will be trained in Links to Literacy	# of high school Intensive Reading teachers trained/# of high school Intensive Reading teachers	Connie Gregory	Connie Gregory	100%	82%	
3F	By July 2007, 100% of Intensive Reading/Intensive Language Arts teachers of grades 7-12 will complete the Reading Endorsement or Reading Certification	# of Reading Endorsement/Certification/# of teachers teaching intensive Reading/Intensive Language Arts 7-12	Connie Gregory	Connie Gregory	IP	77%	
						26%	
3G	By June 2006, 100% of all middle school social studies teachers will be trained in at least two content enhancement routines	# of middle school social studies teachers trained in at least two program components/ # of middle school social studies teachers	Elizabeth Decker	Elizabeth Decker		96%	
3H	By June 2006, 100% of all high school social studies teachers will be trained in at least two content enhancement strategies	# of high school social studies teachers trained in at least two program components/ # of high school social studies teachers	Elizabeth Decker	Elizabeth Decker		96%	
3I	By October 2007, 100% of all high school students who scored in level 1 Reading will be enrolled in intensive reading classes or equivalent service (AMFA 2.10)	# of level 1 high school students enrolled in intensive reading / # level 1 high school students	Connie Gregory	Area Supts	85%	76%	
3J	By October 2007, 100% of all middle grades students who scored in level 1 Reading will be enrolled in intensive reading classes or equivalent service	# of level 1 middle school students enrolled in intensive reading / # level 1 middle school students	Connie Gregory	Area Supts	86%	83%	
3K	By August 2006, 100% of elementary school principals will complete training in the Foundations of Reading as identified in the K12 Comprehensive Reading Plan	# of elementary school principals completing the required Foundations of Reading program components/# elementary school principals	Connie Gregory	Connie Gregory	IP	100%	

3 - LITERACY					Brenda Magee		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
3L	By August 2007, 100% of the elementary literacy/reading coaches will complete the Reading Endorsement / Reading Certification component identified in the K12 Comprehensive Reading Plan	# of elementary literacy/reading coaches completing the Reading Endorsement/Certification program components/# elementary literacy/reading coaches	Connie Gregory	Connie Gregory	IP	24%	
3M	By December 2007, 100% of K-3 Elementary Teachers will complete Developing Literacy First training	# K-3 Teachers completing Developing Literacy First Program components/K-3 elementary teachers	Connie Gregory	Connie Gregory	49%	61%	
3N	By August 2007, 100% of all Pre-K resource teachers will complete High/Scope literacy training	# Pre-K resource teachers completing High/Scope program components/# Pre-K resource teachers	MJ Steele	MJ Steele	100%	100%	
3O	By January 2006, the ESE Department will provide professional development to 50 schools in the following areas: reading and writing strategies (University of Kansas Model), differentiated instruction, cooperative learning, and multiple intelligences (AMFA 6.14)	# of schools participating in at least two trainings/total number of schools offered training (50)	Russell Feldman	Russell Feldman	77%	144%	
3P	By June 2007, teachers of students with autism at cluster sites will have received training and will have implemented Verbal Behavior TEACH strategies	# teachers of autism at cluster sites with observed implementation of the strategies/# of teachers of autism at cluster sites	Russell Feldman	Russell Feldman	79%	82%	
3Q	By February 2007, all Hospital/Homebound teachers will have received training in the Cognitive Complexity of the FCAT Reading and Mathematics items	# of HH teachers trained/# of teachers in the HH program	Russell Feldman	Russell Feldman	100%	100%	
3R	By June 2007, the ESE Dept's Deaf/Hard of Hearing Support Team will offer 26 Parent Support Group meetings to address issues specific to the deaf/hard of hearing population	# of meetings held/26	Russell Feldman	Russell Feldman	IP	73%	
3S	By June 2007, the Dept of ESE will offer staff development to all schools in the use of SRA Reading Mastery Plus, SRA Corrective Reading, Wilson Reading, Orton Institute, and Great Leaps	# of schools receiving staff development/total number of schools	Russell Feldman	Russell Feldman	60%	78%	61%
3T	By June 2007, 100% of the Title I schools will have identified, documented, and implemented a parent involvement strategy in the School Improvement Plan (AMFA 1.2, 8.3)	# of Title I schools writing and implementing a parent involvement strategy in their SIP/total # of Title I schools	Kay Scott	Kay Scott Area Supts	100%	85%	

3 - LITERACY					Brenda Magee		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
3U	By June 2007, 100% of the Title I schools will have held an Annual Meeting with Parents and explained the Title I components, the Compact, student academic assessment, high quality curriculum, and the Parents' Right to Know (AMFA 1.2, 7.1, 8.3)	# of Title I schools holding annual parent meetings and presenting the required agenda components/total # of Title I Schools	Kay Scott	Kay Scott Area Supts	100%	94%	
3V	By June 30, 2006, the Department of Adult and Community Education will serve residents at the same rate as the previous year by providing Adult Basic Education, Family Literacy & Involvement, GED, Adult ESOL, and elementary/ secondary course options (AMFA 1.2, 7.1, 7.2)	# of adult residents served in 05/total # of residents served in 06	Brenda Magee	Brenda Magee	93%	100%	

4 - ACCOUNTABILITY				Marc Baron			
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
4A	By June 2007, 100% of the Key Results will have a leading indicator report in the Educational Data Warehouse (EDW)	At least 1 leading indicator report per Key Result/# of Key Results	Diane Conley	Diane Conley	IP	50%	
4B	By June 2006, 100% of the schools will have teams selected by principals receiving professional development on the leading indicators	# of teams selected by principals completing professional dev. components on leading indicators/total # of teams	Marc Baron	Area Supts	IP	92%	
4C	By June 2007, 100% of the Learning Team Facilitators will receive professional development on the leading indicators	# of Learning Team Facilitators completing professional dev. components on leading indicators/total # of Learning Team Facilitators	Marc Baron Alison Adler	Marc Baron Alison Adler	IP	82%	
4D	By June 2005, the District will complete at least 3 program evaluations using the District's program evaluation procedures	# of program evaluations completed/3 program evaluations	Marc Baron	Marc Baron	IP	100%	
4E	By June 2007, the Accelerated Academic Achievement Plan (AAA Plan) will be implemented, updated and presented to the Board annually	# of updates of AAA plan presented to the Board/a minimum of once per year	Brenda Magee	Brenda Magee	100%	100%	
4F	By June 2007, the Academic Business Plan will be reviewed, updated, and presented to the Board at least two times	# of updates of ABP presented to the Board/a minimum of two times per year	Marc Baron	Marc Baron	100%	100%	
4G	By June 2007, a minimum of 6 Academic Team meetings will be held to review and update the progress of steps in the Academic Business Plan	# of Academic Team meetings/6 times per year	Brenda Magee	Brenda Magee	IP	200%	
4H	By June 2007, to expand and enhance the EDW to meet the following functions: management matrix, school center alerts, support to monitoring timelines, and staff related tracking	# of functions expanded and enhanced/# of functions listed	Alison Adler Brenda Magee Marc Baron	Alison Adler Brenda Magee Marc Baron	IP	80%	
4I	By August 2005, at least 5 program descriptions for core academic programs at each level (elementary, middle, high) will be written and disseminated to schools	# of program descriptions written and disseminated to schools/15	Marc Baron	Marc Baron	IP	100%	

5 - ASSESSMENT					Marc Baron		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
5A	By May 2007, 100% of all students grades 3-10 will take District Diagnostic Tests two (2) times per year	# of students taking 2 diagnostic tests each year/total # of students	Janie Peters	Janie Peters	91%	90%	
5B	By July 2005, 100% of all common assessments will be refined, designed, and aligned	# of assessments refined, designed, and aligned/total # of assessments	Janie Peters	Janie Peters	IP	98% Reading 100% Math	
5C	By October 2006, 100% of all AAA schools will have access to common assessments and benchmark assessments via the online assessment project	# AAA schools accessing the online assessment project/# AAA schools	Janie Peters	Marc Baron			
5D	By June 30, 2006, IT will provide the technology and infrastructure necessary to enable 14 schools to pilot the computer administration of up to 10 common assessments and develop a plan for implementation based on the results of the pilot	# of schools with technology and infrastructure to pilot common assessments on the computer/14	Linda Mainord	Linda Mainord	IP	100%	
5E	By August 2005, each principal will receive a grade-level appropriate chart that aligns each FCAT level to lexiled text (AMFA 3.6)	# of principals receiving grade level appropriate charts/ total # of principals	Janie Peters	Marc Baron	IP	100%	
5F	By February 2007, all schools' ESE Contacts will receive information outlining the use of allowable FCAT accommodations (AMFA 3.6)	# of schools receiving information/total # of schools	Russell Feldman	Russell Feldman	100%	95%	
5G	By September 2006, to develop an Algebra I quarterly test and disseminate a least 3x a year for schools offering Algebra I	# of tests designed and delivered to schools offering Algebra I/3	Elizabeth Decker	Elizabeth Decker	IP	100%	

6 - SINGLE SCHOOL CULTURE					Alison Adler		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
6A	By June 2007, monitor the level of Single School Culture/Academics implementation at all AAA schools and all high schools using a 5 point rubric	# of implementation reports/total # of schools	Rose Backhus	Alison Adler	93%	89%	
6B	By June 2007, 100% of AAA schools will have a trained facilitator implementing the SSCA process	# of schools having a trained facilitator/total # of facilitators	Rose Backhus	Alison Adler	64%	95%	
6C	By June 2007, 100% of schools will conduct School-Based Team meetings twice monthly	# of schools conducting School-Based Team meetings twice monthly/# of schools	Kim C. Williams	Alison Adler	88%	94%	
6D	By June 2007, training and support will be provided to enable schools to score a 3 or better on the Single School Culture/Behavior rubric	# of schools scoring a 3 or better on the SSC/B rubric/total # of schools served	Dave Benson	Alison Adler	68%	75%	
6E	By June 2005, the ESE Department will provide training in the Collaborative Planning and Teaching Process (Inclusion) to teacher/administrator teams at 35 schools	# of schools attending training and implementing a new schedule for FY 06/total # of schools receiving training	Russell Feldman	Russell Feldman	75%	100%	
6F	By June 2005, the SDPBC will continue its partnership with the Children Services Council and the Health Care District in providing Behavioral Health Professionals (BHP) in 48 elementary schools	# of schools with Behavioral Health Professionals/48	Judith Klinek	Judith Klinek	96%	96%	
6G	By June 2005, the SDPBC will continue its partnership with the Health Care District, Dept. of Health, Tenet Health Systems, Boca Raton Community Hospital and FAU to provide an RN at every school	# of schools with an RN/total # of schools	Judith Klinek	Judith Klinek	98%	98%	
6H	By June 2006, an academic after school initiative will be piloted at 4 or more elementary sites	# of schools piloting after school initiatives/4	Nancy Reese	Alison Adler	IP	100%	
6I	By June 2007, at least 20 public relations activities will be planned, publicized, and carried out for community/business support for schools	# of activities planned, publicized, and completed/20	Nat Harrington	Nat Harrington	100%	130%	
6J	By June 2007, Safety Audits (CPTED Surveys) with School Police and local police agencies will be conducted at all schools (AMFA 5.1)	# of completed audits/total # of school centers	Jim Kelly	Jim Kelly	100%	100%	
6K	By June 2005, scheduling models that are conducive to Learning Team Meetings will be provided to secondary schools	# of models provided to secondary schools/# secondary schools	Alison Adler	Alison Adler	IP	100%	

6 - SINGLE SCHOOL CULTURE					Alison Adler		
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
6L	By June 2007, designated members of all schools implementing SSCA processes through LTMs will be trained	# of members trained /# of schools designating members to be trained	Rose Backhus	Alison Adler	IP	100%	
6M	By June 2007, monitoring and on-going support of Learning Team Meetings will be provided to all schools implementing SSCA processes through LTMs	# of schools receiving monitoring and support/total # of schools with SSCA Learning Team Meetings	Rose Backhus	Alison Adler	IP	98%	
6N	By June 2007, academic programming aligned to SSS will be provided and marketed to schools via The Education Network	# schools accessing aligned academic programs /# of schools	Alison Adler	Alison Adler			
6O	By June 2007, all high schools will have provided high quality late start Learning Team Meetings according to agreed upon procedures	# schools meeting program procedures/# high schools	Rose Backhus	Alison Adler			
6P	By June 2007, AAA facilitators will be trained to train teachers through LTMs on classroom application of "Efficacy" concepts	#AAA facilitators trained/# AAA facilitators	Rose Backhus	Alison Adler			

7 - HUMAN RESOURCES

Darron Davis

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
7A	By August 2007, a least 4 specific, targeted recruitment trips will be made to large, urban areas to recruit experienced educators for assignment to AAA schools	# of trips made to recruit experienced educators for AAA schools in FY 06/4	Pat Kaupe	Pat Kaupe	IP	100%	
7B	By March 2007, a master list of principals with five or more years' experience will be provided to area superintendents to assist them with experienced principal recruitment at AAA schools	experienced principals' list (5+ years) to area superintendents/# area superintendents	Pat Kaupe	Area Supts	IP	100%	
7C	By August 2007, principals and assistant principals of AAA schools will participate in Classroom Walk Through Training (CWT)	# trained/ # AAA Administrators	Lisa Jessen	Darron Davis			
7D	By June 2007, CWT summary reports will be reviewed monthly with Area Superintendents or designee	# monthly CWT reports/45	Area Supts	Area Supts			
7E	By June 2007, at least 3 professional development courses will be developed and delivered to principals as leadership development components	# of principals receiving leadership training/total # of principals	Lisa Jessen	Lisa Jessen	IP	94%	
7F	By August 2007, to increase by 10% the number of minority teachers hired through targeted recruitment at historically Black colleges and universities (AMFA 6.1, 6.3, 6.4)	# of minority teachers hired in FY 06 minus the number of minority teachers hired in FY 05/by FY05/10%	Pat Kaupe	Pat Kaupe	IP	87%	
7G	By June 2007, provide documented mentoring support and follow up for all new teachers on temporary certificates in order to reduce the number of teachers that leave before the end of their first year by 15% (AMFA 6.1, 6.5, 6.6)	% of teachers leaving before the end of year 1 in FY 06 minus % of teachers leaving before the end of year 1 in FY 05/15%	Lisa Jessen	Lisa Jessen	55%	100%	
7H	By June 2007, provide at least 5 coaching and mentoring opportunities for minority participants to receive assistance in the National Board process leading to a 15% increase in minority accreditation (AMFA 6.16)	# of minorities participating in the NB process in FY 05 receiving accreditation/# of minorities participating in the NB process in FY 04 receiving accreditation	Lisa Jessen	Lisa Jessen	IP	237%	
7I	By June 2007, a "Growing Our Own Administrators" program will be implemented to increase minority participation in the Preparing New Principals Program by 5% (AMFA 6.16)	% of minority participants in PNP FY 06 minus % of minority participants in PNP FY 05/5%	Lisa Jessen	Lisa Jessen	IP	80%	

7 - HUMAN RESOURCES

Darron Davis

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
7J	By June 2007, provide on-going professional development training in Professional Learning Communities (PLCs) to all schools resulting in a one level increase in targeted dimensions as measured by the Innovation Configuration Rubric	# of PLCs increasing by one level/total # of PLCs	Lisa Jessen	Lisa Jessen	77%	84%	

Monitoring Topics

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005	FY 2006	FY 2007
M1	Track achievement of Dually-Enrolled students grades 9-12 (# level 3 and above)	Reporting solution exists in Educational Data Warehouse (EDW) /1	Marc Baron	Marc Baron	71% R 93% M	100%	
M2	Monitor the School drop out rate and GPA of 9 th – 12 th grade level career academy students as compared to 9 th – 12 th grade level non career academy students	Reporting solution exists in Educational Data Warehouse (EDW) /1	Diane Conley Mary Vreeland	Marc Baron Brenda Magee			
M3	Monitor student progress K-2 using the K-3 Assessment (on grade level) (AMFA 1.3)	# of K-2 students taking K-3 Assessment/total # of K-2 students	Marc Baron	Marc Baron	94%	91%	
M4	Implement Career Ed courses at 100% of all middle schools	# middle schools w/ career ed courses/total # of middle schools	Mary Vreeland	Mary Vreeland	81%	100%	
M5	Administer the PSAT to all tenth graders (participation rate) (AMFA 2.3)	Number of 10 th graders taking the PSAT/total number of tenth graders	Judy Klinek	Judy Klinek	72%	82%	
M6	Offer SAT preparation opportunities for all students (SAT Prep Program) (AMFA 2.5)	# of high schools offering the SAT Prep Computer Program/Total number of high schools	Judy Klinek	Judy Klinek	100%	100%	
M7	Notification of high school students of Gold Seal and Bright Futures qualifications and application procedures (AMFA 2.8)	# schools providing notification of Gold Seal/Bright Futures scholarship procedures/total # of schools	Judy Klinek	Judy Klinek	100%	100%	

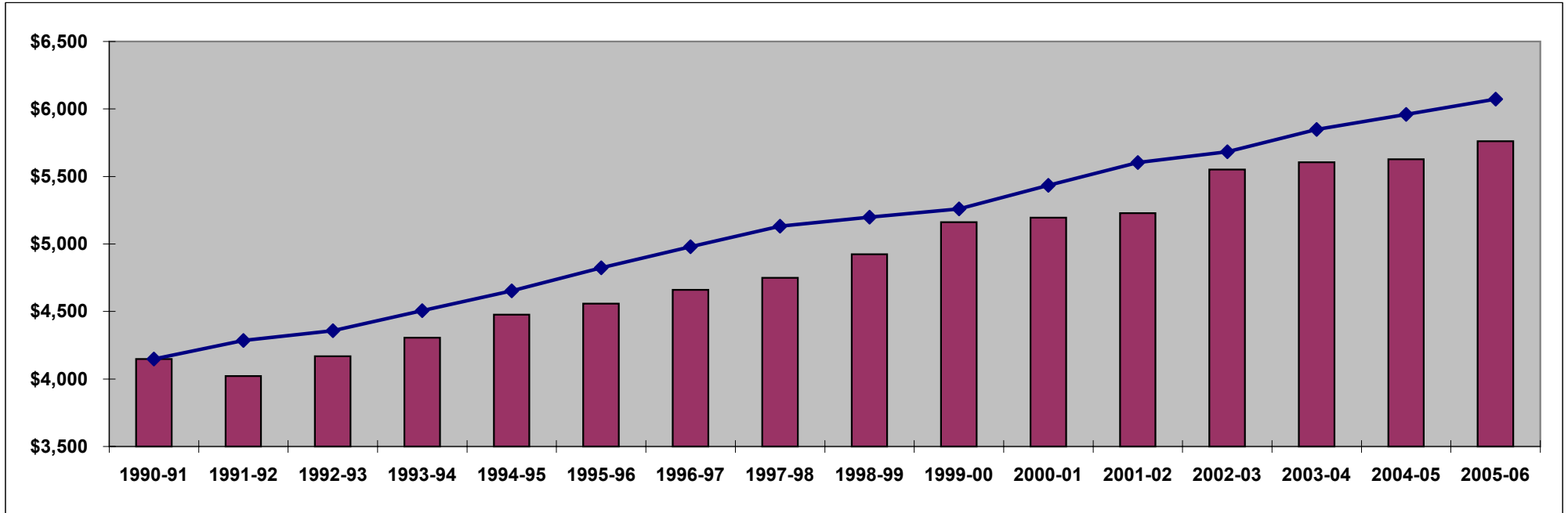
Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005		FY 2006	FY 2007
					FY 2005	FY2006 Elem.	FY2006 Sec.	FY2007 Sec.
M8	Tutorials offered: <ul style="list-style-type: none"> ▪ Saturday (MD, HS) ▪ After Athletic practices (HS) ▪ Before School (EL, MD, HS) ▪ After School (EL, MD, HS) ▪ Community Partnerships (EL, MD, HS) (AMFA 2.4, 3.2, 6.19)	# of tutorials offered as indicated /# of eligible schools	Alison Adler	Brenda Magee Area Supts. Alison Adler	FY 2005	FY2006 Elem.	FY2006 Sec.	FY2007 Sec.
					21%	Saturday 24%	Saturday 16%	
					75%	Athletic Practice N/A	Athletic Practice 78%	
					49%	Before School 28%	Before School 60%	
					89%	After School 94%	After School 87%	
					39%	Community Partnership: 37%	Community Partnerships 60%	
M9	Implement the zero based budget process	# of years of implementation of zero-based budgeting/total years of zero-basing plan	Mike Burke	Mike Burke	100%		100%	
M10	School Police personnel make-up should be in line with the student demographics of the District (AMFA 5.3)	Personnel demographics of school police/student demographics of the District	Jim Kelly	Jim Kelly	White	74%	73%	
					Black	19%	18%	
					Hispanic	6%	8%	
					Other	1%	1%	
M11	Cultural Sensitivity training should be completed by: <ul style="list-style-type: none"> ▪ School Police Officers ▪ Principals ▪ Assistant Principals ▪ Guidance Counselors ▪ Instructional Staff (AMFA 5.4, 6.17, 6.20)	# of employees receiving training/total # of employees	Ana Meehan	Steve Byrne	Average	83%	74%	
					School Police Officers	100%	100%	
					Principals	91%	99%	
					Assistant Principals	78%	85%	
					Guidance Counsel.	78%	84%	
					Instruct. Staff	70%	73%	
M12	African and African-American Studies Infusion Curriculum Training (ongoing) <ul style="list-style-type: none"> ▪ Principals ▪ Assistant Principals 	# of employees receiving training/total number of employees	Elizabeth Decker	Elizabeth Decker Debbye Raing	Average	40%	65%	
					Principals	82%	80%	
					Assistant Principals	59%	61%	
					Guidance Counsel.	54%	60%	

Step #	Action Step	Evidence of Completion	Program Development and Support	Compliance and Coaching	FY 2005		FY 2006	FY 2007
	<ul style="list-style-type: none"> ▪ Guidance Counselors ▪ Instructional Staff (AMFA 6.14, 6.15, 6.18)				Instruct. Staff	38%	61%	
M13	Monitor the number of new minority (Black, Hispanic, Asian) teachers hired (ongoing) (AMFA 6.2)	# of minority teachers hired by race/ # of teachers hired	Darron Davis	Darron Davis	Black	26%	19%	
					Hispanic		10%	
					Asian		2%	
M14	Report number of satisfactory evaluations of instructional staff	# of satisfactory evaluations of instructional staff/ # of instructional staff (by race)	Melinda Wong	Melinda Wong	Black	83%	99.84%	
					White	80%	99.86%	
					Hispanic	81%	99.66%	
					Asian	84%	100%	
M15	Schools will develop a quality School Improvement Plan (AMFA 8.2)	# of schools with quality plans/ number of schools (excluding first year schools)	Marc Baron	Denise Doyle	96%	100%		
M16	SAC membership will be consistent with school's student demographics	# of schools with representative SACS/ # of schools	Marc Baron	Denise Doyle	96%	100%		
M17	High schools will achieve continuing accreditation or candidacy	# of accredited high schools/ # of high schools	Marc Baron	Denise Doyle	91%	100%		

SECTION III

Budget and Resources

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA
16 Year History of Florida Education Finance Program (FEFP) Revenue
FEFP Revenue per Unweighted FTE vs. Inflation Since 1990-91



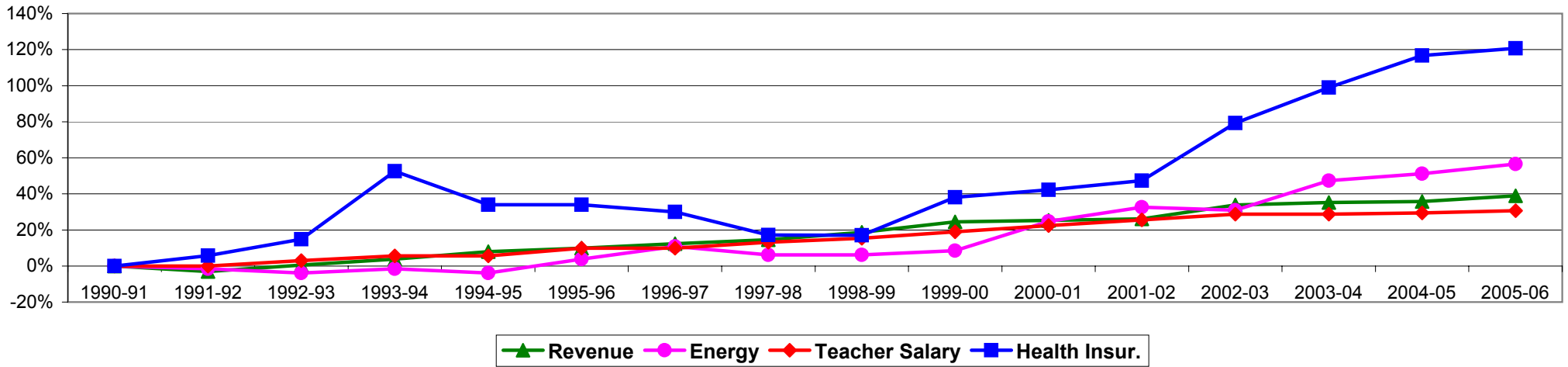
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Actual FEFP Revenue per Unwtd FTE:																
Actual *	\$4,147	\$4,021	\$4,169	\$4,305	\$4,476	\$4,559	\$4,660	\$4,749	\$4,923	\$5,162	\$5,195	\$5,228	\$5,551	\$5,796	\$6,021	\$6,358
														<i>Less: Amendment 9 - Class Size Reduction Unwtd FTE Funding</i>		
														\$191	\$393	\$597
														\$5,605	\$5,628	\$5,761
Revenue needed to keep pace with inflation since 1990-91:																
Inflation **	\$4,147	\$4,286	\$4,357	\$4,506	\$4,652	\$4,824	\$4,979	\$5,131	\$5,199	\$5,260	\$5,435	\$5,603	\$5,684	\$5,849	\$5,960	\$6,073
Funding Gap		(\$265)	(\$188)	(\$201)	(\$176)	(\$265)	(\$319)	(\$382)	(\$276)	(\$98)	(\$240)	(\$375)	(\$133)	(\$244)	(\$332)	(\$312)

* Reflects total potential FEFP funding (state & local) for K-12 students. Source is final FEFP calculations for each respective fiscal year.

** Inflation reflects the annual average increase in the Consumer Price Index for South Florida. Source is the U.S. Department of Labor.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, FLORIDA
16 Year History of Florida Education Finance Program (FEFP) Revenue
FEFP Revenue vs. Selected Expenses

Percentage Increase since 1990-91



	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Actual FEFP Revenue per Unwtd FTE:																
Actual (a)	\$4,147	\$4,021	\$4,169	\$4,305	\$4,476	\$4,559	\$4,660	\$4,749	\$4,923	\$5,162	\$5,195	\$5,228	\$5,551	\$5,605	\$5,628	\$5,761
Selected Expenses:																
Energy per Unwtd (b)	\$129	\$127	\$124	\$127	\$124	\$134	\$143	\$137	\$137	\$140	\$161	\$171	\$169	\$190	\$195	\$202
Teacher Salary (c)	\$33,600	\$33,600	\$34,608	\$35,500	\$35,500	\$36,920	\$36,920	\$38,028	\$38,789	\$39,953	\$41,151	\$42,180	\$43,235	\$43,252	\$43,468	\$43,898
Health Insurance (d)	\$2,538	\$2,684	\$2,914	\$3,872	\$3,400	\$3,400	\$3,300	\$2,973	\$2,970	\$3,505	\$3,610	\$3,740	\$4,550	\$5,050	\$5,500	\$5,600

(a) Reflects total potential FEFP funding (state & local) per K-12 unweighted FTE. Class Size Reduction funding has been excluded in FY04 & FY05 for comparative purposes.
 (b) Annual expenditure for electricity and fuel per K-12 unweighted FTE.
 (c) Annual base teacher salary for a teacher on step 10 (PSC Step 10).
 (d) Average annual cost of employee Health and Life Insurance.

General Fund Budget and Special Revenue

The District's General Fund budget and Special Revenue-Other (grants) have been broken down by functional area. The function code indicates the action or purpose for which a person or thing is used. This breakdown classifies the activities of the school district into broad areas consistent with the State's Financial and Program Cost Accounting and Reporting for Florida Schools ("Red Book"). Functional areas of the budget have been categorized into four major areas as follows:

Area	Description	SubFunction
Instruction	Instruction includes the activities dealing directly with the teaching of pupils or the interaction between teachers and pupils. Instruction is subdivided into Basic (K-12), Exceptional, Vocational-Technical, and Adult General.	<ul style="list-style-type: none"> ✓ Basic K-12 ✓ Exceptional Education ✓ ESOL ✓ Vocational and Adult Programs ✓ Other Instruction
Instructional Support Services	Support Services include Pupil Personnel Services, Instructional Media, Instruction and Curriculum Development Services, and Instructional Staff Training Services to facilitate and enhance instruction.	<ul style="list-style-type: none"> ✓ Guidance ✓ Instructional Media Services (Library) ✓ Instruction and Curriculum Development Services ✓ Instructional Staff Training Services ✓ Instruction Related Technology
General Support Services	Those activities regarding establishing policy, operating schools and the school district, and providing the essential facilities and services for the staff and pupils. This includes salaries and expenses for the Board, General Administration, School Administration, Facilities Acquisition and Construction, Fiscal Services, Food Services, Central Services, Pupil Transportation Services, Operation of Plant, and Maintenance of Plant.	<ul style="list-style-type: none"> ✓ Board of Education ✓ Board Support (Legal/Audit) ✓ General Administration ✓ School Administration ✓ Fiscal Services ✓ Personnel Services ✓ Data Processing Services ✓ Pupil Transportation ✓ Operation of Plant ✓ Security ✓ Maintenance ✓ Admin. Technology
Community Services	Community Services consist of those activities that are not directly related to providing education for pupils in a school district. These include non-instructional services provided by the school district for the community. For example, before and after-school care programs are budgeted within this functional area.	<ul style="list-style-type: none"> ✓ None

The following table provides a breakdown of the District's General Fund budget and Special Revenue-Other (grant) budget by function over a five-year period. FY 2002 through FY 2006 reflects the amended budget.

Budget by Functional Area

FY 2002 to FY 2006 (\$ in millions)

Func.	Function Description	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2005-06 % of Tot. GF Budget
		G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	
INSTRUCTION (Functions 5XXX):																	
5100	KINDERGARTEN	23.5	0.1	23.6	25.1	0.0	25.1	28.1	0.1	28.2	33.5	0.7	34.2	37.1	0.6	37.7	2.94%
5101	BASIC 1-3	73.4	0.2	73.6	75.7	0.0	75.7	88.7	0.0	88.7	102.9	0.0	102.9	115.1	0.0	115.1	9.12%
5102	BASIC 4-8	112.9	0.3	113.2	119.3	0.3	119.6	131.3	0.1	131.4	149.7	0.0	149.7	166.8	0.0	166.9	13.23%
5103	BASIC 9-12	87.9	0.1	88.0	92.4	0.0	92.4	107.2	0.1	107.3	119.6	0.2	119.9	133.7	0.1	133.8	10.60%
5106	K-1 AIDES	5.3	0.0	5.3	5.6	0.0	5.6	0.4	0.0	0.4	0.3	0.0	0.3	0.2	0.0	0.2	0.02%
5108	JR ROTC PROGRAM	1.4	0.0	1.4	1.4	0.0	1.4	1.5	0.0	1.5	1.8	0.0	1.8	1.8	0.0	1.8	0.14%
5110	7TH PERIOD PROG	10.9	0.0	10.9	11.4	0.0	11.4	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5114	FINE ARTS-ART	5.9	0.0	5.9	6.2	0.0	6.2	6.2	0.0	6.2	6.6	0.0	6.6	6.7	0.0	6.7	0.53%
5117	FINE ARTS-MUSIC	5.7	0.0	5.7	5.9	0.0	5.9	6.1	0.1	6.3	6.6	0.1	6.7	6.5	0.0	6.5	0.52%
5118	FINE ARTS-PHYSICAL EDUCATION	6.2	0.0	6.2	6.5	0.0	6.6	6.7	0.1	6.8	7.3	0.1	7.4	7.5	0.1	7.6	0.60%
5119	TEXTBOOKS	14.3	0.0	14.3	15.5	0.0	15.5	15.0	0.0	15.0	15.5	0.0	15.5	16.9	0.0	16.9	1.34%
5130	ESOL PROGRAM	43.7	1.6	45.3	47.2	0.7	47.9	45.2	0.5	45.6	52.8	0.3	53.2	54.0	0.1	54.1	4.28%
5205	SPEECH,LANGUAGE	10.8	0.0	10.8	10.7	0.0	10.7	10.5	0.0	10.5	11.4	0.0	11.4	11.7	0.0	11.7	0.93%
5206	HEARING IMPAIRED	1.2	0.0	1.2	1.3	0.0	1.3	1.3	0.0	1.3	1.5	0.0	1.5	1.4	0.0	1.4	0.11%
5207	VISION	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5	0.6	0.0	0.6	0.6	0.0	0.6	0.04%
5213	GIFTED	14.8	0.0	14.8	15.5	0.0	15.5	15.6	0.0	15.6	15.8	0.0	15.8	16.4	0.0	16.4	1.30%
5220	LOW INCIDENCE	6.2	0.0	6.2	6.7	0.0	6.7	7.5	0.0	7.5	10.2	0.0	10.2	11.3	0.0	11.3	0.89%
5221	VARYING EXCEPTIONALITIES	59.7	0.0	59.7	62.7	0.3	62.9	67.6	0.4	67.9	59.2	0.5	59.7	61.0	0.4	61.4	4.83%
5222	TEACHER LOW INCIDENCE/SPEECH	0.0	0.0	0.0	0.9	0.0	0.9	1.3	0.0	1.3	1.7	0.0	1.7	2.2	0.0	2.2	0.17%
5223	EMOTIONALLY HANDICAPPED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.8	0.0	7.8	7.5	0.0	7.5	0.59%
5224	TRAINABLE MENTALLY HANDICAPPED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.3	0.0	5.3	5.4	0.0	5.4	0.43%
5225	PRE K-ESE	7.4	0.0	7.4	5.8	0.0	5.8	5.5	0.0	5.5	6.4	0.0	6.4	6.3	0.0	6.3	0.50%
5226	PRE K-ESE SPEECH	0.0	0.0	0.0	2.1	0.0	2.1	2.8	0.0	2.8	3.0	0.0	3.0	3.0	0.0	3.0	0.24%
5250	EXCEPTIONAL STUDENT EDUCATION	0.6	11.4	12.0	0.3	17.4	17.7	0.2	18.4	18.6	0.2	20.7	20.9	0.2	25.6	25.8	0.01%
5300	VOCATIONAL 6-12	26.3	1.8	28.1	27.3	1.6	29.0	25.4	1.8	27.2	24.4	1.6	26.0	26.4	0.1	26.5	2.09%
5340	CONTINUING WORKFORCE ED	1.7	0.0	1.7	1.7	0.0	1.7	1.3	0.0	1.3	0.3	0.0	0.3	0.2	0.0	0.2	0.01%
5350	ADULT VOCATIONAL	0.6	0.1	0.7	0.5	0.7	1.2	0.1	0.7	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
5400	ADULT EDUCATION	7.6	3.4	11.0	7.9	3.7	11.6	8.3	2.8	11.1	10.1	3.9	14.0	10.1	3.8	14.0	0.80%
5450	ADULTS WITH DISABILITIES	1.5	0.0	1.5	1.5	0.0	1.5	1.7	0.0	1.7	1.5	0.0	1.5	1.5	0.0	1.5	0.12%
5500	PRE KINDERGARTEN	4.1	2.6	6.7	0.5	7.9	8.4	0.0	8.2	8.2	0.0	11.2	11.2	0.0	4.5	4.5	0.00%
5537	COMMUNITY SCH-FEE SUPPORTED	1.5	0.0	1.5	1.9	0.0	1.9	1.7	0.0	1.7	1.5	0.0	1.5	0.0	0.0	0.0	0.00%
5540	NON PUBLIC	0.0	0.3	0.3	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.6	0.6	0.0	0.0	0.0	0.00%
5600	GENERAL K-12 CLASSROOM SUP	59.5	23.6	83.1	66.8	28.1	94.9	105.6	26.7	132.4	92.5	26.4	118.8	115.3	26.3	141.6	9.14%
5610	SUBSTITUTES	9.5	0.0	9.5	12.0	0.0	12.0	12.0	0.0	12.0	13.5	0.0	13.5	8.8	0.0	8.9	0.70%
5615	SUPPLEMENTS	9.1	0.0	9.1	9.4	0.0	9.4	8.8	0.0	8.8	9.6	0.0	9.6	10.2	0.0	10.2	0.81%
5690	DISTRICT RESERVES/TERMINAL LEAVE	5.2	0.0	5.2	5.2	0.0	5.2	5.0	0.0	5.0	5.2	0.0	5.2	4.2	0.0	4.2	0.33%
5930	COMMUNITY SCH-FEE SUPPORTED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.0	1.2	0.09%
5940	NON-PUBLIC SCHOOL SUPPORT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8	0.00%
Sub-total Instruction		618.9	45.5	664.4	653.4	61.3	714.7	719.3	60.4	779.7	778.1	66.5	844.6	850.8	62.5	913.3	62.92%
INSTRUCTIONAL SUPPORT SERVICES (6XXX):																	
6110	ATTENDANCE & SOCIAL WORK	3.4	0.1	3.5	3.6	0.1	3.7	3.6	0.1	3.7	3.6	0.1	3.6	4.0	0.1	4.1	0.32%
6122	GUIDANCE COUNSELORS	20.6	2.8	23.4	21.2	2.9	24.2	20.7	2.8	23.5	22.6	3.0	25.6	23.1	3.6	26.7	3.66%
6123	ESOL GUIDANCE COUNSELORS	1.2	0.0	1.2	3.1	0.0	3.1	3.2	0.0	3.3	3.3	0.0	3.3	3.9	0.0	3.9	0.31%
6132	HEALTH SERVICES	1.1	1.6	2.7	1.2	2.8	4.0	1.4	2.6	4.0	1.7	3.1	4.8	2.0	3.4	5.4	0.32%
6142	PSYCHOLOGICAL SERVICES	4.7	1.4	6.1	5.1	1.1	6.3	5.5	1.0	6.5	5.7	1.2	6.9	6.0	1.1	7.1	0.48%
6150	PARENTAL INVOLVEMENT	0.0	2.3	2.3	0.0	2.6	2.6	0.1	2.5	2.6	0.1	2.2	2.2	0.1	3.0	3.1	0.01%

Budget by Functional Area

FY 2002 to FY 2006 (\$ in millions)

Func.	Function Description	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2005-06 % of Tot. GF Budget
		G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	G.F.	S.R.	Total	
6190	OTHER PUPIL PERSONNEL SERVICES	1.1	4.1	5.2	1.1	4.4	5.5	1.0	6.4	7.3	0.7	4.6	5.4	0.7	5.0	5.7	0.06%
6200	INSTRUCTIONAL MEDIA SERVICES	15.1	0.2	15.3	16.0	0.1	16.1	16.9	0.1	17.0	17.6	0.1	17.7	17.9	0.1	18.1	1.42%
6302	CURRICULUM DEVELOPMENT	15.7	3.7	19.4	15.9	5.6	21.5	13.3	7.9	21.3	8.9	7.3	16.2	10.5	10.9	21.3	1.66%
6303	ESE CONTACTS	9.3	4.8	14.1	10.2	5.2	15.4	9.7	7.7	17.4	9.5	10.2	19.7	8.3	12.7	21.0	0.66%
6304	ESOL CONTACTS	9.7	3.2	12.9	12.0	3.9	16.0	11.0	2.4	13.4	7.9	2.4	10.2	8.2	2.6	10.8	0.65%
6305	ALTERNATIVE ED CONTACT/SUPPORT	1.8	0.0	1.8	1.9	0.0	1.9	1.8	0.0	1.8	2.0	0.0	2.0	2.1	0.0	2.1	0.17%
6306	TECHNOLOGY SUPPORT	3.0	0.0	3.0	3.3	0.0	3.3	3.8	0.0	3.8	4.3	0.0	4.3	0.0	0.0	0.0	0.00%
6312	CRISIS INTERVENTION	0.0	0.0	0.0	0.0	0.0	0.0	0.4	3.0	3.3	0.1	3.4	3.5	0.1	3.6	3.6	0.01%
6402	INSTRUCTIONAL STAFF TRAINING	7.6	9.3	16.9	7.6	11.8	19.4	9.3	18.3	27.5	15.3	22.2	37.5	14.7	27.0	41.6	2.32%
6501	INSTRUCTION RELATED TECHNOLOGY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.8	0.4	5.2	0.38%
Sub-total Instructional Support		94.3	33.5	127.8	102.3	40.6	143.0	101.7	54.7	156.4	103.3	59.8	163.1	106.3	73.4	179.7	7.86%
GENERAL SUPPORT (Functions 7XXX-8XXX)																	
7101	BOARD MEMBERS	0.4	0.0	0.4	0.4	0.0	0.4	0.4	0.0	0.4	0.4	0.0	0.4	0.4	0.0	0.4	0.03%
7115	BOARD SUPPORT	5.1	0.0	5.1	5.3	0.0	5.3	4.5	0.0	4.5	4.5	0.0	4.5	4.7	0.0	4.7	0.37%
7200	GENERAL ADMINISTRATION	7.1	3.2	10.3	7.3	3.4	10.7	7.3	3.7	11.0	7.5	3.4	10.9	7.3	3.9	11.1	0.58%
7300	SCHOOL ADMINISTRATION	67.0	0.9	67.9	73.3	1.2	74.4	80.2	1.6	81.8	84.2	1.3	85.5	96.1	0.9	97.0	7.62%
7410	FACILITY ACQUISITION & CONSTR.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0	1.1	0.09%
7450	BLDG REMODEL/REPAIR/MAINT	1.2	0.3	1.5	1.2	0.6	1.8	0.6	0.8	1.3	0.6	0.5	1.0	0.6	0.2	0.7	0.04%
7500	FISCAL SERVICES	4.5	0.1	4.6	4.9	0.1	5.0	4.8	0.3	5.1	4.5	0.2	4.7	4.5	0.1	4.6	0.36%
7710	PLAN/RESEARCH/DEVELOP/EVAL.	1.4	0.0	1.4	1.6	0.0	1.6	1.9	0.0	1.9	2.2	0.1	2.4	2.7	0.1	2.8	0.22%
7720	PUBLIC INFORMATION	1.0	0.0	1.0	0.9	0.0	0.9	0.9	0.0	0.9	1.0	0.0	1.0	1.0	0.0	1.0	0.08%
7731	PERSONNEL SERVICES	4.3	0.0	4.3	4.5	0.2	4.7	4.7	2.5	7.2	4.6	2.6	7.2	4.8	2.2	7.0	0.38%
7732	NON-INSTRUCT STAFF TRAINING	0.1	1.1	1.2	0.1	1.1	1.2	0.1	0.5	0.7	0.2	0.4	0.6	0.2	0.4	0.6	0.01%
7750	DATA PROCESSING SERVICES	6.4	0.0	6.4	6.1	0.0	6.1	5.7	0.0	5.7	6.3	0.0	6.3	0.0	0.0	0.0	0.00%
7760	INTERNAL SERVICES	4.6	0.0	4.6	5.3	0.0	5.3	5.4	0.0	5.4	5.5	0.0	5.5	5.4	0.0	5.4	0.43%
7790	OTHER CENTRAL SERVICES	1.7	0.0	1.7	1.1	0.0	1.1	0.9	0.0	0.9	0.5	0.0	0.5	(0.1)	0.0	(0.1)	0.00%
7801	TRANSPORTATION ADMINISTRATION	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5	0.5	0.0	0.5	0.04%
7802	STUDENT TRANSPORTATION	30.1	0.0	30.1	32.0	0.2	32.2	35.9	1.5	37.4	39.5	3.1	42.6	38.8	4.9	43.7	3.07%
7803	FIELD/ACTIVITY TRIPS	0.3	0.3	0.6	0.3	0.2	0.5	0.4	0.3	0.6	0.3	0.3	0.6	0.3	0.2	0.5	0.02%
7902	OPERATION OF PLANT	46.6	0.2	46.8	49.9	0.2	50.1	52.3	0.2	52.4	57.8	0.2	58.0	62.1	0.1	62.1	9.84%
7903	UTILITIES	34.5	0.0	34.5	35.6	0.0	35.6	38.7	0.0	38.7	39.5	0.0	39.5	43.4	0.0	43.4	3.44%
7922	SECURITY	9.6	7.5	17.1	9.8	6.8	16.6	10.6	5.5	16.1	13.2	5.1	18.4	12.4	3.6	15.9	1.96%
8102	MAINTENANCE	20.0	0.0	20.0	32.9	0.1	33.0	34.2	0.1	34.3	49.8	0.1	49.9	40.4	0.1	40.5	6.40%
8201	ADMN. TECHNOLOGY SERV.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.6	0.0	5.6	0.44%
9200	DEBT SERVICES - TANS	1.7	0.0	1.7	0.9	0.0	0.9	0.5	0.0	0.5	0.8	0.0	0.8	1.1	0.0	1.1	0.08%
9700	TRANSFERS	0.1	0.3	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00%
Sub-total General Support		248.2	13.9	262.1	273.7	14.0	287.8	290.5	16.9	307.3	323.4	17.4	340.8	333.2	16.7	349.8	24.64%
9110	COMMUNITY SERVICES	23.7	46.8	70.5	23.3	9.1	32.3	23.2	8.8	32.0	24.9	7.7	32.7	22.6	5.4	28.0	1.67%
4900	CONTINGENCY RESERVE	29.3	0.0	29.3	31.6	0.0	31.6	31.6	0.0	31.6	31.6	0.0	31.6	39.4	0.0	39.4	2.91%
TOTAL BUDGET		1,014.4	139.7	1,154.1	1,084.3	125.0	1,209.3	1,166.3	140.8	1,307.1	1,261.4	151.4	1,412.8	1,352.2	158.0	1,510.2	100.00%

G.F. = General Fund

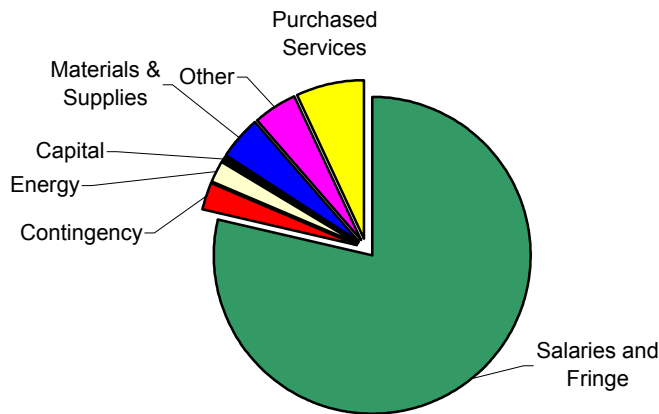
S.R. = Special Revenue

FY 2006 General Fund and Special Revenue - Other Budget by Organizational Area

The table on the following page provides a complete breakdown of the District's FY 2006 General Fund Operating budget. The General Fund budget accounts for the day-to-day operations of school centers, area offices, and central offices. Included are the costs for employee salaries, fringe benefits, textbooks, supplies, equipment, utilities, and other expenses for the direct operation of the District. This analysis indicates the \$1.35 billion budget by school level and organizational support area. Department budgets are summarized by division. School budgets comprise approximately 73.8% of the operating budget. Departments and county-wide costs account for the remaining 13.2% and 13.0% respectively. Percentages of the total general fund budget by area are provided throughout this analysis.

A chart breaking down the operating budget by object is also provided below. The object code identifies the service or commodity being obtained as the result of a specific expenditure. The budget consists of the following seven major object categories: Salaries, Employee Benefits, Purchased Services, Energy, Materials and Supplies, Equipment, and Other Expenses. It is important to note that salaries and employee benefits represent 77% of the total General Fund budget.

The Special Revenue-Other Fund is used to account for the proceeds of specific revenue sources that are legally restricted or committed to expenditures for specific purposes. Revenue for this fund is primarily from federal sources and is to provide for specific educational programs administered by the District. The total Special Revenue-Other (grant) budget of \$158 million is also shown by school and division level for informational purposes.



Budget by Object	G.F. Budget	%
Salaries and Benefits	1,046,862,938	77%
Purchased Services	113,937,829	8%
Energy Services	38,482,568	3%
Materials & Supplies	60,960,585	5%
Capital Equipment	4,664,738	0%
Other Expenses	47,912,169	4%
Contingency	39,400,000	3%
TOTAL BUDGET	1,352,220,827	100%

THE SCHOOL DISTRICT OF PALM BEACH COUNTY FLORIDA
FY 2006 General Fund and Special Revenue- Other Budget by Organizational Area

GENERAL FUND AND
 SPECIAL REVENUE
 BUDGETS AS OF:
 Budget Adoption 9-14-05

SCHOOL BUDGETS BY LEVEL

State Function	Description	Elem.	Middle	High	Adult Educ.	Comm.	Altern. Educ.	ESE Cntrs.	Charter Schools	SACC	Sub-Total Schools
5000	Instructional Services	351,846,231	150,440,282	194,275,913	9,698,632	1,131,571	18,987,346	8,205,075	49,945,382	0	784,530,432
6100	Pupil Personnel Services	11,634,698	6,425,038	10,418,139	176,610	0	818,339	289,714	0	0	29,762,538
6200	Instructional Media Services	8,725,017	2,890,627	3,610,008	11,131	0	110,388	119,756	0	0	15,466,927
6300	Instructional & Curriculum Dev.	7,334,886	2,884,055	2,557,394	0	0	576,981	11,945	0	0	13,365,261
6400	Instructional Staff Training	6,576,182	1,292,803	706,474	800	0	98	0	57,209	0	8,633,566
6500	Instruction Related Technology	3,612,551	219,173	361,218	0	0	32,137	42,093	0	0	4,267,172
7100	Board of Education	0	0	0	0	0	0	0	0	0	0
7200	General Administration	0	0	0	0	0	0	0	0	0	0
7300	School Administration	35,300,247	19,613,949	21,157,707	3,826,418	0	2,001,845	750,774	0	0	82,650,940
7400	Facilities Acquisition & Constr.	419	4,733	21,707	0	0	0	0	0	0	26,859
7500	Fiscal Services	0	0	0	0	0	0	0	0	0	0
7600	Food Services	0	0	0	0	0	0	0	0	0	0
7700	Central Services	0	200	0	0	0	0	0	0	0	200
7800	Transportation Services	6,907	4,381	69,750	0	0	0	2,714	0	0	83,752
7900	Operation of Plant	16,621,640	9,651,906	12,172,296	200,796	0	685,954	368,140	0	0	39,700,732
8100	Maintenance of Plant	105	0	3,062	2,000	0	550	0	0	0	5,717
9100	Community Services	3,977	287,030	71,462	0	0	46,108	41,600	0	19,062,026	19,512,203
9200	Debt Service	0	0	0	0	0	0	0	0	0	0
9700	Transfers	0	0	0	0	0	0	0	0	0	0
4900	Contingency	0	0	0	0	0	0	0	0	0	0
Total General Fund Budget		441,662,860	193,714,177	245,425,130	13,916,387	1,131,571	23,259,746	9,831,811	50,002,591	19,062,026	998,006,299
Percentage of Gen Fund		32.66%	14.33%	18.15%	1.03%	0.08%	1.72%	0.73%	3.70%	1.41%	73.80%

Legend of Budget Color Codes:	
Green	School Budgets in Total
Gray	Department Budgets in Total
Color Codes for Functional Areas of Budget:	
Yellow	Direct Classroom Instruction
Lime	Instructional Support Services
Purple	General Support Services
White	Community Services, Contingency, Other
Grant Funding:	
Orange	Special Revenue-Other (Grants)

Special Rev.-Other (Grants)	27,514,707	9,999,434	11,002,266	89,590		1,474,376	2,985,715	4,481,934		57,548,022
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From Above

State Function	Description	DEPARTMENT BUDGETS BY DIVISION												Sub-Total Depart.	County Wide Costs	TOTAL GEN. FUND BUDGET	% of GEN. FUND BUDGET		
		SCHOOLS		Academics						Operations									
		Total School Budgets	Governance	Board & Supt.	C.A.O. & Area Supt.	Quality Assurance	Curric. & Instruction	Safety & Learn. Env.	Performance Account.	Human Resources	C.O.O. / Labor Rel.	Financial Mngt.	Facilities Mngt.					Info. Tech.	Transp./ Police
5000	Instructional Services	784,530,432	0	0	49,308	7,951,048	3,128,676	264,715	299,200	0	1,056	0	0	7,911	0	11,701,914	54,491,818	850,724,164	62.91%
6100	Pupil Personnel Services	29,762,538	0	0	43,449	6,681,234	827,916	2,424,021	0	0	0	0	0	0	0	9,976,620	43,442	39,782,600	2.94%
6200	Instructional Media Services	15,466,927	0	0	270	5,611	699,025	667,360	0	760	0	0	0	0	0	1,373,026	1,084,786	17,924,739	1.33%
6300	Instructional & Curriculum Dev.	13,365,261	0	0	2,219,737	3,954,509	7,769,955	320,975	96,016	0	0	0	0	0	0	14,361,192	1,370,198	29,096,651	2.15%
6400	Instructional Staff Training	8,633,566	0	0	317,918	23,977	1,648,393	1,118,386	201,333	2,355,374	0	0	0	0	0	5,665,381	365,741	14,664,688	1.08%
6500	Instruction Related Technology	4,267,172	0	0	0	0	0	0	555,461	0	0	0	0	0	0	555,461	0	4,822,633	0.36%
7100	Board of Education	0	4,506,094	0	0	0	0	0	0	0	0	0	0	0	0	4,506,094	605,000	5,111,094	0.38%
7200	General Administration	0	465,166	1,739,885	476,581	182,427	469,478	0	1,088,788	912,160	880,223	0	0	0	0	6,214,708	1,039,021	7,253,729	0.54%
7300	School Administration	82,650,940	0	0	72,008	294,896	0	0	0	1,594	0	0	0	0	0	511,622	12,980,282	96,142,844	7.11%
7400	Facilities Acquisition & Constr.	26,859	0	0	0	1,123,999	0	0	0	0	0	0	0	0	58,431	1,648,561	0	1,675,420	0.12%
7500	Fiscal Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4,417,756	118,000	4,535,756	0.34%
7600	Food Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
7700	Central Services	200	223,550	827,813	2,200	555,354	0	2,175,199	4,262,540	334,459	3,088,545	0	66,835	164,519	11,701,014	2,331,044	14,032,258	1.04%	
7800	Transportation Services	83,752	0	0	0	168,370	9,696	0	0	0	0	0	0	39,075,348	39,253,414	229,999	39,567,165	2.93%	
7900	Operation of Plant	39,700,732	0	0	50	857	45,876	36,615	0	0	1,555,233	10,800,213	441,145	8,164,961	21,044,950	57,081,893	117,827,575	8.71%	
8100	Maintenance of Plant	5,717	198	0	8,000	6,350	31,262	17,192	37,000	0	1,958	33,075,859	2,850,766	1,811,807	37,840,392	2,552,471	40,398,580	2.99%	
8200	Admn. Technology Services	0	0	0	0	0	0	0	0	0	0	0	5,552,628	0	5,552,628	0	5,552,628	0.41%	
9100	Community Services	19,512,203	0	0	2,588	48,027	484,318	966,842	0	156,245	0	9,119	0	43,199	1,710,338	1,422,275	22,644,816	1.67%	
9200	Debt Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,063,488	1,063,488	0.08%
9700	Transfers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
4900	Contingency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39,400,000	39,400,000	2.91%
Total General Fund Budget		998,006,299	5,195,008	5,273,026	20,570,939	15,516,660	6,309,350	3,344,401	7,746,056	1,403,920	10,086,839	44,351,322	8,919,285	49,318,265	178,035,071	176,179,458	1,352,220,828	100.00%	
Percentage of Gen. Fund		73.80%	0.38%	0.39%	1.52%	1.15%	0.47%	0.25%	0.57%	0.10%	0.75%	3.28%	0.66%	3.65%	13.17%	13.03%	100.00%		

Special Rev.-Other (Grants)	57,548,022		332,479	32,519,923	46,542,127	12,681,091	107,356	3,117,872			107,137	4,084,591		99,492,576	989,234	158,029,832
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Total Gen. Fund. & Spc. Rev.	1,055,554,321	5,195,008	5,605,505	53,090,862	62,058,787	18,990,441	3,451,757	10,863,928	1,403,920	10,086,839	44,351,322	9,026,422	53,402,856	277,527,647	177,168,692	1,510,250,660
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Local Board Initiatives General Fund Budget

Education funding in the State of Florida has not kept pace with inflation over the past 16 years. Each year, student enrollment growth consumes the majority of limited additional resources received by the District. This pattern is expected to continue into the foreseeable future.

If the District's Academic Business Plan is to include new or expanded programs, a redeployment of District resources will be necessary. Therefore, every plan to add or expand a program must be accompanied with an offsetting program reduction.

The list below reflects programs within the General Fund budget which are beyond the base school allocations. These areas of the budget offer the greatest flexibility to enact change. Included in this list is the state categorical for class size reduction (highlighted in **blue**). Although this categorical is a result of a Constitutional amendment to reduce class size and not a local initiative, it is has been included below because of its impact on the budget. Class Size Reduction and student growth continue to consume any additional operating revenue received by the School District each year. This categorical more than doubled as the District is required to reduce class size averages by an additional two students for the 2005-2006 school year. Over 1,500 teachers have been added over the past three years to meet State Class Size Reduction requirements. Initiatives highlighted in **pink** reflect programs tied to State mandated efforts. The remaining initiatives (highlighted in **tan**) are currently projected to continue at their present level of service.

If current FEFP revenue trends continue, additional budget reductions to **remaining program initiatives** may be necessary to balance subsequent budgets.

Project	Categorical	2001-02	2002-03	2003-04	2004-05	2005-06
4011	Class Size Reduction	0	0	32,155,110	68,340,086	106,667,754
4024	In-School Suspension	0	1,423,548	1,838,347	1,827,270	1,766,279
4025	SAI Tchrs/Tutorial (01-02)	8,460,077	7,294,408	8,922,493	8,424,492	8,677,388
4026	SAI - Pass Tutorial Program	0	1,415,785	1,220,940	1,337,145	1,312,003
4030	Magnet	15,191,034	15,010,716	14,002,572	14,756,819	14,913,917
4034	Innov. Options Prog.	165,801	326,585	331,369	0	0
4037	Well. HS Arts Prg	29,262	33,631	38,232	38,232	38,556
4039	WICAT Prg*	525,057	550,253	42,662	0	0
4063	Middle Schl Reading	1,504,833	1,603,803	1,684,939	1,941,859	2,044,730
4064	K-2 Reading	7,275,148	8,726,312	8,693,291	5,180,026	4,776,968
4066	K-9 Algebra	8,297,917	6,543,760	6,361,663	6,653,787	5,185,440
9376	Summer School	5,827,840	4,114,400	1,525,477	4,582,555	4,536,497
Sub-Total Categoricals		47,276,969	47,043,201	76,817,095	113,082,271	149,919,532

Other Initiatives budgeted within regular school budgets:

Func.	Program	2001-02	2002-03	2003-04	2004-05	2005-06
5106	K-1 Primary Paraprofessionals*	5,299,537	5,629,237	0	0	0
5108	Jr. ROTC Program	1,391,327	1,432,886	1,533,771	1,716,553	1,320,224
5110	7th Period Program*	10,884,411	11,390,434	129,266	0	0
5114	Elem. Fine Arts Teachers	5,915,718	6,194,714	6,151,482	6,609,657	6,570,155
5117	Elem. Music Teachers	5,736,203	5,925,021	6,133,911	6,592,643	6,471,533
5118	Elem. PE Teachers	6,151,815	6,541,857	6,723,317	7,316,290	7,538,120
n/a	Ext. Day at Glades Elem Schools (4)	602,577	609,791	605,862	744,650	774,436
Sub-total		35,981,588	37,723,940	21,277,609	22,979,793	22,674,468
Total Local Initiatives (incl. CSR)		83,258,557	84,767,141	98,094,704	136,062,064	172,594,000

* District funded primary paraprofessionals, WICAT program at W.T. Dwyer, and Seventh Period Teachers were eliminated in FY2004.

APPENDIX A

ACHIEVEMENT MATTERS FOR ALL

ACHIEVEMENT MATTERS FOR ALL
CORE STRATEGIES

State Goal 1 - Readiness to Start School

Priority Action Step 1.1	Develop and disseminate to district and community prekindergarten programs, curriculum benchmarks in Reading and Mathematics that students must accomplish to be successful in kindergarten.
Priority Action Step 1.2	Establish Early Childhood Education Programs, including adult and family literacy as well as parenting skills, for parents to assist them in preparing their children for success in kindergarten.
Priority Action Step 1.3	Monitor student progress in Grades K-2 through pre and post assessments.
Priority Action Step 1.4	Expand academic improvement plans to include students not achieving benchmarks.
Priority Action Step 1.5	Reduce teacher-pupil ratio for reading instruction in grades K-2.
Priority Action Step 1.6	Develop District report card that identifies student progress toward grade level expectations.

State Goal 2 - Graduation Rate and Readiness for Post Secondary Education and Employment

Priority Action Step 2.1	Provide intervention programs in grades 9-12 for underachieving students to ensure all students graduate reading on grade level.
Priority Action Step 2.2	Provide support for students to obtain and maintain at least a 2.0 grade point average.
Priority Action Step 2.3	Administer the PSAT to all tenth graders.
Priority Action Step 2.4	Provide tutorial sessions as a part of athletic practices.
Priority Action Step 2.5	Offer SAT preparation opportunities for all students.
Priority Action Step 2.6	Develop a directory of scholarship contacts.
Priority Action Step 2.7	Update the scholarship data form to include disaggregated data by race/ethnicity and free and reduced lunch.
Priority Action Step 2.8	Develop a "model" course of studies to enable students to qualify for Florida Bright Futures scholarships and Gold Seal scholarships.
Priority Action Step 2.9	Develop survey on college readiness for athletes.
Priority Action Step 2.10	Provide intensive FCAT preparation for high school students.

State Goal 3 - Student Performance

Priority Action Step 3.1	Draft amendment to agreement with Office for Civil Rights that focuses on district move toward student achievement instead of current policies and practices to racially balance schools.
Priority Action Step 3.2	Expand after school tutorials to target (underachieving) students that support improving student performance on CTBS, FCAT, Florida Writes, and HSCT.
Priority Action Step 3.3	Develop/Disseminate grade level expectations in reading, writing, mathematics, science, and social studies for grades K-12.
Priority Action Step 3.4	Align instructional materials to curriculum expectations.

ACHIEVEMENT MATTERS FOR ALL
CORE STRATEGIES

State Goal 3 - Student Performance *continued*

- Priority Action Step 3.5 Develop K-12 comprehensive programs in close-to-home schools with theme programs that include IB level standards and expectations throughout the curriculum.
- Priority Action Step 3.6 Provide training on FCAT for teachers.

State Goal 4 - Learning Environment

- Priority Action Step 4.1 Provide current adequate and equitable computer hardware and software, instructional materials, and supplies for the education of all children.
- Priority Action Step 4.2 Request that the Florida Department of Education conduct school climate audits that include racial/ethnic intergroup relations.
- Priority Action Step 4.3 Establish cultural affairs offices in schools.

State Goal 5 - School Safety and Environment

- Priority Action Step 5.1 Conduct safety audits in collaboration with School Police and local police agencies.
- Priority Action Step 5.2 Expand alternative education placements for students to continue their education.
- Priority Action Step 5.3 Increase hiring of Black Police Officers.
- Priority Action Step 5.4 Provide cultural sensitivity training annually for all School Police staff.

State Goal 6 - Teachers and Staff

- Priority Action Step 6.1 Send recruitment specialists and community members, especially alumni, to the historically Black Colleges and Universities to recruit. Recruitment specialists must be given authority to offer contracts on the spot to perspective teachers. Reports regarding the success of each recruitment trip will be submitted within 2 weeks and follow up on a semester basis to include personal contact with each recruit to determine why they did or did not come to Palm Beach County.
- Priority Action Step 6.2 Monitor Black teacher recruitment and retention every semester.
- Priority Action Step 6.3 Partner with community groups to provide housing options for interns and new hires.
- Priority Action Step 6.4 Identify Black college students from Palm Beach County that are majoring in education and actively recruit them to return home to teach, including but not limited to arranging internship and mentors.
- Priority Action Step 6.5 Provide mentoring and post graduate support and follow up for new teachers similar to that provided to FAMU graduates by FAMU.
- Priority Action Step 6.6 Create and present teacher survival workshops for a target audience of new Black teachers.
- Priority Action Step 6.7 Provide Incentives, including pay, for experienced teachers to teach in classrooms at underachieving schools, similar to that in place for Glades area schools.
- Priority Action Step 6.8 Provide incentives, including pay, for certified teachers for Emotionally Handicapped students.
- Priority Action Step 6.9 Provide incentives, including pay, to all staff at schools that improve general academic performance for each group (Black, Hispanic, free and reduced lunch, ESE) by a predetermined amount.

ACHIEVEMENT MATTERS FOR ALL
CORE STRATEGIES

State Goal 6 - Teachers and Staff *(continued)*

- Priority Action Step 6.10 **Actively recruit Black students for the Teachers Academy. Include information about specialties within teaching (some have a significant pay differential).**
- Priority Action Step 6.11 **Actively recruit Black teachers, “eligible for certification” who can bring more enthusiasm, caring attitude, knowledge and expertise into the classroom.**
- Priority Action Step 6.12 **Actively recruit Black teachers who are “qualified but not certified” for specialty areas, e.g., Artist in Residence and Second Chance Schools.**
- Priority Action Step 6.13 **Provide programs for Black teachers eligible to become certified in special needs areas (not tuition reimbursement).**
- Priority Action Step 6.14 **All teachers be retaught: How to teach all learning styles, the eight levels of thinking/intelligences, and taught how to apply it in the classroom, Urban education training, and the African and African-American Curriculum.**
- Priority Action Step 6.15 **All Principals and Curriculum Assistant Principals must undergo the full day training in the African and African American Curriculum.**
- Priority Action Step 6.16 **Develop career path options to encourage Black teachers to become “Master Teacher” and/or seek administrative positions.**
- Priority Action Step 6.17 **All principals and curriculum assistant principals must undergo the full day cultural sensitivity training.**
- Priority Action Step 6.18 **All instructional, guidance, and police staff must complete the full day training in the African and African American Curriculum.**
- Priority Action Step 6.19 **Expand afterschool tutorials for (underachieving) students. These programs will include a skills portfolio and assessment of each child’s deficiencies with targeted instruction as well as critical thinking through literature.**
- Priority Action Step 6.20 **All instructional, guidance, and school police staff must complete full day cultural sensitivity training.**

State Goal 7 - Adult Literacy

- Priority Action Step 7.1 **Identify, expand, and communicate adult and family literacy programs.**
- Priority Action Step 7.2 **Conduct adult education classes in informal settings as well as day care centers and community centers in African-American Communities.**

State Goal 8 - Parental Involvement

- Priority Action Step 8.1 **Convert the grade level expectations/curriculum benchmarks from the Sunshine State Standards checklist to easy to understand language to be completed by teachers and attached to each progress report and report card grades K-12.**
- Priority Action Step 8.2 **Establish an adhoc committee to develop clear policies and procedures as they relate to SACs.**
- Priority Action Step 8.3 **Provide professional development for teachers on encouraging and using parental involvement.**
- Priority Action Step 8.4 **List SAC meeting dates, times and locations in the press including the African–American and Hispanic media.**
- Priority Action Step 8.5 **Create comprehensive budget reports for parents in user-friendly format that include funds raised at schools.**

APPENDIX B

ACRONYMS

ACRONYMS

AAA	Accelerated Academic Achievement
AIP	Academic Improvement Plan
AMFA	Achievement Matters for All
BEL	Building Essential Literacy
EDL	Educational Developmental Laboratories
EDW	Educational Data Warehouse
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
ESP	Educator Support Program
FAN	Family Action Network
FCAT	Florida Comprehensive Assessment Test
FDOE	Florida Department of Education
FEFP	Florida Education Finance Program
FRL	Free and Reduced Lunch
FTE	Full Time Equivalent
GED	General Education Development
GLEs	Grade Level Expectations
IB	International Baccalaureate
IDW	Interim Data Warehouse
IEP	Individual Education Plan
LEP	Limited English Proficient
NCLB	No Child Left Behind
NMSQT	National Merit Scholarship Qualifying Test
NRT	Norm-Referenced Test
OPPAGA	Office of Program Policy Analysis and Government Accountability
PNP	Preparing New Principals
PSAT	Preliminary SAT
RRR	Reading Running Records
SAC	School Advisory Council
SACR	School Advisory Council Report
SAI	Supplemental Academic Instruction
SiP	Standards in Practice
SPAR	School Public Accountability Report
SRI	Scholastic Reading Inventory
SSCA	Single School Culture for Academics
SSS	Sunshine State Standards
VIPS	Volunteer in Public Schools

APPENDIX C

ACADEMIC TRAINING MATRICES

TRAINING MATRIX

Alternative Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Alternative Education Procedures SY2006	Elementary, Middle and High Alternative Ed Contacts		X	
Developing, Writing and Implementing Behavioral Interventions	Elementary, Middle and High Alternative Ed Contacts		X	

TRAINING MATRIX Charter Schools

Training Description	Audience	Mandatory	Strongly Recommended	Optional
SRI, AIP, ISSP, ESE updates	Charter School Principals		X	
Fingerprinting and Background Check	Charter School Principals		X	
SRI Testing, Reading Counts	Charter School Principals		X	
ESE Contact Meeting	ESE Contact Charter School		X	
CIDPS Training	Charter School Principals		X	
K-12 Social Studies	Charter School Principals		X	
Title I	Charter School Principals		X	
Financial Workshop	Charter School Principals		X	
Reading	Charter School Principals		X	
ESE Contact Meeting	ESE Contact Charter School		X	
Assessment	Charter School Principals		X	
ESE Contact Meeting	ESE Contact Charter School		X	
Content Literacy	Charter School Principals		X	
ESE Contact Meeting	ESE Contact Charter School		X	
Reading, Elementary	Charter School Principals		X	
Reading First	Charter School Principals		X	
ESE Contact Meeting	ESE Contact Charter School		X	
Reading recovery Program	Charter School Principals		X	
ESE Contact Meeting	ESE Contact Charter School		X	
Reading / Math, Elementary	Charter School Principals		X	

TRAINING MATRIX

Choice Programs and School Choice

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Team Approach to Creating Small Learning Communities	Secondary High School Staff		X	
Accounting Workshop	High School Business Teachers		X	
DCT Workshop	High School DCT Teachers		X	
CTSO Managemnet & Implementation	High School Business Teachers		X	
Strategies for Special Needs Students in CTE areas	High School CTE Teachers		X	
Technical Updates for Health Science Programs	High School Health Science Teachers		X	
Technical Updates on equip., fixtures & computers	H.S. Bus.Tech., Divers. & Marketing Teachers		X	
Improving Skills of Perf.Based Vocational Instructors	H.S. Voc.Ed Teachers		X	
Updating Skills of Teacher Ed Career Acad. Programs	H.S. Teacher Ed. Teachers		X	
Foundations of Professional Learning Communities	H.S. Career Ed Teachers		X	

TRAINING MATRIX

Early Childhood Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
West Ed - PITC Training CA	2 - Resource Teachers	X		
Drug and Alcohol Free Workplace	ECE Managers	X		
Leadership Training	ECE Managers	X		
Early Childhood Enviromental Rating Scale	Resource Teachers	X		
West Ed - Local Training	Resource Teachers	X		
Touchpoints - Brazelton	Resource Teachers			X
Basic Supervisory Skills	1 - Team Leader	X		
Managing & Supervising People	3 - Team Leaders	X		
Infant/Toddler Environmental Rating Scale	Resource Teachers	X		
High/Scope Overview	Resource Teachers	X		
High/Scope PCC	Resource Teachers	X		
Growing Readers	Resource Teachers	X		
The Pedagogy of Listening - Reggio	Resource Teachers			X
ECERS.ITERS Training NC	Resource Teachers	X		
Advanced High/Scope Training	Resource Teachers	X		
Small Group Emphasis on Math, Language & Literacy	CDAs I & II			X
Plan-Do- Review	CDAs I & II			X
Adult/Child Interaction	CDAs I & II			X

TRAINING MATRIX Educational Technology

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Tech Ambassadors - NCLB:EETT Grant	Elementary Teachers Selected as a Tech Ambassadors		X	
Project SMaRT - NCLB:EETT Grant	Secondary Science, Math and Reading Lead Teacher		X	
Tech Conference	ALL		X	
Riverdeep	Secondary Math Teachers		X	
Riverdeep DS School Within a School K-1 Reading	For K-1 teachers designated as School Within a School teachers		X	
Riverdeep DS School Within a School 2-3 Reading	For 2-3 teachers designated as School Within a School teachers		X	
Reading for Meaning/LA Learning Tools for 4-5 School Within a School Teachers	For 4-5 teachers designated as School Within a School teachers		X	
Riverdeep DS School Within a School K-1 Math	For K-1 teachers designated as School Within a School teachers		X	
Riverdeep DS School Within a School 2-3 Math	For 2-3 teachers designated as School Within a School teachers		X	
Riverdeep DS School Within a School 4-5 Math	For 4-5 teachers designated as School Within a School teachers		X	
Riverdeep	New ITSAs - training on Destination Success, technical perspective		X	
Riverdeep	School Within a School - Assistant Principals		X	

Training Matrix Elementary Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Reading Recovery Continuing Contact	Trained Reading Rec.	X		
Reading Recovery Training Classes	Teachers in training	X		
The Power of Fluency in Comprehension	2nd Grade Classroom, ESE, ESOL	X		
Integrating Science Literacy*	All Schools		X	
Intermediate Matter and Energy Science Workshop	Teachers Grades 3-5			X
Primary Matter and Energy Science Workshop	Teachers Grades K-2			X
AAA Science Content Training	AAA Schools, Science Coaches	X		
Intermediate Force and Motion Science Workshop	Teachers Grades 3-5			X
Primary Force and Motion Science Workshop	Teachers Grades K-2			X
Intermediate Earth and Space Science Workshop	Teachers Grades 3-5			X
Primary Earth and Space Science Workshop	Teachers Grades K-2			X
Intermediate Life and Environmental Science Workshop	Teachers Grades 3-5			X
Primary Life and Environmental Science Workshop	Teachers Grades K-2			X
Literacy Coach Professional Development	Reading First, K-2 and 3-5 Reading Coaches	X		
K-12 Reading Endorsement Training	Elementary Reading Coaches	X		
K-12 Reading Endorsement Training	Elementary Teachers		X	
Literacy Contact Professional Development	Primary/Intermediate Literacy Contacts		X	
DAR Training	Reading Coaches, Literacy Contacts		X	
Building Essential Literacy (BEL)	Principals, Literacy Coaches			
Building Essential Literacy (BEL)	K-2 Teachers			
FCAT Writing +	Elementary Teachers			Upon Request
FCAT Item Specs	Elementary Teachers			Upon Request
Report Card	Elementary Teachers			Upon Request
FCAT Reading	Elementary Teachers			Upon Request
Every Day Counts	Elementary Teachers	X		
Hands-On-Equations	Elementary Teachers	X		
Elementary Math Contacts' Meeting	Elementary Math, Contacts and/or Coaches		X	
Elementary Math Coaches' Professional Development	Elementary Math Coaches at AAA Schools	X		
Math/Science Fair Professional Development	Elementary Teachers		X	
Strategic Reading in Social Studies	Elementary Teachers	X		
Multimedia Solutions in Social Studies Content Literacy	Elementary Teachers	X		

Training Matrix Elementary Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Best Practices with the leveled nonfiction books in the Social Studies content area	Elementary Teachers	X		

TRAINING MATRIX

Exceptional Student Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Dynavox Getting Started	Any Staff working with a student using a Dynavox communication device	X		
Intro to Boardmaker	Any staff working with a student who uses a static screen	X		
ABC's of AAC	Any staff working with a student who uses communication		X	
Speaking Dynamically	Any staff that uses Speaking Dynamically Pro Software in their		X	
Dynavox Advanced	Any staff working with a student using a Dynavox Communication			X
Advanced Boardmaker	Any staff working with a student who uses a static screen			X
Great Leaps and Peer Assisted Learning Strategy (PALS)	Elementary, Middle, and High School ESE or General	X (to receive materials)		
Edmark	ESE Teachers (working with moderate to severely disabled		X	
Circles	Secondary ESE Teachers (working with moderately disabled students)		X	
Caught Reading	Secondary ESE teachers (working with mild to moderately		X	
Life Centered Career Education Curriculum	Secondary ESE Teachers (working with mild to moderately disabled students)		X	
Navigating through Alternate Assessment	Elementary, Middle, and High School ESE Teachers working with Special Diploma students		X	
AT Process and Procedures	ESE Staff (By invitation only)	X		
LoTTIE Kit	ESE Staff (one or two per school)		X	
AT and Writing	ESE Staff (teachers, resource, contacts, etc.			X

TRAINING MATRIX

Exceptional Student Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Train the Travel Trainer with Palm Tran/Going Places	High School ESE teachers special diploma		X	
Using the Transition Portfolio	High School teachers teaching special diploma students		X	
SRA Reading Mastery Plus	Elementary ESE teachers (By invitation only)			X
SRA Corrective Reading	Secondary ESE teachers (By invitation only)			X
Wilson	Elementary ESE teachers (By invitation only)			X
Two-day IEP/Matrix Training	ESE teachers, Reg. Ed. Teachers, ESE contacts, ART's, SLP's OT/PT Therapists, Pre-K Teachers and Case Managers	X		
Half-day LEA Representative Training	New ESE contacts and person designated by the principal to serve as LEA	X		
District ESE Contact Trainings	ESE contacts, ARTs, BRTs, Area ESE Coordinators	X		
Professional Crisis Management	All PCM are by invitation only		X	
Beginning the Year on a Positive Note	ESE teachers			X
How to Collect and Analyze Data	ESE teachers			X
Basic Behavior and Classroom Management that works	ESE teachers			X
Functional Behavior Assessment and Behavior Intervention Plans	ESE teachers		X	
Behavior Analysis Training	Crisis Intervention Teachers, Behavior Intervention Assistants, EH teachers, SED teachers, Autism teachers			X

TRAINING MATRIX

Exceptional Student Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
How to Write Measurable Behavior Goals on an IEP	EH, SED, and Autistic teachers, Area Resource teachers			X
How to Design and Implement a Classroom Behavior Management Plan	ESE teachers			X
Behavior Management for Low Functioning Exceptional Students	EMH and TMH teachers		X	
Professional Crisis Management Recertification's	All PCM are By Invitation Only	X		
Professional Crisis Management-3 Day Initial Certification	All PCM are by Invitation only		X	
Leaps	EH and SED teachers who have the LEAPS Software	X		
TEACCH	Austism Teachers, SLP's		X	
Verbal Behavior	Autism teachers, SLP's		X	
504/Medicaid/Baker Act Training	School Psychologists		X	
Neuropsychology of Reading	School Psychologists		X	
Woodcock-Johnson Reading Diagnostic	School Psychologists		X	
Suicide Intervention	School Psychologists		X	
Medical Errors/Domestic Violence	School Psychologists			X
Bi-Polar Disorders	School Psychologists		X	
Crisis Intervention Teacher Responsibilities	Crisis Intervention Teachers	X		
Handwriting Without Tears Training	Selected Pre-K teachers, Occupational Therapists, Assistive Technology Resource teachers		X	
Implementing the Palm Beach County Strategic Plan for Transition	Council for Transition of Youth with Disabilities		X	
Resource Mapping	Council for Transition		X	
Using the Student Transition Portfolio	Career Preparation teachers			X
Services of Community Agencies	Career Preparation teachers	X		

TRAINING MATRIX

Exceptional Student Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Graduation Option Two	Transition staff			X
Preparation for College and College Options	Classroom teachers and school administrators (by request)			X
Transition Planning Services	Students and parents (High Schools)			X
Opportunities through Job Corps	Parents, students and teachers			X
Working with Community Agencies to Implement Transition Services	Transition staff	X		
The Gifted Resource Room	Gifted Resource Room Teachers			X
Elementary Gifted Training Network	K-5 Teachers of Gifted Students			X
Middle and High School Gifted Training Network	All Secondary Teachers of Gifted Students			X
Parenting Gifted Students	Parents of Gifted Students			X
Identification and Characteristics of Plan B Gifted Students	District ESOL Coordinating Teachers	X		
Identification and Characteristics of Plan B Gifted Students	School-based ESOL Coordinators/ Contacts: Elementary and Secondary	X		
Introduction to Strategic Instruction Model (SIM)	New Learning Strategies Teachers		X	
Unilateral Hearing Loss	Teachers, Interpreters, SLPs and administrators working with students who are deaf/hard of hearing		X	
IEP Responsibilities	General Education Teachers			X
Workload/Caseload: Fitting in All Responsibilities	SLPs		X	

TRAINING MATRIX

Exceptional Student Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Strategic Instruction Model (SIM) Content Enhancement Course/ Unit Organizers (Follow-up support and additional training throughout the year)	Secondary Social Studies Teachers	X		
Strategic Instruction Model (SIM) Content Enhancement (additional Routines)	Secondary Social Studies Teachers			X
Strategic Instruction Model (SIM) Sentence Writing and Paragraph Writing	Palm Beach Lakes High School English teachers	X		
Strategic Instruction Model (SIM) Content Enhancement	Targeted Schools and by request			X
Strategic Instruction Model (SIM) Learning Strategies	Targeted Schools and by request			X
Professional Development Alternatives (on-line modules) - ESE	ESE and General Education Teachers			X
Collaborative Planning and Teaching (Inclusion)	Targeted Schools	X		
Cooperative Learning and Multiple Intelligences	Targeted Schools			X
Differentiated Instruction	Targeted Schools			X
Station Teaching	Targeted Schools			X
Accommodations/Modifications	Targeted Schools	X		
Scheduling for Inclusion	Targeted Schools	X		
Read and Write Gold Train the Trainer	Teacher designated by principal		X	
Read and Write Gold: District and Area Resource Teachers	District Area Staff		X	
Read and Write Gold: Tech Coordinators	Tech Coordinators and ITSA		X	

TRAINING MATRIX

Exceptional Student Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Read and Write Gold	ESE and Regular ED classroom teachers, inclusion teachers, SLPs, science and social studies teachers			X
Read and Write Gold Webinars	Teachers			X
Classroom Suite	Teachers receiving TMH or Autistic technology bundle		X	
Wonder of Microsoft Word	Teachers		X	
Power of PowerPoint	Teachers			X
Graphic Organizers	Teachers			X
IDEA Implementation	Administrators (PNP)	X		
Working with Parents of Students with Disabilities	Administrators (PNP)	X		
The ESE Classroom	Administrators (PNP)	X		
Classroom Assessment: Developmental and Curriculum Based	Prek ESE Instructional Staff (teachers, CDA IIs, ESE contact persons, Area Diagnostic Staff)	X		

TRAINING MATRIX Multicultural Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Dual Language Book Study	Dual Language teachers		X	
Teaching in Dual Language Programs	Dual Language teachers		X	
ESOL Conference	All teachers		X	
Norton I Experiences: "Women in Art"	All teachers		X	
Norton II Experiences: Permanent Exhibitions	All teachers		X	
Community Outreach Speaker Series: Cuban	All teachers		X	
Integrating Multicultural/International Lessons	All teachers		X	
Summer Institute: Multicultural/International S	All teachers		X	
Balanced CARE	Middle & High School Language Art Teachers		X	
Riverdeep	ESOL teachers		X	
Improving Department Chairpersons' Effective	Foreign Language dept chairs		X	
Eugenics, Race and the Victims of Nazi Perse	All teachers		X	
Brundibar: Storytelling & Holocaust Education	Language Arts, Soc Sci & Fine Arts teachers		X	
Hotel Rwanda and The Rwandan Genocide	All teachers		X	
Paper Clips: A Children's memorial to the Hol	All teachers		X	
Holocaust and Jewish Film Festival	All teachers		X	
The Rwandan genocide and Hotel Rwanda	All teachers		X	
Nationalism, Xenophobia & Refugee Policy in	All teachers		X	
Suitcase Stories - Jewish Children & the Kind	All teachers		X	
Introduction to Holocaust:Summer Institute	All teachers		X	
Facing History & Ourselves	All teachers		X	
LEP students from Entry to Exit	Guidance Counselors	X		
Cross cultural communication & Understanding	Guidance Counselors	X		
Use of Technology to counsel	Guidance Counselors	X		
Classroom Practices for Elementary Guidanc	Guidance Counselors	X		
Independent Study for Guidance Counselors	Guidance Counselors	X		
Community Language Facilitator Training	Community Language Facilitators	X		
Increasing Reading Skills Through Social Stu	All teachers		X	

TRAINING MATRIX

Research, Evaluation and Accountability

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Division of Performance Accountability, Department of Assessment				
Student Assessment Literacy Project - SAL-P	AAA Administrators, selected staff as designated by principal/administrator		X	
Student Assessment Literacy Project - SAL-P	Non- AAA Administrators selected staff as designated by principal/administrator			X
Developing Quality Classroom Assessments	AAA Selected Teachers		X	
Student Assessment Writing Institute	Teachers			X
Setting Goals with the Scholastic Reading Inventory	Teachers			X
Analyzing SSS Diagnostic	Teachers			X
Aligning Instruction to Assessment	Administrators, Teachers			X
Understanding and Improving School Grades	Administrators, Teachers			X
Analyzing School Data	Administrators, School Leadership Team, Teachers			X
Test-Taking Strategies	Administrators, Teachers			X
Testing, Procedures and Administration		X		
Division of Performance Accountability, Department of Research and Evaluation				
Conducting Program Evaluation Research	Specialist, Managers, Program Planners, & Directors		X	
Division of Performance Accountability - EDW				
Educational Data Warehouse (EDW) Skill Development	Selected Staff as designated by their principal / director			X

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Adult and Community Education				
District and Instructional Updates 2005	Assistant Principals		X	
ABE Performance Based Project Curriculum	ABE Instructors		X	
CASAS 2005 Updates	ESOL Testing Staff		X	
CASAS 2005 Updates	ESOL Testing Staff		X	
TABE PC Implementation	ABE/GED Instructors & Testing Coordinators		X	
Adult Learner Leadership Training	ABE, GED, ESOL Students			X
Virtual Education New Teacher Training	New Virtual Education Instructors		X	
Virtual Education 2005 Update	Virtual School Instructors		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New & Prospective Teachers		X	
CASAS 2005 Updates	Esol Testing Staff		X	
CASAS 2005 Updates	Esol Testing Staff		X	
Planting Seeds for Success	Parent, Family Involvement Staff, Adult Education, Family Literacy and K-12 Instructors		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New & Prospective Teachers		X	
ESOL Citizenship	ESOL Citizen Instructors			X
District and Instructional Updates 2005	Assistant Principals			X
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New & Prospective Teachers		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
ABE/GED New & Prospective Teacher Training	ABE/GED New & Prospective Teachers		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ESOL Stand Out Training	ESOL Instructors		X	
Family Literacy Seminar	Families and Instructional Staff			X
District and Instructional Updates 2005	Assistant Principals		X	
National Community Education Day Seminar	Assistant Principals, District Staff, Instructors, Select Members of the Community			X
District and Instructional Updates 2005	Assistant Principals		X	
Adult Education Mini Conference	All Adult Education Staff and Assistant Principals		X	
CRISS	ABE, GED, Credit & K-12 Reading Instructors		X	
Virtual Education 2006 Update	Virtual Education Instructors		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New and Prospective Teachers		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New and Prospective Teachers		X	
District and Instructional Updates 2005	Assistant Principals		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New and Prospective Teachers		X	
CRISS	ABE, GED, Credit & K-12 Reading Instructors		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
FCAT Manipulative Math Instructional Strategies	ABE, GED, Credit & K-12 Math Instructors		X	
ESOL New and Prospective Teacher Training	ESOL New and Prospective Teachers		X	
ABE/GED New & Prospective Teacher Training	ABE/GED New and Prospective Teachers		X	
CRISS	ABE, GED, Credit & K-12 Reading Instructors		X	
FCAT Manipulative Math Instructional Strategies	ABE, GED, Credit & K-12 Math Instructors		X	
District and Instructional Updates 2005	Assistant Principals		X	
African & African American Studies				
African & African American Studies Training Workshop	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers		X	
African & African American Studies Training Workshop	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers		X	
African & African American Studies Training Workshop	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers		X	
African & African American Studies Training Workshop	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers		X	
African & African American Studies Training Workshop	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers		X	
Multicultural Concert: From Bach To Gospel	All School District Employees and Community			X
African & African American Studies Training Workshop and Black History Month	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers and Community		X	
Black History Month Dance Drama and Dance Presentation: Lynchtown	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers and Community			X

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
African & African American Studies Training Workshop and Black History Month	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers and Community		X	
African & African American Studies Training Workshop	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers		X	
African & African American Studies Tsummer Institute	Prin, Asst. Prin, Guid Coun, Instructional, Police Officers and Community		X	
Arts Education				
Digital Photography	6-12 Visual Art Teachers			X
Teaching the Craft of Play Writing	6-8 Drama, Creative Writing Teachers			X
Digital Videography for the Art Room	6-12 Visual Art Teachers			X
Digital Videography for the Art Room II	6-12 Visual Art Teachers			X
Clay Tiles and Clay Noise Makers	6-12 Visual Art Teachers			X
Choral Techniques: County Choral Festival	6-12 Visual Art Teachers		X	
Introduction to Photo Shop	6-12 Visual Art Teachers			X
Advanced Photo Shop	6-12 Visual Art Teachers			X
Writing Monologues	6-12 Drama Teachers			X
Instrumental Techniques: District Jazz Band Festival	6-12 Band Directors		X	
Instrumental Techniques: District Jazz Band Festival	6-12 Band Directors		X	
Clay Tiles and Clay Noise Makers II	6-12 Visual Art Teachers			X
Watercolor Painting at the Loxahatchee River	6-12 Visual Art Teachers			X
Handbell Clinic and Festival	6-8 Music Teachers			X
Art Vocabulary Games	6-12 Visual Art Teachers			X
Instrumental Techniques II: District Honor Band	6-12 Band Directors		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Instrumental Techniques II: District Honor Band	6-12 Band Directors		X	
Bezel Setting a Cabochon Cut Stone	6-12 Visual Art Teachers			X
Cloisonné Enameled Pendant on Fine Silver	6-12 Visual Art Teachers			X
Centers for Disease Control				
HIV/AIDS	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
Strategies for Reviewing Human Growth and Development Curriculum	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
Nutrition: The New Food Pyramid	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
Nutrition: The New Food Pyramid	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
HIV/AIDS	Middle/High Sci/Health		X	
Substance Abuse-Crystal Meth and other Drugs	Middle/High Sci/Health		X	
Language Arts				
Making the K-12 CRP Work For You; The READ 180 Rotation Model; FELS: Learning, Accountability, Assessment and Technology	Secondary Assistant Principals		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Teaching the Craft of Playwriting	TBA			X
Monitoring the K-12 CRP for Student Gains; FELS: Decision Making Strategies; Learning, Accountability, and Assessment	Secondary Assistant Principals		X	
Effective Instructional Programs; FELS: Community and Stakeholder Partnerships, Vision, Diversity, Human Resource Development	Secondary Assistant Principals		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Writing Monologues	TBA			X
Technology in Action: Interdisciplinary Curriculum Building; FELS: Technology, Decision Making Strategies	Secondary Assistant Principals		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
P.R.O.M.I.S.E Network	Middle and High Language Arts Teachers			X

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
The Real Matrix: Scheduling Mazes in Secondary Schools; FELS: Decision Making Strategies, Instructional Leadership, Diversity, Vision	Secondary Assistant Principals		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Language Arts Instructional and Leadership Strategies	Department Instructional Leaders		X	
Mathematics				
TI Cadre Training	Ten Selected Teachers		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	
T! SmartView Applications	High School Algebra I Teachers		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	
Intensive Math (FCAT Prep)	High School Intensive Math Teachers		X	
Graphing Calculator Instructional Strategies (TI-73)	Middle School Algebra 1 Teachers		X	
Powerpoint Strategies in the Math Classroom	Secondary Math Teachers		X	
Mathematics Instructional and Leadership Strategies	High School Math Department Chairs		X	
T! SmartView Applications	High School Algebra I Teachers		X	
Geometers' Sketchpad Explorations	Middle School Math Teachers		X	
Mathematics Instructional and Leadership Strategies	Middle School Math Department Chairs		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Conquering the FCAT (Math)	Secondary Math Teachers		X	
Mathematics Instructional and Leadership Strategies	Middle School Math Department Chairs		X	
Mathematics Instructional and Leadership Strategies	High School Math Department Chairs		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	
Mathematics Instructional and Leadership Strategies	Middle School Math Department Chairs		X	
Mathematics Instructional and Leadership Strategies	High School Math Department Chairs		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	
Mathematics Instructional and Leadership Strategies	High School Math Department Chairs		X	
Mathematics Instructional and Leadership Strategies	Middle School Math Department Chairs		X	
AAA Coaches Strategy Session	Math Coaches AAA Schools		X	
PE/Health/Driver Education				
Implementing and Managing the Schools of Wellness Grant	Teachers and Liaisons of Wellness Grant Schools		X	
Implementing and Managing the Secondary Physical Education Curriculum	6-12 PE Teachers		X	
Professional Physical Education Development	K-12 Teachers		X	
Reading				
Reading Endorsement Competencies 1-6	6-12 Reading Teachers		X	
CRISS	Administration		X	
CRISS	Administration		X	
CRISS	Level 1		X	
CRISS	Level 1		X	
CRISS	Level 1		X	
CRISS	Level 1		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
CRISS	Level 2		X	
Reading Endorsement Competencies 1-6	6-12 Reading Teachers		X	
Literacy Circles	Staff			X
Read 180 Day 1	New Read 180 Teachers	X-AAA	X-Others	
Read 180 Day 2	Experienced Users	X-AAA	X-Others	
Reading Advantage Training	Selected High School Staff	X-AAA	X-Others	
Science				
Science Fairs and Regulations	6-12 Science Teachers		X	
Alabama Curriculum Training for New Teachers Only	6-12 Science Teachers		X	
104 Certification of HIV/AIDS Awareness and ACT SMART Curriculum	6-12 Science Teachers			X
Using Eduware Software and Edugame for FCAT Review	6-12 Science Teachers		X	
A Novel Approach to Science	6-8 Science Teachers		X	
Effective Use of Technology in the Science Classroom - Part I	6-12 Science Teachers		X	
Effective Use of Technology in the Science Classroom - Part II	6-12 Science Teachers		X	
Lunar Eclipse	6-12 Science Teachers		X	
CRISS Training for Science Teachers	6-12 Science Teachers		X	
CRISS Training for Science Teachers	6-12 Science Teachers		X	
Boo Chemistry	9-12 Science Teachers		X	
104 Certification of HIV/AIDS Awareness and ACT SMART Curriculum	6-12 Science Teachers		X	
104 Certification of HIV/AIDS Awareness and ACT SMART Curriculum	6-12 Science Teachers		X	
Megaladon! Take A Bite Out of Reading!	6-12 Science Teachers		X	
104 Certification of HIV/AIDS Awareness and ACT SMART Curriculum	6-12 Science Teachers		X	
Biotechnology	9-12 Science Teachers			X

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Hydroponics	6-12 Science Teachers			X
Dollar Store Science	6-12 Science Teachers			X
Social Studies				
SIM Content Enhancement Routines related to Organizing and Leading Learning	Middle and High School Social Studies Teachers		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	High School Social Studies Department Instructional		X	
SIM Content Enhancement Routines related to Exploring, Text, Topics and Details	Middle and High School Social Studies Teachers		X	
SIM Content Enhancement Routines related to Organizing and Leading Learning	Middle and High School Social Studies Teachers		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	Middle School Social Studies Department Instructional Leaders		X	
SIM Content Enhancement Routines related to Organizing and Leading Learning	Middle and High School Social Studies Teachers		X	
SIM Content Enhancement Routines related to Exploring, Text, Topics and Details	Middle and High School Social Studies Teachers		X	
SIM Content Enhancement Routines related to Organizing and Leading Learning	Middle and High School Social Studies Teachers		X	
Increasing Reading Skills through Social Studies: Differentiated Instruction Using Leveled Multicultural Readers	Middle School Social Studies Teachers of ESOL, ESE, Level 1 and Level 2		X	
SIM Content Enhancement Routines related to Exploring, Text, Topics and Details	Middle and High School Social Studies Teachers		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
SIM Content Enhancement Routines related to Organizing and Leading Learning	Middle School Social Studies Department Instructional Leaders		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	Middle and High School Social Studies Teachers		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	High School Social Studies Department Instructional Leaders		X	
SIM Content Enhancement Routines related to Exploring, Text, Topics and Details	Middle and High School Social Studies Teachers		X	
SIM Content Enhancement Routines related to Organizing and Leading Learning	Middle and High School Social Studies Teachers		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	Middle School Social Studies Department Instructional Leaders		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	High School Social Studies Department Instructional Leaders		X	
FCAT Strategies and Social Studies: Making the Connection between Literature and Economicskills Through Professional Development	High School Social Studies and English Teachers		X	
SIM Content Enhancement Routines related to Exploring, Text, Topics and Details	Middle and High School Social Studies Teachers		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	High School Social Studies Department Instructional Leaders		X	

TRAINING MATRIX

Secondary, Adult and Community Education

Training Description	Audience	Mandatory	Strongly Recommended	Optional
SIM Content Enhancement Routines related to Exploring, Text, Topics and Details	Middle and High School Social Studies Teachers		X	
Strengthening the Social Studies Teacher's Skills Through Professional Development	Middle School Social Studies Department Instructional Leaders		X	

TRAINING MATRIX

Supplemental Educational Services

Training Description	Audience	Mandatory	Strongly Recommended	Optional
Supplemental Educational Services (SES) Training	Principals		X	
Supplemental Academic Instruction (SAI) Professional Development (7 per year)	SAI Teachers		X	
ADA/504 Training	New 504 Contacts and New School Psychologists	X		
PASS Director's Training (3 per year)	PASS Directors		X	
Academic Improvement Plan (AIP) Training	Elementary AIP Contacts		X	
Educational Options Training	New Educational Options Teachers		X	
Educational Options Training	Veteran Educational Options Teachers		X	
Guidance Coordinators' Meeting (7 per year)	Middle and High School Guidance Coordinators		X	
ADA/504 Training	Experienced 504 Contacts	X		
Academic Improvement Plan (AIP) Training	Secondary AIP Contacts		X	
Student Development Plan Training	School Guidance Counselors		X	
Elementary Guidance Counselors' Training (7 per year)	Elementary Guidance Counselors		X	
Accuracy with Immunization Records	School Nurses and Data Processors		X	
Student Progression Plan Meetings (Elementary School - 5 meetings per year, Middle School - 5 meeting per year, and High School - 5 meeting per year)	Department Contacts and Principals		X	
AED/CPR/First Aid Training (Periodically throughout the year)	Two staff members from each school	X		
Supplemental Academic Instruction (SAI) Design Team (5 per year)	Department Contacts and Principals		X	
Supplemental Educational Services (SES) Meetings (7 per year)	SES School Contacts		X	
Summer School Meeting (2 per year)	Department Contacts		X	
Student Family Handbook Committee Meeting (3 per year)	Department Contacts and Principal Representatives		X	
Student Development Advisory Board (4 per year)	Principals, Counselors, Business/Community members		X	
Schools That May Receive SES in FY07	Principals		X	

TRAINING MATRIX

Student Intervention Services

Training Description	Audience	Mandatory	Strongly Recommended	Optional
In-School Suspension Procedures	In-School Suspension Teachers	X		
In-School Suspension Procedures	In-School Suspension Supervisor		X	
Ripple Effects Software (Pilot)	In-School Suspension Teachers	X		
Ripple Effects Software (Pilot)	In-School Suspension Supervisor		X	
McKinney-Vento Law (Homeless)	Guidance Counselors	X		
McKinney-Vento Law (Homeless)	School-Based Team Coordinator	X		
McKinney-Vento Law (Homeless)	Data Processors	X		
McKinney-Vento Law (Homeless)	Administrators		X	
Avid Editing	ITV Producer/Director/Editors	X		
Adobe	ITV Graphics Designer	X		
Photoshop	ITV Graphics Designer	X		

